

University of Washington
Faculty Council on Teaching and Learning
January 8th 2015
10:30am – 12pm
Gerberding 26

Meeting Synopsis:

1. Call to Order
2. Review of the minutes from December 4th, 2014
3. Report from FCTL Subcommittees
4. Adjourn

Action items and decisions are highlighted in green.

1) Call to Order

Chair Wilkes called the meeting to order at 10:30am.

2) Review of the minutes from December 4th, 2014

The minutes from December 4th, 2014 were approved as written.

3) Report from the FCTL Subcommittees

Course Evaluations – Nana Lowell [Exhibit 1]

Nana Lowell (Director of Office of Educational Assessment) discussed paper and online course evaluations. She brought a handout [Exhibit 1] showing some of the data her office has accrued. She explained two summaries of the data:

- 1) The total number of courses evaluated has not been affected by the introduction of online evaluations.
- 2) The percentage of evaluations administered online increased slowly after their introduction in autumn 2013 with a big jump in autumn 2014.

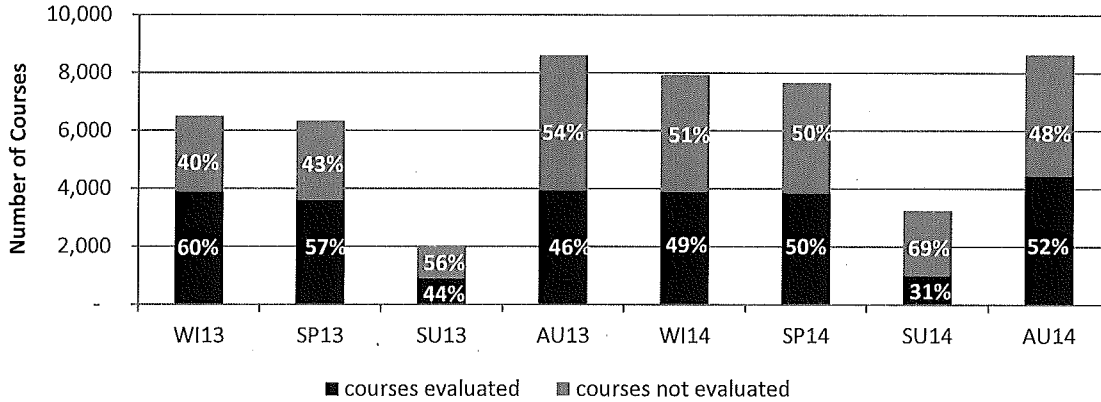
The response rate for course evaluations is lower online than it is through paper evaluations. Nana noted the schools of Public Affairs, Business, Social Work, and Education all had response rates over 70%. She noted the response rates of other schools within UW vary widely.

A question was asked if students mostly use online evaluations because they are dissatisfied with the course, whereas students who had a positive experience likely would not go through the course evaluation. Nana noted her office looks at several different demographics and trends within data concerning the gender of students and how they respond, as well as the gender of faculty and how they are rated. Someone noted they feel though as if male and female professors are often rated differently only on the basis of their gender, with females generally getting lower ratings in larger courses. Nana did not have numbers to confirm or deny that claim in this meeting. Someone noted there are discrepancies within responses when they are done in class, through paper, compared to being done online.

Exhibit 1

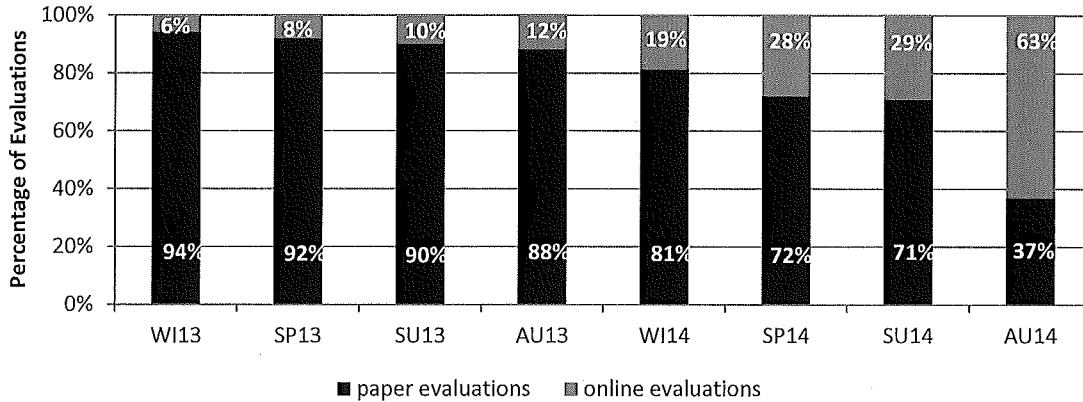
Number of courses evaluated

The total number of courses evaluated has not been affected by the introduction of online evaluations.

