University of Washington
Faculty Council on Teaching and Learning
October 6th, 2016
10:30am – 12:00pm
Mary Gates Hall 206

Meeting Synopsis:

1. Call to Order
2. Review of the Minutes from June 2nd, 2016
3. Welcome and Introductions
4. Council Orientation (Burgess)
5. 2015-16 Carryover Items or Future Directions
6. FCTL 2016-2017 charge letter
7. Good of the Order
8. Adjourn

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1) Call to Order (0:00 – 0:57)

Turner called the meeting to order at 10:30 a.m.

2) Review of the Minutes from June 2nd, 2016 (0:00 – 0:57)

The minutes from June 2nd, 2016 were approved as written.

3) Welcome and Introductions (57:00 – 5:18)

Members of the council and guests introduced themselves. Mark Zachry (Human Centered Design & Engineering) and Amy Howells (Family and Child Nursing) were new faculty members on the council.

4) Council Orientation (Burgess) (5:18 – 17:16) (Exhibit 1)

Burgess (council support analyst) gave a presentation to the council concerning its role within the faculty senate and within the larger university (Exhibit 1). Turner added that altering the FCTL charge (codified in the Faculty Code) is one potential piece of legislation the council may forward during the academic year (requires Class A legislation).

5) 2015-16 Carryover Items or Future Directions (17:16 – 31:26)

  UW Scholastic Regulation 109 "Continuing Education"

Rovy Branon (Vice-Provost, Professional and Continuing Education) explained that Chapter 109 of UW Scholastic Regulations governs continuing education at the UW. He explained it has been some years since the section was last updated, and the result is inaccurate/outdated references and missing

elements of UW's continuing education within the document. He explained as an example that some councils referenced in the section no longer exist and require removal, while some other areas of require significant expansion/rewrites, including:

- UW's non-credit programs
- University certificates
- MOOCs (Massive Online Open Courses)

Branon added that quality control for non-traditional academic offerings is becoming a topic of interest around the UW, and one area where consultation with the FCTL may manifest.

FCTL Subcommittee on Teaching Effectiveness (a map of campus teaching and learning resources)

Tihanyi explained the Subcommittee on Teaching Effectiveness' previous charge was to identify and show current teaching resources around the UW Seattle campus via a "map" illustration. She explained the subcommittee last finished creating a comprehensive list of campus resources, also including information on how to access those listed, and the map itself has yet to be created. She explained the Subcommittee also addressed "active learning" at the UW, and plans to continue this evaluation.

Cataloging Assessment and Improvement of Teaching and Learning Across Colleges

Turner explained during the 2016-2017 academic year he would like to interview individual UW colleges on their methods for handling various processes, including the onboarding of new faculty members, utilizing metrics for evaluating faculty, steps taken in cases of underperformance, and so on.

Amendment of FCTL Charter (Class A Legislation)

Turner explained the FCTL in recent years has advanced very little faculty senate legislation/resolutions, and the council's charge within the Faculty Code may need to be updated to greater reflect its current activities, as well as to better inform future members and chairs on how the council may operate to best serve the university. He explained Class A legislation would be required to alter the council's charge listed within the Faculty Code.

6) **FCTL 2016-2017 charge letter ([31:26 – 47:39](#))** (Exhibit 2)

The council reviewed its draft 2016-2017 charge letter forwarded from the faculty senate leadership (Exhibit 2). Turner noted one item the council has been charged with this year (though not listed within the letter) is evaluation of onboarding/development models for part-time (PT) lecturers at the university.

Turner explained and a gave brief backgrounds into each of the items included in the FCTL's 2016-2017 charge, which included:

❖ Support for Diversity and Equity-Informed Pedagogies

❖ UW-IT Policy and Service Changes
❖ Learning Spaces Governance Committee
❖ Enhancing Faculty-Staff Communications
❖ Supporting Teaching & Learning Effectiveness for PT Lecturers
❖ Best Practices in Online/Hybrid Teaching & Learning Environments

He asked if there were any items that could be potentially added to the charge, or generally things the council might wish to address this year.

Tihanyi mentioned that a concern exists at multiple levels relating to online course evaluations trending towards lower ratings for courses (based on course evaluation data). Nana Lowell (Director, Office of Educational Assessment) gave some background, explaining that an overall declining response rate for online course evaluations has been evident in recent years. It was noted potential causes of the declining student response rate are difficult to identify; one member explained it is likely a symptom of the information era, wherein young people particularly are bombarded with mass amounts of information daily, and completing course evaluations (lacking an incentive to do so) are forgotten or not prioritized by students. A member added that a low response rate within studies routinely results in response bias, which could provide an explanation.

It was noted course evaluation results are useful to the university for several operational reasons, including providing information to promotion and tenure committees.

