University Of Washington
Faculty Council on Teaching and Learning
10:30 a.m. – 12:00 p.m., April 5, 2012
26 Gerberding Hall

Agenda:

1) Call to Order
2) Review of FCTL January 5th minutes, February 2nd and March 1st notes
3) Discussion of support for Course Evaluation System
4) Review and Suggestions for DL designated courses
5) Presentation on the "Classroom of the Future"
6) Adjournment

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1) Call to Order

The meeting was called to order by Chair Jan Carline at 10:39 a.m.

2) Review of FCTL January 5th minutes, February 2nd and March 1st notes

Minutes were approved from January 5th FCTL meeting; notes were revised and approved from the February 2nd and March 1st meetings.

3) Discussion of support for Course Evaluation System – Nana Lowell, Director, Office of Educational Assessment

Nana Lowell gave an update on the Office of Educational Assessment's (OEA) request for funding to continue Course Evaluations from the Office of the Provost. She reiterated that the paper-based evaluations were no longer able to be provided for free to UW Seattle, due to lost revenue from other clients. Using an online system could potentially save the University $50,000. OEA has been investigating online course evaluations, and is currently halfway through development; but this is at risk. Without further funding the electronic course evaluation project would end in July 2012. Vice-Provost and Dean of Undergraduate Affairs Ed Taylor has requested one-time funding from the Provost's office for OEA operations. Though the Student Technology Fee was solicited for developmental funding of electronic course evaluations, she has received no formal response.[1] Funding for Administrative funding would require $160,000 in order to develop a system with basic functionality for the fall of 2013.

Lowell handed out a timeline for the development of the Online Course Evaluation. The Law School will be piloting this in fall 2012, and additional departments are welcome to participate, as long as they can obtain a reasonable response rate. Lowell mentioned efforts to improve the Course Student Evaluation Catalog, which provides students visibility to other students' evaluations of courses, and would come from the student technology fee.

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[1] Available online at: http://techfee.washington.edu/proposals/view/2012-010-1

The Council then discussed benefits and challenges faced by online evaluations. A challenge was that this form has a lower response rate than other surveys. Faculty members with experience with the Instructional Assessment System (IAS) Online provided suggestions to improve response rates were given, such best times for students to fill out evaluations, offering grades as incentives to students by receiving a "code" generated after completing evaluations or a list of students who have completed evaluations. Rewarding instructors was cited as an effective strategy to combat low response rates. Though providing grading incentives is a possibility, this would be contingent on whether departments consider evaluations an academic activity or not. Questions were raised on the timing of the evaluations would be given, to allow students to anticipate the impact of such incentives, or if there is an opportunity for mid-quarter feedback, which would be an option, kept separately from the end of quarter feedback.

The Council unanimously approved for Carline to draft a letter of support for Online Course Evaluations to the Provost.

4) **Review and Suggestions for DL designated courses – Deborah Wiegand, Assistant Dean, Undergraduate Academic Affairs**

Deborah Wiegand described the role of the University Curriculum Committee, on behalf of whom she is presenting at this meeting. The Committee reviews new course proposals and course changes. She handed out the Distance Learning Course Supplement form.[2] The course content delivery has evolved over the last 10 years with advances in technology, and additional reporting is being requested in addition to current efforts. Wiegand requested input on how to address on the form two of the items in the scholastic regulations.

"2) The reviews must include consideration of specific means of content delivery and time allowed for completion.
3) The course must have the same prerequisites and the same educational outcomes as the same-numbered regular course."

The issues posed by these regulations were discussed. Within the 2nd item, the different types of distance learning defined by the state are not categories used by the University. For 3rd item, the question is whether the way that the University captures this data meets the spirit of the regulation. Wiegand then discussed the way similar data is captured within the Distance Learning Course Supplement form. She noted that the DL3 question is intended to determine whether students are moving at their own pace or at the same pace as the class (synchronous or asynchronous), and what technology is used in the course. Some categories within the DL3 element were considered outmoded categories, and it was suggested to have categories which are more robust. The need for change was attributed to both catch up with and stay flexible for new learning methods and match state reporting requirements.

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[2] Available online at http://depts.washington.edu/registra/curriculum/resources/DLsupplement.pdf

Associate Vice-Provost, UW Educational Outreach David Szatmary briefly described the origins of this form, from a desire to ensure comparability between distance learning and in class courses, and make students aware of designated distance learning courses. He noted that the form was not intended for hybrid courses. Debate followed on the design of the course, and how much is determined by either UW Educational Outreach (EO) or the faculty member. Further conversation differentiated between the forms needed by a new course, or an online extension of a previous course. Rather than having the responsibility of updating the Course Catalog on the course type could fall to the department rather than requiring a centralized process.