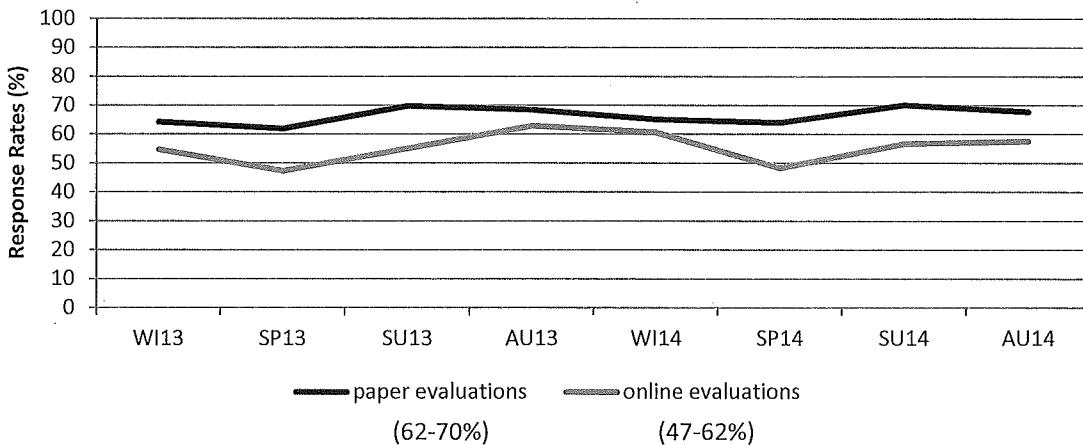


Evaluation modality

The percentage of evaluations administered online increased slowly after their introduction in autumn 2013 with a big jump in autumn 2014.



Overall response rates



Hailey Badger noted many students like online course evaluations. She asked if online course evaluations are distributed at the same time, or if timing varies. Nana explained it does vary. Hailey noted it would be better for her if course evaluations were accessible through 'MyPlan,' – a web-based platform for UW students which offers academic planning tools. Nana noted the results are not currently available on MyPlan, however, she noted MyUW (also a UW web-based platform) now has links where students can access the course evaluations to complete them. Hailey noted she enjoys using MyPlan and believes it to be a beneficial academic planning tool that students are using frequently.

Nana reported there were questions whether or not to report evaluation results in MyPlan. UW Information Technology (UW-IT) has offered to include these reports within MyPlan. Nana noted that the council has talked about this question before, and she is hoping the council can decide on certain questions in this meeting.

The questions which need answering were:

- 1) Should students have access to course evaluations results at the UW?
- 2) Should the UW provide that access?
- 3) How should the UW provide access to course evaluations for students, and should that be implemented through the web-based tool MyPlan?

Her first question was, generally, should students have access to course evaluation results at the UW. Chair Wilkes asked the council if anyone believed students should not have access to these results, to which there was no response. Yet, a question was asked concerning how far back in the past course evaluations should go, seeing that a course's professor may change, and the course may be misrepresented. Nana noted the evaluations go back one year at this point. If a professor teaches a same course, the evaluations over the course of time are averaged.

It was decided the council does not have issue with students having access to reported course evaluation results.

It was decided the council believes UW is the best organization to report its course evaluation results.

Course Evaluation Data and its Representation

Chair Wilkes asked the council to establish parameters for the course evaluation results. Someone noted that broad course evaluation data should be available, and should be supplemented by additional specific data. It was noted the number of evaluating students should be shown along with the data. It was decided the evaluation data representations should be graphical, or, graphical representations should be included. Nana noted MyPlan and UW-IT have constraints on what can be provided. Chair Wilkes asked Nana if the council could request UW-IT to provide the additional interface by which "more information" could be provided (besides broad course graphical representation results). Nana noted the main question here is will this additional tab go to a new website, or a new place online, and will the costs be too high to make that possible. Nana noted the data that will be represented on MyPlan needs to be the items that students are used to filling out in their course evaluations. The top four items students fill out are:

- 1) Course Content
- 2) Instructor's Effectiveness
- 3) The Course as a Whole
- 4) Instructor's Contribution

The council decided Nana should request from UW-IT if they could provide the function of: clicking to an

information window and a link to CEC (Course Evaluation Catalogue).