Lowell noted some institutions have taken a more centralized approach to conducting course evaluations, for example designating an "assessment week," or requiring that evaluations be completed for students to receive their final grades at an earlier date. Logistical concerns were mentioned relating to implementing a similar policy at the UW, although it was noted consultation with another administrative unit would be necessary to properly make that assessment.

Lowell suggested students might be incentivized to complete course evaluations by being granted access to all completed evaluations for the course once they have submitted their own response. Several members liked the idea.

Turner noted the council would return to the topic in a future meeting.

7) Good of the Order ([47:39 – 48:17](#))

Members made no additional comments.

8) Adjourn ([47:39 – 48:17](#))

Turner adjourned the meeting at 11:22 a.m.

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Minutes by Joey Burgess, jmbg@uw.edu, council support analyst

Present: **Faculty:** Jennifer Taggart, Dan Turner (chair), Timea Tihanyi, Amy Howells, Mark
Zachry, Kathleen Peterson
Ex-officio reps: Maria Zontine, Eldridge Alcantara
President's designee: LeAnne Jones Wiles
Guests: Rovy Branon, Nana Lowell, Christine Sugatan

Absent: **Faculty:** David Masuda, Ellen McGough, Jan Spyridakis, Kimberlee Gillis-Bridges,
Fred Bookstein,
Ex-officio reps: N/A

Exhibits

Exhibit 1 – Orientation to university faculty councils.pdf
Exhibit 2 – FCTL 2016-2017 charge letter.pdf

Exhibit 1

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Orientation to university faculty councils

JOEY BURGESS, UW FACULTY SENATE OFFICE

Exhibit 1

W UNIVERSITY *of* WASHINGTON

Welcome to the Faculty Senate

❖Zoe Barsness, Faculty Senate Chair

❖Thaisa Way, Faculty Senate Vice Chair

❖Paul Hopkins, Chair, Senate Committee on Planning and Budgeting

❖Mike Townsend, Secretary of the Faculty

❖JoAnn Taricani, Faculty Legislative Representative

❖George Sandison, Deputy Faculty Legislative Representative

❖Nancy Bradshaw, Assistant to the Chair

❖Jordan Smith, Assistant to the Secretary

❖Joey Burgess, Council Support Analyst

Exhibit 1

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Faculty councils

❖Address issues of the faculty as a whole for the general welfare of the university

❖Standing committees appointed by the Senate Executive Committee and confirmed by the Faculty Senate

❖Advise both the provost and the Senate Executive Committee on issues of faculty and university concerns

❖Roles include:
  ❖Prepare legislation and resolutions to the Senate Executive Committee
  ❖Submit reports to the senate chair
  ❖Receive and make recommendations on behalf of university faculty
  ❖Request information/assistance and appoints ad hoc committees to address university concerns
  ❖Receive reports from university administrators and provides recommendations/feedback
  ❖Represent faculty through service on university-wide committees

Exhibit 1

W UNIVERSITY *of* WASHINGTON

Faculty councils and subcommittees

❖Academic standards
  ❖Admissions and programs (SCAP)
  ❖Admissions and graduations
  ❖Honors

❖Benefits and retirement

❖Faculty affairs

❖Multicultural affairs

❖Research
  ❖Classified/restricted research

❖Student affairs

❖Teaching and learning

❖Tri-campus policy
  ❖Tri-campus review

❖University facilities and services

❖University libraries

❖Women in academia

Exhibit 1

W UNIVERSITY *of* WASHINGTON

Council membership

❖ Voting members of the university faculty (3-year terms)

    ❖ Appointed by the Senate Executive Committee

❖ President's designees (1-year terms)

    ❖ Appointed by the president

❖ Ex officio members (1-year terms)

    ❖ Associated Students of the University of Washington (ASUW)

    ❖ Graduate and Professional Student Senate (GPSS)

    ❖ Association of Librarians of the University of Washington (ALUW)

    ❖ Professional Staff Organization (PSO)

Exhibit 1

W UNIVERSITY *of* WASHINGTON

Faculty council chairs

❖Provide leadership of council activities and meetings

❖Represent university faculty and their concerns to stakeholders across UW

❖Work closely with Faculty Senate leadership to pass legislation/resolutions

❖Work with other council chairs on issues that impact multiple stakeholder groups

❖Serve as ex officio voting members of the Faculty Senate

Exhibit 1

W UNIVERSITY *of* WASHINGTON

Meetings

❖Meetings last 1.5 hours

❖Quorum is 50% of all voting members

❖When quorum is met councils can take official actions (approve minutes/legislation/etc.)

