

University of Washington  
Faculty Council on Teaching and Learning  
March 5th, 2015  
10:30am - noon  
Gerberding 142

**Meeting Synopsis:**

- 1) Call to order
  - 2) Review of the minutes from February 5th, 2015
  - 3) Course evaluation summary on MyPlan: UW-IT's samples of display (Lowell) (Exhibit 1) (Exhibit 2)
  - 4) Revised the documents for Turnitin plagiarism detection tool (Lewis) (Exhibit 3) (Exhibit 4)
  - 5) Discussion of items postponed from last meeting (led by persons named)
  - 6) Reports from FCTL Subcommittees (Exhibit 5)
  - 7) Adjourn
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**1) Call to order**

Wilkes called the meeting to order at 10:35 a.m.

**2) Review of the minutes from February 5th, 2015**

A member requested a statement be retracted from the record, and the minutes from February 5th, 2015 were approved as amended.

**3) Course evaluation summary on MyPLAN: UW-IT's samples of display (Lowell) (Exhibit 1) (Exhibit 2)**

Nana Lowell, Director of Office of Educational Assessment, presented two sample options for reporting course evaluations results on the web-based tool MyPlan, subscribed to the council by UW-IT. The council decided at their last meeting which course evaluation question results they would like to be reported, and Lowell has returned with sample options showing how the data will actually be represented on the web-interface.

The council was presented with two options for representation of the data. The first option shows the individual items chosen by the council at the last meeting (Exhibit 1). The second option shows two averaged items and includes "course as a whole" as an average (Exhibit 2).

After discussion, and by way of majority vote, the council moved that the representation in Exhibit 1 be used, with certain changes. The details of the council's decided representation are:

- 1) The representation seen in Exhibit 1 will be used as the representation of the data for the web-based tool MyPlan. The report includes the four items the council requested UW-IT to include.  
\*The questions are labeled incorrectly in Exhibit 1, as it is just an example, the questions chosen in the previous meeting will be the ones represented.
- 2) Course as a whole will appear in the representation, written as "CRS as whole" for accruing additional space.
- 3) The order of the questions as they appear in the representation will be:

SECTION	TYPE (CREDIT)	MEETING TIME	LOCATION	SLN	ENRL RESTR	ENRL STATUS	ADD
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I	Lecture (5)	To be arranged		16614	Add Code Required	- 0 / 120	
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INSTRUCTOR

COLLINGWOOD, DAVID

OTHER

Distance learning

COURSE CHALG (1-7pts) ?

INSTR EFFECT (1-7pts) ?

AMT LEARNED (0-5pts) ?

OVERALL RTG (0-5pts) ?



6.2



5.1



4.0



4.8

ADDITIONAL DETAILS

GROUP-START ONLINE COURSE: ALL STUDENTS BEGIN & END COURSE TOGETHER. THIS COURSE HAS AN INPERSON MIDTERM &/OR FINAL EXAM. IN ADDITION TO YOUR REGULAR TUITION COST, A \$350 SUPPLEMENTAL FEE IS CHARGED FOR THIS COURSE. TO ACCESS YOUR COURSE, VISIT: [HTTP://ONLINE-COURSE-ACCESS.PCE.UW. EDU](http://online-course-access.pce.uw.edu) [View more details](#)

SECTION	TYPE (CREDIT)	MEETING TIME	LOCATION	SLN	ENRL RESTR	ENRL STATUS	ADD
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I	Lecture (5)	To be arranged		16614	Add Code Required	- 0 / 120	
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INSTRUCTOR

COLLINGWOOD, DAVID

OTHER

Distance learning

INSTRUCTOR EFFECTIVENESS (1-7pts) 



AMOUNT LEARNED (0-5pts) 



OVERALL RATING 

**4.7**  
out of 5

ADDITIONAL DETAILS

GROUP-START ONLINE COURSE: ALL STUDENTS BEGIN & END COURSE TOGETHER. THIS COURSE HAS AN INPERSON MIDTERM &/OR FINAL EXAM. IN ADDITION TO YOUR REGULAR TUITION COST, A \$350 SUPPLEMENTAL FEE IS CHARGED FOR THIS COURSE. TO ACCESS YOUR COURSE, VISIT: [HTTP://ONLINE-COURSE-ACCESS.PCE.UW.EDU](http://ONLINE-COURSE-ACCESS.PCE.UW.EDU) [View more details](#)

Course as a whole (also known as “overall rating”) → Instructor’s Effectiveness → Amount Learned → Intellectual Challenge.