The Council discussed how such information may be useful for students. Ability to search for which classes are offered as distance learning has been expressed by students for flexibility. It was noted that the DL prefix is currently not a searchable term within the course catalog. Other discussion followed whether DL Courses count towards residence credit, and additionally if foreign students can enroll in EO courses and pay less money than regular enrollment for foreign students; Szatmary noted that they could not do so if matriculated.

Council members supported the continuation of gathering such data for reporting, and recommended continuing use of "synchronous" and "asynchronous" categories. Using the four categories from the state, could be useful for students while fulfilling obligations to the state. Another suggestion was an open-ended question similar to "What percentage of this course will be conducted by technology and to identify the technology used" rather than having a list. Another suggestion was for the review of such courses to be delegated to the department rather than having a centralized process.

Wiegand proposed to draft a question to add to the new course form to address distance learnign, rather this separate Distance Learning form and present this draft to FCTL. The need for student learning outcomes to be clear was emphasized, as was maintaining consistency within such courses. Difficulties were noted to arise when a proposed course at one campus is verified to be equivalent towards a course on another campus, but its delivery method may cause it to not be able to be considered as such.

5) **Presentation on the "Classroom of the Future" – Roberta Hopkins, Director, Classroom Support Services**

Carline had a meeting with UW Advancement to discuss the development of "classroom of the future" funding. Advancement considered this to be a strong possibility. He discussed the importance of framing UW as a global quality university, and emphasized the need to persuade the Provost. Vice Provost and Dean of Undergraduate Academic Affairs Ed Taylor was asked of the current status for such support. He mentioned a recent retreat to discuss campaign priorities with Deans, Chancellors, Vice-Provosts and Provosts. Taylor's priority was creating "learning spaces of the future." In addition to such efforts, he emphasized the importance of addressing current classroom support issues. He informed of potential techniques such as naming buildings or classrooms, to gain more funding for classrooms. Carline hoped that priorities will be formed prior to the May FCTL meeting.

Roberta Hopkins, Director of Classroom Support Services, thanked the Council for inviting her back. She commended the efforts of her colleagues Tim Baetzl and Rod Davis. She provided a presentation on three different types of classrooms: 1) spaces which are not very exciting; 2) nice, new learning spaces; 3) a video on efforts in other schools which UW will be emulating. She contrasted some examples where updates have not occurred since the 1960s with rooms which have technologies such as HD videoconferencing. Though costs of such equipment are decreasing, she informed that equipment often has a shorter lifespan or is unable to connect with the newest devices. She demonstrated exemplary rooms which have technology such as two data projectors, ceiling document projectors, more space and power outlets, and bandwidth for Wi-Fi. The most cutting edge technology was noted to have problems with crashing and lengthy time to fix. Other issues were despite the growing student population, most remodeled rooms have less seats, and additionally difficulties with Seattle building code.

A video from the University of Minnesota was shown. This video inspired some of the designs within the Odegaard Library renovation. The video portrayed a classroom full of round-tables, enabling three computers to be projected on a large screen for small groups, and can be presented across all similar screens in the room. The students interviewed in the clip emphasized the importance of peer facilitation, enabling new modes of instruction due to the layout of the room. After the video, Hopkins provided examples of similarly structured rooms across campus. These have similar small group style seating. She noted that some amenities do not necessarily require technology, such as having these small group tables and whiteboards. Such a learning space model does not solely benefit a discipline, and can be implemented across campus. Hopkins requested to know what Council members would like to see in the classroom of the present, and the future? Carline stressed the need of the "classroom of the future" perspective for increased funding, but also resources required to support current infrastructure for teaching today.

Hopkins reiterated the challenges of available classrooms as average square footage for classes decreased, and growth in student enrollment generally is absorbed within the larger halls. Though small seminar rooms have the lowest usage, most demand falls within the same time periods, however she was unsure of the need for another huge lecture hall. Hopkins noted that the library is committed to new learning spaces, citing the Odegaard Renovation. Also mentioned was the lack of capacity for online tests to be proctored on campus, noting UW is unable to have the TOEFL on campus.

Carline requested further documentation of ideal learning spaces from Hopkins to inform the proposal that FCTL will draft for the Provost. He also requested for Council members to send him ideas or reports documenting such learning spaces. Taylor emphasized the need to be able to articulate clearly what a "classroom of the future" would look like, in order to gain support.

6) **Adjournment**
The meeting was adjourned by Chair Carline at 12:01 a.m.

Present: **Faculty:** Carline (Chair), Martin-Morris, Olavarria, Nelson, Harrison, Salehi-Esfahani, Kyes
President's Designee: Taylor
Ex-Officio Reps: Smith, Sugatan, Corbett, Hornby, Wells
Guests: Wiegand, Lowell, Szatmary, Lewis, Kalikoff, Michael Kutz (ASUW)

Absent: **Faculty:** Yeh, Elkhafaifi, Zierler, Wilkes, Masuda