Faculty Council on Teaching and Learning
2012-13 Annual Report
Submitted by Jan Carline, Chair

Summary:
The council devoted it's time to discussing several major topics, resulting in a revision of the report on Hybrid Online Learning and a formal Class C resolution in support of efforts of UW faculty in the University Beyond Bars. Members of the council met with Vice Provost Gerry Baldasty regarding the report on Hybrid Online Learning to discuss current efforts in support of the council's concerns expressed in the report and strategies to increase the recognition of faculty efforts in developing these courses. A copy of the resolution can be found in the May 16th Faculty Senate Agenda as Exhibit I: http://www.washington.edu/faculty/facsen/senate_minutes/12-13/senate_051613.pdf. The copy of the report on Hybrid Online Learning is attached to this report as Exhibit A. Vice Provost Baldasty expressed an interest in continued work with the council on this matter.

Issues and projects discussed in the council also included the proposed Online Undergraduate Degree Completion Initiative, changes to MyPlan, a letter of concern from students regarding textbook costs, and potential replacement of Tegrity with Panopto as a lecture recording system. The council was also asked its opinion regarding the potential practice of issuing certificates of completion and branding courses presented as Massively Open Online Courses by the Vice Provost for Educational Outreach. The council unanimously supported a resolution expressing grave concern regarding the effects on the quality of teaching if a 20% tuition surcharge was imposed upon international students, effectively reducing the number and potential quality of teaching assistants across the university.

Plans for the development of a OEA supported Online Course Evaluation system was discussed extensively with particular concern for the potential to see a significant decrease in student response rates. Guests from the School of Public Health discussed the practice of requiring the completion of online course evaluations before release of grades to students. This method insured a high response rate, and was acceptable to the registrar. It did require a significant amount of staff work to implement. Tom Lewis volunteered the possibility of developing a system that would automatically integrate the recognition of a completed evaluation with release of grades in Catalyst Gradebook.

One issue presented to the council this past year remains unresolved. In late fall, Nana Lowell was informed that students from the Information School had provided public access to results of student evaluations of courses from a web site with restricted access. The practice of giving online access to these evaluations only to individuals with NetIds had been put in place based on discussions in the former Faculty Council on Instructional Quality, after discussions with the Attorney General's office. This was done because of two basic concerns, the first being potentially inappropriate use of faculty evaluations by individuals not affiliated with the university and restrictions on the publication of evaluations of teaching assistants included in the bargaining agreements with their union. An inquiry about this matter was referred to the Attorney General's office for advice about the continued

appropriateness of restricted access to this information, and remains unresolved at the end of the academic year.

Council Members for 2012-13 Academic Year:
Faculty: Jan Carline (Chair), Medical Education; Hussein Elkhafaifi, Near East Languages; Robert Harrison, Forest Resources; Randall Kyes, Psychology; Linda Martin-Morris, Biology; David Masuda, Medical Education; Bruce Nelson, Earth & Space Sciences; Jaime Olavarria, Psychology; Haideh Salehi-Esfahani, Economics; Dan Turner, Business; Richard Wilkes, Physics; Matthew Yeh, Pathology; Brenda Zierler, Nursing

Presidential Designee: Ed Taylor, Vice Provost and Dean, Undergraduate Academic Affairs

Ex-Officio Representatives: Robert Corbett, PSO; Terry Jankowski, ALUW, Michael Kutz, ASUW, Elise Randall, GPSS.

Regular Guests: David Szatmary, Vice Provost, UW Educational Outreach; Tom Lewis, UW-IT; Nana Lowell, Office of Educational Assessment; Michael Campion, Academic Affairs, Christine Sugatan, Undergraduate Academic Affairs.

UW Medicine

UW SCHOOL
OF MEDICINE

BIOMEDICAL INFORMATICS
AND MEDICAL EDUCATION

18 April 2013

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Vice Provost David Szatmary
Dean Kellye Testy, Chair Council of Deans
Professor James Gregory, Chair Faculty Senate
Professor Marcia Killien, Secretary of the Faculty

Dear Colleagues:

The University of Washington is considered a leader in the use of technology in teaching. It has hundreds of hybrid classes, and 15 degrees and 42 certificate programs delivered completely online. It has successfully offered dozens of online classes to regular matriculated students and has been at the head of the free course movement, first with a dozen free courses designed in collaboration with Prentice Hall and more recently with Coursera. A few months ago, the UW received a prestigious Next Generation Educause grant for the development of a low-cost online undergraduate degree completion program. The UW also leads two online national consortia, R1edu and ASG, the latter of which has created online certificate programs offered jointly by member organizations.

The Faculty Council on Teaching and Learning has been following these developments, and would like to express our excitement for these accomplishments. At the same time, the Council has concerns about the University's ability to maintain this level of innovation and the quality of our educational offerings. In June of 2011, the Council developed a position statement regarding maintaining quality and faculty effort in online learning efforts of the university. This statement was based on an extensive literature review and has been revised with the addition of literature more recently published. A copy of this document accompanies this letter.

Members of the Council request the opportunity to discuss with you the issues outlined in the position statement and methods to implement the following requests. We request that the University

- Provide supplementary funding to support the development of hybrid courses that include meaningful interactions with faculty and peers as well as online modalities, such as podcasting or self-paced modules, as a preferred method for course delivery.

- Ensure that student teacher ratios in hybrid and online courses are consistent with current in-person courses and best practices. Anticipated increases in enrollment with online courses must be supported by funding additional teaching staff.

- Provide faculty support in effective use of technology for online learning in the following areas:
  - In-depth training in use of software and hardware and in the pedagogical basis for use of technology
  - Technicians available for problem solving, preferably within each department
  - Adequate support for development of courses

- Recognize innovations in teaching and learning in hybrid and online courses in promotion and merit decisions in terms of the following:
  - Scholarly work regarding pedagogic innovations
  - Effects of changes in the practices of University colleagues
  - Impact of innovations and courses on the public reputation of the University

- Centrally identify and disseminate best practices in online education and provide pedagogic support to educators in implementing best practices within their courses

- Provide the technology, hardware, and software, needed to support these innovations in classrooms, studios, and offices

- Coordinate development efforts in hybrid and online learning between all three campuses to ensure that best practices are made known to all faculty.

We look forward to these discussions.

Yours,

Jan D Carline, Ph.D.
Chair of the Faculty Council on Teaching and Learning
Professor and Director of Educational Evaluation