- 4) The shortened term “pts” (points) will be removed from the representation to free up additional space.
- 5) All evaluation data on MyPlan will be reported as an average of the previous three years of the course’s evaluation scores.
- 6) UW-IT will work on their own timeline for implementing the representations on MyPlan.
- 7) If an instructor has not taught the course to be reported previously, the course will not show evaluation data on MyPlan.

#### *Course Evaluation Catalogue (CEC) to be moved Offline*

Lowell reported that the Course Evaluation Catalogue will be taken offline when the new representations are posted on MyPlan, or at an earlier time. The CEC is a series of web pages available through the University of Washington website showing detailed course evaluation data for a large array of UW courses. Though some members noted being aware of this stipulation, others expressed surprise at the fact of the CEC’s discontinuation.

Lowell explained there are funding concerns associated with the CEC staying online, and additionally, the catalogue is plagued by persistent data “scraping” - that is, the copying of all the data by hackers, which is problematic according to UW-IT, and reason to take the catalogue offline. Lowell reported that there will not be a link provided to the CEC on MyPlan due to this shift – a possibility of interest to the council, as discussed in an earlier meeting. She continued that the MyPlan reporting option, pursued by the council, was intended to be a way to make the data still available online, but no longer vulnerable to computer hackers and other threats, or susceptible to funding shortfalls. She explained this to be the original purpose of pursuing the MyPlan course evaluation initiative.

Badger questioned if the existing CEC data will be deleted or moved offline, or posted elsewhere online. Lowell explained course evaluation data is never deleted, but instead archived. She reported several student groups had requested the data be transferred to them, and were granted data sets. The data is always available through the Office of Educational Assessment – the CEC was only an online representation of the data, one that faculty have expressed they would like taken down for protection of their evaluation data, which is being scraped and published on insecure forums.

Some council members expressed discontent with the replacement of the CEC’s in-depth look at the data by the MyPlan alternative’s superficial overview. Wilkes noted he would like the council to urge UW-IT to consider keeping the data online, and adding additional encryptions or password protection to safeguard against prohibited use. Wilkes noted the council should urge that the CEC remain available for students as an academic planning tool.

Wilkes noted he will draft a note to present to the council at the next meeting, to provide a starting point for developing an effective policy regarding the CEC’s future.

Lowell noted there is a “grey question mark” on the representation which can be clicked to provide additional information. She noted she is requesting UW-IT have the question mark to show three pieces of information: 1) The full item text, 2) the fact that the evaluation includes three years of data, 3) and how many courses the representation includes.

#### **4) Revised the documents for Turnitin plagiarism detection tool (Lewis) (Exhibit 3) (Exhibit 4)**

Karin Roberts (Manager, Academic and Collaborative Applications) was present as a proxy for Tom Lewis to provide follow-up details over questions posed by the council concerning the removal of items from UW-utilized plagiarism detection service, Turnitin.

Roberts reported the Registrar's Office has revised two documents in consultation with the Faculty Council on Academic Standards and the Faculty Council on Teaching & Learning. She handed around the documents for review of the council, titled "Turnitin FAQs" and "Using Turnitin: Guidelines for Faculty" (Exhibit 3) (Exhibit 4).

She noted the councils previously asked the Registrar's Office to clarify several points in correlation with University Turnitin policy and procedure. These include:

1. The process for getting student work removed from the Turnitin repository.
2. The process for keeping student work from being stored in the repository.
3. Publishing of the notice the students read and the pledge they accept as they submit their work to Turnitin.
4. Clarification that Turnitin is the only plagiarism-detection service that faculty are authorized to use for the protection of student work and privacy.