Chair Wilkes asked the council to consider over the next month what the three most important questions are for course evaluations. *Nana noted a blank evaluation form should be sent out to the whole committee for review.

Provost's Request for Guide to be used for Teaching Assessment – Beth Kalikoff

Beth Kalikoff (Director of Center for Teaching and Learning) explained the Provost has asked the Center for Teaching and Learning to draft contemporary, research-based best practices for assessing teaching, to be used as a guide by Tenure and Promotion Committees. This request was made mid-December 2014. This is being done so all the weight of assessing teaching is not placed on course evaluation results. Kalikoff requested that those present who have served on Tenure and Promotion Committees might give her input on drafting this guide.

Learning Spaces Subcommittee Report – Dan Turner [Exhibit 2]

Dan Turner presented on learning spaces issues discovered by the Learning Spaces Implementation Committee, which has the task of presenting options to the Provost in three categories: (1) Block Scheduling, (2) Schedule Distribution, and (3) Weekly Schedule Window. He presented the main questions to be discussed in the council.

The questions for the council were:

- 1) Beyond students, faculty, program staff, and IT staff, what stakeholders should we consider with respect to these changes?
- 2) What existing data sources can we examine to determine stakeholder preferences and impact on student learning?
- 3) What proposals should we avoid in the interest of the student learning experience?
- 4) What incentives would encourage faculty and programs to offer a course at “off peak” times?

Dan Turner noted his difficulty with balancing what students are willing to do or want to agree to do schedule-wise, with, based on empirical evidence may be the best courses of action. The council had questions concerning the definition of block-scheduling. Block-scheduling consists of providing a menu of viable room scheduling options that have been predetermined to Academic Units, and having them choose from those existing options. Some members expressed surprise that such limitations did not already exist, and that faculty were currently allowed to specify arbitrary class times! Although no data are on hand it seemed that block scheduling would likely be acceptable to faculty.

Response to question (3): Chair Wilkes asked Christine Sugatan if her department had any existing data on student scheduling vs. student learning and some of the impacts these factors have upon each other. Chair Wilkes was interested in data on a national level. She explained she would report back on if data could be obtained.

Response to question (3): Dan Turner noted it is important to provide options to students that they are likely to agree to, and that will not avert a positive learning experience. He noted there is generally a faculty-centered approach in rescheduling, but this approach may not be best for student learning. After shared remarks by the council, Chair Wilkes pointed out that the work of the LS Implementation Committee is ongoing, and there will be more chances for the council to provide insight.

Updates– Tom Lewis

Tom Lewis (Director, Academic and Collaborative Applications, UW-IT) noted Turnitin is the only plagiarism detection software allowed on campus per UW policy; he explained his department has made that clear as requested by FCTL in the spring. His department has also made headway in how and when to notify students. He explained his department was asked by FCTL to increase instruction in how to remove student work from the system which they have done. FCTL also wanted UW data to not become a part of overall Turnitin data, which has been done. Tom Lewis noted when the registrar approves this version of the Turnitin documentation he will return to FCTL to notify the council.

New functionality is available for Canvas called 'Canvas Commons.' Within this new function you can build and share complete courses with other users. You can also use your own repository for documents, PDFs, and the like. It is basically a sharing platform that can facilitate sharing between faculty all over the UW, but also between participating universities.

Tom Lewis noted MyUW will be changed for faculty in that it will begin to show more relevant information. He noted this has already been done for students and now the initiative is being done for faculty, as well.

He also noted that by next fall there will be web-based guidelines for UW faculty to see that map out legality guidelines in accordance with national acts like FERPA and HIPAA and make it easy for faculty to understand the legality of their online actions and collaborative efforts.

Merging FCTL Subcommittees

Someone asked if it might be prudent to merge the Subcommittee on Teaching and Learning and the Subcommittee on Teaching Effectiveness for reasons of consolidating efforts to obtain certain data on similar questions. It was decided members from the two subcommittees would discuss this idea outside of this council meeting and report if a merger will be conducted.

4) Adjourn

The meeting was adjourned by Chair Wilkes at 12:00pm.

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

Present: **Faculty:** Jeffrey Wilkes (Chair), David Masuda, Ellen McGough, Bruce Nelson, Jennifer Taggart, Daniel Turner, Jan Spyridakis
President's Designee: Ed Taylor
Ex-Officio Reps: Terry Ann Jankowski, Hailey Badger

Absent: **Faculty:** Jaime Olavarria, Brenda Zierler
Ex-Officio Reps: Robert Corbett

Exhibits

Exhibit 1 – Online Course Evaluation Implementation
Exhibit 2 – FCTL Learning Spaces Subcommittee Briefing