University of Washington
Faculty Council on Educational Technology
October 24, 2005

Kalpana Kanal called the meeting to order at 9:35 a.m.

Synopsis:
1. Approval of Agenda
2. Overview of Shared Governance at the UW (Donna Kerr)
3. UW Undergraduate Student Experience (Stephanie Miller)
4. Approval of Minutes from June 9
5. Chair's Announcements
6. Old Business: Review Automated Plagiarism Check and Wireless Implementation Policy

1. **Agenda.** The agenda was approved

2. **Overview of Shared Governance.** The Secretary of the Faculty, Donna Kerr, presented an overview of shared governance. The system of shared governance began in 1956 after the Canwell Hearings accused some faculty of being Communists. To ensure the rights of the faculty members, the Regents authorized the President to share the governance of the UW with the faculty. The president authorized the faculty to take responsibility for the welfare of UW. The Secretary of the Faculty's responsibility is to be the voice of shared governance and to be an intermediary between the faculty and the administration.

   There are 3 sites of shared governance listed in the Code.
   1. Standing Committees – Leadership in the faculty. The Provost provides leadership on academic matters through the councils. The councils cannot legislate but can give council. The FCET looks at a broad view of problems, issues, and concerns about technology. President designees are assigned to each council to provide communication between the Provost, the President, and the councils.
   2. Faculty Senate
   3. The Councils of schools, colleges, departments, and campuses. These councils work on issues about curriculum, admission standards, and operations.

   Kerr thanked everyone for their service on the council and stated that it is important to continue working on educational technology.

3. **UW Undergraduate Student Experience.** Stephanie Miller was introduced. FCET members introduced themselves. Discussion was held about the Undergraduate student experience. Questions were asked about the attributes, strengths, and weaknesses at the UW. Also discussed were national best practices.

- Attributes:
   Kaminsky suggested that giving students freedom to do their work is very important. Instructors observe and give feedback on questions.

   Berger feels that it is important for students to finish their degree programs in 4 years. The UW needs to address the problem of bottleneck courses.

Lewis stated that students need to find courses, information, and learning experiences in a timely manner. We need to tie together information systems. Students should have access to multi-disciplinary experiences and be able to finish in 4 years. Students need information on courses, research, programs, and learning experiences.

Tweedie said that it is important for students to achieve their goals and get what they intended out of the UW experience. They need the opportunity to design their educational program.

- Strengths and Weaknesses:
  Shaw stated that the UW provides an enormous range of opportunities and research. Students need guidance and direction because they can be overwhelmed.

  Kaminsky sees a weakness in the preparedness of students especially in the basic sciences. In Chemistry, we need to start at the lowest level to assure that students have basic knowledge. Students need guidance to choose an area of study and to not waste their time. Counselors can help students make important decisions. Mentors would also help students choose between natural science or literature.

  Gravlee said that Military Science has a mentorship program that has paid dividends with their students.

  Kanal agreed that freshman students need guidance and mentors.

  Szatmary stated that the UW community has strategies to help incoming freshman such as FIGS, Discovery Seminars, and mentors. These add a sense of value and make students feel a part of the community. Szatmary also stated that we need to look at peer universities. Our large lecture classes are difficult and students need to bond with other students in their majors. It is difficult to wait until their junior year to declare a major.

  Lewis told the group that the UW is preparing an informational book for new students.

  Miller informed the group that she is a member of the pre-orientation committee. Programs like TIG and FIGS help new students to adjust. Important in their discussions are helping students be civic minded, have a sense of community, and how to be good citizens.

  Kaminsky commented that one of the frustrations in the technology area is not to have high speed access. DSL is expensive, many students and faculty cannot not afford it. He also would like the UW to assist students to learn about technology. Maybe there is a software package that students could use as a guide. Basic technology information needs to be available to students.

  Tweedie said that laptops and wireless connections in the classrooms should be on an ad-hoc basis. Classroom use should be limited.

  Szatmary has noticed that money has been an issue when trying to coordinate technology use among the faculty. Faculty have no time or resources to update and create web pages.

  Ward said that students have different levels of skills when it comes to Library use. Students have different levels of needs.

Miller stated that technology use and training is not the same in different parts of the state. There are different levels of access and capabilities.

Kanal asked if an informational package is sent to new students that lists technology information. Web sites are sometimes confusing because a lot of students are not familiar with the technology.

Shaw asked if the UW provided classes for students to learn technology and if this was included in orientations. Students need to learn how to navigate through the UW systems.

- Best Practices:
    Berger said that the UW was behind in the utilization of distance learning. For example, at UW Bothell, classes are being offered during rush hour times. Students are caught in commuter traffic and are late and rushing to class. We need to use more educational technology such as satellite classrooms and distance learning courses.

    Miller gave the example of one university that requires students to spend one year away as part of their curriculum. Students are encouraged to attend international universities. Shaw and Kaminsky agreed that an international experience is beneficial culturally. Shaw said that degree completion might take longer, however, depending on the field of study. Berger agreed but stated that studying abroad should not be required because of the financial and time implications.

- General Comments:
    Berger feels that a key issue we need to focus on is student feedback. We need focus groups that include student interviews, student comments, and student experiences.

    Szatmary mentioned Larry Snyder and the Fluency in Informational Technology. This program informs and teaches students about technology issues. This program is being offered to students in American Samoa.

    Lewis stated that there are many pockets of innovations but there is no coordination of projects. Information doesn't flow within the university.
    The Student Technology fee committee gives money for some projects.

    Berger discussed wireless access in the classroom. Because he couldn't turn the access off, he couldn't control what the students were doing. Kanal agreed that this committee needs to look at a policy for wireless use in the classroom.

4. Minutes. The minutes from June 9th were approved.