Roberts reported that all of the above points have been included in the revisions of the documents, and both documents will be published on IT Connect along with other documentation on Canvas. She noted the documents are cross-linked, so whichever is clicked will provide a direct link to the other.

Roberts noted, in response to the council expressing concerns over faculty not understanding the "Using Turnitin" document, that a line may be added to the top of that document advising the reader to see the FAQs (Exhibit 4) for a complete overview.

Turner posed additional concerns over group assignments submitted to Turnitin. He noted in the past, the Attorney General's office had advised against some of the risks associated with turning in group work to Turnitin after a particular incident within the Foster School of Business. There was discussion over the best steps for going forward in addressing the concerns. Wilkes noted the FAQ should address the fact that there are concerns associated with submitting group work to Turnitin, as no remedy for the legal concerns could be found by the council or guests.

Roberts noted that in addition to the formal documentation, her colleagues in learning technologies are working with the Center for Teaching and Learning to develop "best practices and advice" for instructor's based on information gleaned from various workshops, and that documentation will be posted online in the spring.

#### **5) Discussion of items postponed from last meeting (led by persons named)**

##### **a. Guide for Tenure and Promotion evaluations - input from Council (Kalikoff)**

Sugatan noted she would like to table the agenda item until the next meeting where Beth Kalikoff is present - as she will be the best individual to present on this item.

##### **b. Learning Spaces/class scheduling - data on class scheduling vs. student learning (Sugatan)**

# Turnitin FAQs

## Instructors

[What is Turnitin?](#)

[What are UW's guidelines for faculty using Turnitin?](#)

[How does Turnitin work?](#)

[How complete is Turnitin?](#)

## Students

[Are student papers kept confidential?](#)

[Can I request removal of my work from Turnitin's repository?](#)

[What about student copyright?](#)

[How do I get started with Turnitin?](#)

[What is the Turnitin pledge for students?](#)

## What is Turnitin?

Turnitin is a Web-based service that can find and highlight matching or unoriginal text in a written assignment. It uses data-mining to compile a large database of electronic academic materials, which it indexes and stores.

Faculty can set assignments that are submitted online through [Canvas](#) to be reviewed by Turnitin, on a per-assignment basis. Student assignments submitted online will be checked by the service.

Turnitin checks the assignment against its database of materials to look for matches or near-matches in strings of text. Turnitin then generates an Originality Report online. The Originality Report summarizes and highlights matching text.

Faculty find the Originality Report useful as a tool to teach students proper citation practices and highlight the need for more student originality. Faculty can also use Turnitin as a tool to detect possible instances of plagiarism.

It is up to the users of Turnitin to analyze and interpret matching text in the Originality Report. Help content within the Turnitin interface go into more detail about how to interpret results.

## What are UW's guidelines for faculty using Turnitin?

Faculty must notify their students in advance if they will use Turnitin. The notice must be placed in the syllabus, and faculty should verbally inform students of the service, document retention and opt-out policies during the first class meeting.

Please see the full copy of the [Guidelines for Faculty](#).

### **How does Turnitin work?**

Turnitin uses data-mining to compile a large database of electronic academic materials that it indexes and stores. Assignments are submitted electronically through Canvas. The service then checks the new submission against its database of materials to look for matches or near-matches in strings of text.

Users then view an Originality Report generated for each assignment that is uploaded. Faculty can view Originality Reports for each student in the class, but students can only view the Originality Report for their own assignment, not the assignments of other students.

### **How complete is Turnitin?**

Turnitin has a database of over a million papers and assignments sent to them by students and teachers, a digitized version of the Gutenberg Collection of Literary Classics, and papers pulled from the Internet and various "paper mills," (i.e., services that sell term papers). However, the Turnitin database currently does not search books or articles in subscription databases. It may not find matching text from those sources or from subscription database such as The New York Times on the Web unless those materials also appear in assignments previously sent to Turnitin. For those resources, it is best to search the online databases available through the UW Libraries and/or supplement your Turnitin review by using a Web search engine such as Google or Bing.

See the complete Guidelines for Faculty <[link to Using Turnitin: Guidelines for Faculty](#)> for more details about interpreting the Originality Report.