❖When quorum is not met councils can still meet, but not take official action on agenda items

❖Please raise your hand if your name is: (you are a voting member)

Exhibit 1

Google drive

❖Used to host council meeting materials and facilitate council collaboration

❖No securities on folders, all are accessible via a hyperlink sent in meeting announcements

Exhibit 1

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Senate legislative process – class A

❖ "All changes to the Faculty Code"

❖ Begins with a faculty council

❖ Approved by the Senate Executive Committee (1st round)

❖ Approved by the Senate (1st round)

❖ Reviewed by the code cops and the president

❖ Approved by the Senate Executive Committee (2nd round)

❖ Approved by the Senate (2nd round)

❖ Approved by a full faculty vote

❖ Approved by the president

Exhibit 1

UNIVERSITY *of* **WASHINGTON**

Senate legislative process – class A

❖Professor of Practice

❖Updates to the Faculty Code

❖Academic Freedom and Responsibility

❖Modifying Procedures and Promotions

Exhibit 1

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Senate legislative process – class B

❖ "Legislation that is not class A"

❖ Begins with a faculty council

❖ Approved by the Senate Executive Committee

❖ Approved by the Senate

❖ Approved by the president

❖ Legislation is sent to the full faculty for feedback

❖ If less than 5% of voting members object, the legislation is approved

❖ If 5% or more object, the legislation returns to the senate to consider feedback

Exhibit 1

W UNIVERSITY *of* WASHINGTON

Senate legislative process – class B

❖Updates to Scholastic Regulations Chapters 101-117

❖Revisions of Scholastic Regulations to create a diversity graduation requirement for undergraduates.

❖Revisions related to Scholastic Regulations.

❖Procedures related to Honorary Degrees.

Exhibit 1

UNIVERSITY *of* **WASHINGTON**

Senate legislative process – class C

❖Senate resolutions, not legislation

❖Begins with a faculty council

❖Approved by the Senate Executive Committee

❖Approved by the Faculty Senate

❖Announced to the entire voting faculty

❖Non-binding; therefore used sparingly to support specific policy actions or garner awareness on exceptional issues

❖Alternatives to Class C's:
  ❖Collaborating with other councils
  ❖Consulting with Senate Leadership to find the most effective way to address the issue

Exhibit 1

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Senate legislative process – class C

❖Resolution Concerning Transgender Coverage

❖Resolution Concerning University of Washington International & English Language Programs Extension Lecturers

❖Resolution Addressing Faculty Demographic Concerns

❖Resolution Concerning Repairing Shared Governance and the Faculty Salary Policy

❖Resolution Concerning the Provost Search Process

❖Resolution Concerning the Faculty Fund for Library Excellence

Exhibit 2

UNIVERSITY *of* WASHINGTON

FACULTY SENATE

September 16, 2016

Dan Turner,
Chair, Faculty Council on Teaching and Learning

Dear Professor Turner:

The Faculty Council on Teaching & Learning is charged with responsibility "for all matters of policy, both academic and non-academic, relating to improvement of teaching and learning in the university; including distance learning, educational outreach, and summer quarter, and the use of educational technology in instruction" (Faculty Code, Section 42-33). Activities historically performed include addressing a prioritized list of student and faculty-related concerns, inquiries, and interests relating to the effectiveness and overall well-being of pedagogy at the UW, especially by way of inviting key administrators and stakeholders to council meetings for providing supplementary information, and for receiving council and student guidance on the topics at-hand.

Our recommendation is that the council identify 3 specific goals that can be accomplished by the end of the 2016-17 academic year.

The Senate office did a background review to help identify goals for your council. This included review of minutes from last year's meetings, review of discussions at Faculty Senate meetings, and selected outreach for topics. Recommended goals and / or topics for discussion include:

- Collaborate with FCMA, the Race and Equity Initiative Steering Committee, and the Center for Teaching and Learning to review current teaching and learning initiatives designed to support faculty development in regards to diversity and equity-informed pedagogies. Seek to identify best practices and tools that might be shared, and explore how best to share and support faculty development in these domains. Receive an update on faculty workshops/pilots relating to the topic.
- Continue analyzing potential policy or service changes necessary to help UW-IT support faculty and students, potentially through information technology solutions, new online academic tools, or discontinuation of existing tools and services. Make efforts to ensure timely transitions of pedagogical tools and/or software, and encourage timely awareness of any service changes, also considering tri-campus implementation/awareness.
- Continue oversight of recommended changes to broad UW classroom usage policies by way of receiving periodic updates from the Learning Spaces Governance Committee, headed by faculty member Bruce Balick, and discuss how to communicate changes to broader university community. Evaluate what dashboard or metrics (e.g. types of data) would be beneficial to inform the committee on the effectiveness of policy changes.

Supplementary:

- *Develop and complete a campus Map showing on-site services for faculty (relating to teaching and learning).*

After your first council meeting we will be available to discuss the goals your council identified. Thereafter, we will post your council's goals on the Faculty Senate Website to communicate the important work you are doing on their behalf.

Sincerely,

Zoe Barsness
Faculty Senate Chair
Associate Professor of Business