### **Are student papers kept confidential?**

**Yes. Faculty are not permitted to release student papers to faculty from other institutions. If Turnitin requests permission to release a paper, faculty shall deny the request. Faculty may release student papers to other UW faculty only if there is a legitimate educational interest in releasing the information.** The UW license with Turnitin protects student privacy in accordance with FERPA, the Family Educational Rights and Privacy Act. The U.S. Department of Education's [FERPA Regulations](#) provide requirements on the confidentiality of student records and information.

### **Can I request removal of my work from Turnitin's repository?**

Students can request that their assignments be removed from the Turnitin repository. Students have two options regarding their assignments being stored in the Turnitin database.

1. If students do nothing, then the assignment will be stored in the Turnitin database for the duration of UW's contract with Turnitin.
2. If a student requests, Turnitin will store the assignment only for the duration of the quarter. Once the class is over, the assignment it will be deleted from the Turnitin database. Students should email a request to the campus Turnitin administrator at [help@uw.edu](mailto:help@uw.edu). The request must include the paper ID number, class ID number, and assignment name. The campus administrator will forward the request to Turnitin in writing.

### **What about student copyright?**

The UW license with Turnitin specifies that students retain copyright to their submitted assignments and that the assignments will be stored only temporarily and solely for the purpose of using such papers as source material to prevent plagiarism of such papers.

### **How do I get started with Turnitin?**

For instructors: Turnitin is integrated with the Canvas LMS, and can be enabled by instructors on a per-assignment basis for assignments submitted online. To learn more, please visit <https://www.washington.edu/itconnect/learn/tools/canvas/canvas-help-for-instructors/assignments-grading/grading/about-turnitin-plagiarism-detection/>

Students can submit their work for review separate from their official courses via a Canvas course called "Insert course name here." To learn more, please visit <link here>. *This section will be enhanced when the functionality for this feature is complete.*

### **What is The Turnitin Pledge for students?**

When students submit an assignment online, they review and accept the following statement:

As stated in your syllabus, your submission will be checked for originality through Turnitin. Once you submit your assignment, a report will be generated. Your instructor will determine whether you have access to the report before your work is graded, after your work is graded, or after the due date. As a part of the submission of your document, you will agree to submit your work voluntarily to the Turnitin service. Any concerns about the use of the tool, Turnitin, must be discussed with your faculty member in advance.

Turnitin Pledge: This submission is my own original work and all references are cited appropriately. I understand that my assignment is considered a part of my *educational record*



under the Family Educational Rights and Privacy Act (FERPA - see <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html> ) and as such my work is protected from disclosure without my written consent.

I hereby voluntarily grant permission and consent to submit copies of my Works to Turnitin solely for the purpose of detecting plagiarism. I understand that Turnitin.com shall not copy, use, distribute, or further disclose my Works for any purpose other than that provided in the Privacy Pledge provided on the Turnitin.com website (<http://www.turnitin.com/static/privacy.html>).

File Upload **Text Entry**

Upload a file, or choose a file you've already uploaded.

File:  No file chosen

Comments...

As stated in your syllabus, your submission will be checked for originality through Turnitin. Once you submit your assignment, a report will be generated. Your instructor will determine whether you have access to the report before your work is graded, after your work is graded, or after the due date. As a part of the submission of your document, you will agree to submit your work voluntarily to the Turnitin service. Any concerns about the use of the tool, Turnitin, must be discussed with your faculty member in advance.

This submission is my own original work and all references are cited appropriately. I understand that my assignment is considered a part of my educational record under the Family Educational Rights and Privacy Act (FERPA - see <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html> ) and as such my work is protected from disclosure without my written consent. I hereby voluntarily grant permission and consent to submit copies of my Works to Turnitin solely for the purpose of detecting plagiarism. I understand that Turnitin.com shall not copy, use, distribute, or further disclose my Works for any purpose other than that provided in the Privacy Pledge provided on the Turnitin.com website (<http://www.turnitin.com/static/privacy.html>)

# Using Turnitin: Guidelines for Faculty

The following guidelines were developed by the Office of the University Registrar and UW-IT in consultation with the Faculty Council on Academic Standards and the Faculty Council on Teaching and Learning. Following these guidelines ensures that faculty practice is in compliance with university policy and Family Educational Rights and Privacy Act (FERPA) requirements to protect student privacy.

## Notice to Students

Faculty must notify their students in advance that they may be using the Turnitin service. The notice below would serve this purpose when placed in the syllabus. Faculty must also verbally inform students of the service during the first class meeting.

Notice: The University has a license agreement with Turnitin, an educational tool that helps prevent or identify plagiarism from Internet resources. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by Turnitin. The Turnitin Originality Report will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.

## Student Pledge

When turning in an assignment in Canvas that will be submitted to Turnitin, students are shown information about their rights under FERPA, and asked to review and accept the following statement (also shown in the screen capture below):

As stated in your syllabus, your submission will be checked for originality through Turnitin. Once you submit your assignment, a report will be generated. Your instructor will determine whether you have access to the report before your work is graded, after your work is graded, or after the due date. As a part of the submission of your document, you will agree to submit your work voluntarily to the Turnitin service. Any concerns about the use of the tool, Turnitin, must be discussed with your faculty member in advance.

This submission is my own original work and all references are cited appropriately. I understand that my assignment is considered a part of my educational record under the Family Educational Rights and Privacy Act (FERPA - see

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html> ) and as such my work is protected from disclosure without my written consent.

I hereby voluntarily grant permission and consent to submit copies of my Works to Turnitin solely for the purpose of detecting plagiarism. I understand that Turnitin.com shall not copy, use, distribute, or further disclose my Works for any purpose other than that provided in the Privacy Pledge provided on the Turnitin.com website (<http://www.turnitin.com/static/privacy.html>)

The screenshot shows a web interface for submitting an assignment. At the top, there are two tabs: "File Upload" (selected) and "Text Entry". Below the tabs, the text reads: "Upload a file, or choose a file you've already uploaded." There is a "File:" label followed by a "Choose File" button and the text "No file chosen". Below this is a green plus icon and the text "Add Another File". There is a "Comments..." text input field. Below the input field, there is a paragraph of text: "As stated in your syllabus, your submission will be checked for originality through Turnitin. Once you submit your assignment, a report will be generated. Your instructor will determine whether you have access to the report before your work is graded, after your work is graded, or after the due date. As a part of the submission of your document, you will agree to submit your work voluntarily to the Turnitin service. Any concerns about the use of the tool, Turnitin, must be discussed with your faculty member in advance." Below this paragraph is a checkbox that is checked, followed by the text: "This submission is my own original work and all references are cited appropriately. I understand that my assignment is considered a part of my educational record under the Family Educational Rights and Privacy Act (FERPA - see <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>) and as such my work is protected from disclosure without my written consent. I hereby voluntarily grant permission and consent to submit copies of my Works to Turnitin solely for the purpose of detecting plagiarism. I understand that Turnitin.com shall not copy, use, distribute, or further disclose my Works for any purpose other than that provided in the Privacy Pledge provided on the Turnitin.com website (<http://www.turnitin.com/static/privacy.html>)". At the bottom, there are two buttons: "Cancel" and "Submit Assignment".

## Retention or Removal of Student Work

If students or instructors submit all or part of an assignment to the Turnitin service, the assignment will be checked to see if there is any match between the work and other material stored in the Turnitin database. This comparison does not require UW student work to be stored in the Turnitin repository.

When setting up an assignment in Canvas for submission through Turnitin, the instructor can select whether or not the student work [will be stored in the Turnitin repository](#). To view step-by-step instructions, visit the [Canvas help documentation](#).

If a student objects to long-term storage of his or her work in the Turnitin database, that student must let the instructor know no later than the first week after the start of the class.

Students have two options regarding their assignments being stored in the Turnitin database.

1. If students do nothing, then the assignment will be stored in the Turnitin database for the duration of UW's contract with Turnitin.

2. If the student requests, Turnitin will store the assignment only for the duration of the quarter. Once the class is over, the assignment will be deleted from the Turnitin database. Students should email a request to the campus Turnitin administrator at [help@uw.edu](mailto:help@uw.edu). The request must include the paper ID number, class ID number, and assignment name. The campus administrator will forward the request to Turnitin in writing.

## Student Privacy

Student papers are protected by FERPA, as they are educational records that contain personally identifiable information.

As long as students' papers are stored in the Turnitin database, your name and email address will be associated with your students' papers. If a paper submitted by or on behalf of another student at UW or any other institution that utilizes the Turnitin database matches your student's paper, you may be contacted. **Faculty are not permitted to release student papers to faculty from other institutions. If Turnitin requests permission to release a paper, faculty shall deny the request. Faculty may release student papers to other UW faculty only if there is a legitimate educational interest in releasing the information.**

## Interpreting Originality Reports

When a paper is evaluated, Turnitin provides originality reports which tell you that text in the evaluated project or paper is similar to or identical to text Turnitin has in its database. It is up to the instructor to whether the parts identified by Turnitin that are similar or identical are actually plagiarized text. Note that all matches are shown, even those where students cited properly.

Similarly, if a paper is reported as "original" by Turnitin, that is not necessarily airtight evidence that the paper is original. Instead, it may mean that the student plagiarized from a work that is not available in the Turnitin database. If a faculty member has a concern, and strongly suspects plagiarism, it is best to check further and/or check the student's paper references in addition to digital sources. No database is entirely comprehensive and many sources are not digitally available. Therefore, plagiarism can occur and be undetectable by services such as Turnitin.

## Suspected Plagiarism

In a case of suspected plagiarism, faculty should refer to the Academic Conduct information in the University's Faculty Resource on Grading (<http://depts.washington.edu/grading/conduct/index.html>) and proceed accordingly.

## **Support**

Faculty who need assistance with Turnitin should contact Turnitin directly at [http://turnitin.com/en\\_us/support/help-center](http://turnitin.com/en_us/support/help-center), or can contact UW-IT by emailing [help@uw.edu](mailto:help@uw.edu).

## **Use of Other Services in Evaluating Student Plagiarism**

The UW has a contractual relationship with Turnitin that guards student privacy, as guaranteed under FERPA, and intellectual property rights. Instructors may not submit papers prepared by UW students to other Internet services to evaluate plagiarism. Plagiarism detection should be conducted only through services that have an approved contractual relationship with the UW.

Sugatan noted she would like to table the agenda item until the next meeting where Beth Kalikoff is present. She added they are working on gathering relevant data for presentation to the council.

## **6) Reports from FCTL Subcommittees**

### **a. Work of joint FCAS/FCTL subcommittee on Distance Learning (DL) designated courses (Wilkes, Taggart)**

Wilkes noted he would like to bring the recommendations from the DL Subcommittee, composed of members from both the Faculty Council on Academic Standards (FCAS) and FCTL, to the council for review and an update of council workings (Exhibit 5).

Wilkes explained the recommendations were drafted in response to several concerns in association with the conducting of DL courses:

- 1) DL designations on courses mandate extra paperwork and oversight and require a review after three years - a stipulation which was implemented in the past and is now thought to be outdated by some groups
- 2) Complaints by some units of the burdens of DL-associated paperwork
- 3) Uncertainties associated with \$350 DL-course fee and use of generated revenues
- 4) EDGE - Engineering College's DL program wherein courses carry no DL designations at all

Wilkes explained after some discussion and identification of problems, the subcommittee decided to define DL courses more clearly by use of a two-category system: 1) "True-DL" and 2) "DL-Enhanced." Taggart noted the DL-Enhanced designation was in part included because of state reporting requirements in association with courses taught 50% or more online. Oppositely, "True-DL" denotes a course where students will rarely have to step foot on campus to participate.

Wilkes reported the DL Subcommittee found the three year course review to be necessary, after review. He added that UW Tacoma had developed a rubric which specifically addresses online teaching issues, and there is a recommendation that UW Seattle adopt a similar set of practices.

Wilkes noted the recommendations will go to FCAS, and subsequently the two councils will work on conducting any revisions through a joint effort.

Lowell noted that by request of FCAS, the Office of Educational Assessment has finished analyzing past course evaluations in search of notable differences between evaluations of online vs. traditional courses, and in doing so, the office encountered significant difficulty in discovering if a course was even taught online, or not. Online courses developed for departments by Professional & Continuing Education (PCE) are stored in a different database than courses which are not, noted Lowell. She asked the council and subcommittee to keep this in mind for future discussions.

Rovy Branon, Vice Provost for Educational Outreach, was also present, and noted the online course fee is a complicated conversation. Part of the revenues are utilized by PCE for design support and additional support of administrative work for getting courses online. In addition, part of the money is used to pay TAs who help manage online courses, rendering some departments highly dependent on this funding.

There was some question within the council concerning the nature of the state's interest in DL reporting. Discussion ensued. Wilkes requested Corbett investigate the state reporting requirement for DL courses and report back to the council.

## FCAS/FCTL Joint Subcommittee on Distance Learning (SCDL) recommendations

The Subcommittee on Distance Learning (SCDL) recommends that the following policies be adopted:

1. The \$350 course fee (applied in addition to tuition) should be eliminated for "regular program" students taking DL versions of regular on-campus courses.
2. The "DL" designation should be broken into two tiers: "**True-DL**" and "**DL-Enhanced**" with the following characteristics and governing procedures:
  - A **True-DL** course is what most people would consider a distance learning or online course: essentially all instruction and communications among students and instructors happens via a distance-learning mode, for example, video lectures, online chat rooms, video conferencing, online homework systems, or older modes such as mail correspondence or videotape. In a True-DL course such modes would comprise the only feasible way a student could take the course. Face-to-face meetings with an instructor on-campus may happen rarely, for example, to take an exam or to attend an organizational meeting.

True-DL course approval should continue to be subject to the current rules regarding course-change and course-application procedures, and continue to be subject to a three-year review by the relevant curriculum committee. In addition, newly created True-DL courses should be subject to peer review by selected faculty members with experience in developing and running such courses (see below).

- A **DL-Enhanced** course is what most people would consider a "hybrid" courses, in which online learning modes are accompanied by regular on-campus meetings among instructors and students. For example, a DL-enhanced course could have all of its lectures delivered via videos with class discussions conducted via online chat or video conferencing, but have weekly on-campus lab sessions or group presentations. The key distinction between a True-DL and DL-Enhanced course is that regular on-campus meetings (e.g, weekly, on average) are required for a student to successfully complete the course.

DL-Enhanced course creation would merely require a statement, approved by the offering unit, that the course meets the criteria for minimal "DL" designation in order to satisfy State reporting requirements. However, apart from the need to keep track of this designation, within the UW, such courses would be treated no differently than any non-DL course. In particular, there would be no residency restriction and no additional course fee. Such course would also not be offered through PCE or be available through other wholly online programs.

3. The approval process for the creation of True-DL courses should be enhanced. Online courses have now been offered as regular courses for a number of years by various institutions, including UW-Tacoma and UW-Bothell. The rise of this practice has yielded considerable expertise among the instructors of such courses concerning best practices. One organization that has worked to bring such practices into focus is called Quality Matters. They have also developed a rubric that explicitly addresses common online teaching issues.

We recommend that the UW-Seattle adopt a similar set of practices, which draw on the experience of those who run online courses, and which would result in the creation of a peer-review process to vet new online courses according to standards similar to the ones used by our sister campuses.

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Comment from Tina Miller (Associate Registrar), 2/27/15:

Regarding the possibility of being able to record "True DL" and "Hybrid DL" courses both separately in the UW's Student Database (SDB): it looks like the field *most likely* being used to gather the data for reporting out DL courses to the state is, in fact, a field where a number correlating to a category is entered to indicate DL type. I'm having an unrelated meeting on Monday with the person who would know for certain, and I'll be sure to double check. However, if what I'm thinking is true, it should be possible to have another number/correlation created for the field, which could then cause certain things to happen on the record as well. This would be much less effort than creating a whole new field.



There was discussion over the nature of the \$350 course fee and existing uncertainties over its origin and current use.

**b. Other Subcommittees**

*Teaching and Learning*

Turner noted the learning spaces subcommittee is currently investigating scheduling preference data, as well as investigating evidence of effects, if any, on teaching and learning when university scheduling systems are altered. He noted, though the group's front-runner Jerry Baldasty has been promoted to the role of Vice Provost, the learning spaces initiative is still moving ahead. It was explained modeling of possible university scheduling systems will occur despite concerns that the process will stall implementation of a new system.

*Teaching Effectiveness & Center for Teaching and Learning*

The combined subcommittee on teaching effectiveness and the center for teaching and learning reported their conversations have surrounded effective uses of technology both in regards to faculty and the teaching perspective, and to students and expectations of faculty use of technology. The subcommittee will review data from student and faculty surveys on technology use in the classroom and report to the council in a later meeting, members noted.

*Recent Senate Executive Committee meeting*

Wilkes noted he spoke at the recent Senate Executive Committee meeting with respect to the council's concern over the inherent bias of the new salary policy in regards to the funding of teaching and learning and other initiatives. He explained due to the departure of recently resigned President Michael Young, the group was largely sidetracked and discussion was less than ample. He noted he would bring the issue up again in a future SEC meeting and bring back comments to the council.

*Branon on Coursera Partner's Conference*

Branon noted he recently attended the Coursera Partner's Conference. Coursera is a for-profit educational technology company based in California which boasts nearly 12 million users and inclusion of 116 institutions. Branon commented that the University of Washington currently provides MOOCs (massive open online courses) through Coursera, and through another provider, and both providers are putting pressure on the university to choose an exclusive, primary provider. He noted he would like to return to the council and speak on the changing nature of MOOCs, whose popularity is still growing – as well as provide insight into new online degree programs offered through other prestigious American universities such as Harvard, who are exploring offering full degrees online, which may have significant impacts on the higher education market, online or otherwise.

Branon noted new contracts with both Coursera and an alternative provider are being re-signed, but stripped of their exclusivity clauses, as the university attempts to retain both providers.

Wilkes requested Branon provide the council with a brief outline of areas of interest and oversight as the academic year reaches its end, as Branon requested council input on a number of forefront items. Branon noted he would present the outline in a future spring meeting.

*GPSS Resolution on Open Source Textbooks*

Alcantara explained the Graduate and Professional Student Senate (GPSS) recently voted on and passed a resolution urging the use of open source textbooks. Open source textbooks are generally found online, and are free to access and share, providing a cost effective alternative to increasingly high-priced traditional textbooks. Alcantara noted the GPSS, by way of this resolution, encourage the use of open textbooks and encourage the faculty to do so as well - and call on the University of Washington to offer support to faculty who consider using the materials. The GPSS will also offer an annual award to recognize faculty “who go above and beyond in their efforts to save students money.”

Wilkes noted he taught a course using a very old, though still useable free online textbook, and had students use their cell phones as classroom clickers, essentially eliminating all student costs for the course after the cost of tuition. Wilkes noted it is possible to do a variety of things on the faculty side to aid students in the financial burden of higher education, and he supports the resolution of the GPSS.

Branon noted there is an online service called “Lumen Learning” which can help faculty and institutions map their courses and move them to equivalent open resources for a fee.

## 7) Adjourn

The meeting was adjourned at 11:56 am.

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

**Present:** **Faculty:** Ellen McGough, Bruce Nelson, Jaime Olavarria, Jan Spyridakis, Jennifer Taggart, Daniel Turner, Jeffrey Wilkes (chair)  
**Ex-Officio Representatives:** Robert Corbett, Terry Ann Jankowski, Hailey Badger, Eldridge Alcantara  
**Guests:** Rovy Branon, Christine Sugatan, Nana Lowell

**Absent:** **Faculty:** David Masuda, Brenda Zierler  
**President’s Designee:** Ed Taylor

### Exhibits

- Exhibit 1 – MyPlan representation (1)
- Exhibit 2 – MyPlan Representation (2)
- Exhibit 3 – Turnitin FAQs
- Exhibit 4 – Using Turnitin: Guidelines for Faculty
- Exhibit 5 – SCDL Recommendations