University Of Washington
Faculty Council on Teaching and Learning
10:30 a.m. – 12:00 p.m., May 2, 2013
142 Gerberding

Meeting Synopsis:

1. Call to Order
2. Review of the Minutes from April 4, 2013
3. Teaching on the Inside – Presentation by Jake Cooper on Prison Education
4. Approval of Letter on Hybrid Learning
5. Student Concerns about Textbook Costs
6. Certificates for MOOCs and UW Joining edX
7. Adjourn

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1) Call to Order
The meeting was called to order by Chair Carline at 10:30 a.m.

2) Review of the Minutes from April 4, 2013
The minutes from April 4, 2013 were approved as written.

3) Teaching on the Inside – Presentation by Jake Cooper on Prison Education [Exhibit A]
Martin-Morris has been involved with a group of colleagues who are teaching in prisons throughout King County jails. They have come across many issues related to their work and would like to talk about the logistical challenges and legislative proposals. Jake Cooper, a member of University Beyond Bars, was introduced to the council. He has taught at University Beyond Bars and has been working with the UW in searching for resources to support the myriad of nonprofits and help bring education to inmates.

A video produced by the organization, *Freedom Through Education*, was played which lasted 5 minutes. The video introduced the organization and the need to educate inmates in order to assist them with integrating back into society. In addition to providing skills and knowledge to inmates, students can receive an Associates of Arts degree while serving prison time. Key findings also include:

- 2.4 million men are currently serving prison time
- 2.1 million children have parents in prison
- 96% of inmates who participate in educational courses do not reoffend

There are several ways to look at the issue of education in the prisons. First, it is a public good to provide education. Secondly, this program can be pitched as a financial benefit to the state. The average cost of an inmate is around $20,000 - $30,000 per year. By providing educational opportunities in prison they can reduce the number of prisoners who reoffend. This leads to his next point on increased public safety. The recidivism rate for inmates is 60%, but it decreases to 22% for those enrolled in educational programs like University Beyond Bars. These programs are also beneficial for teachers who may be volunteers, graduate students and TAs, allowing them to develop their own curriculum and gain the experience they need for the future.

There are three primary difficulties that these programs face:

1. Getting volunteers. While Cooper was able to do his work through a grant, teaching in the prisons lengthens a student's graduation timeline.
2. Administration. Getting textbooks to inmates and storing them are very difficult because these items cannot normally be brought into prisons. Additionally, issues arise such as keeping track of classes, credits and enrollment of inmates. This is an area which UW could help with.
3. Money. Tuition for courses is hard to obtain. Additionally, funding is need to create outreach videos like this, as well as hiring part-time staff to administer enrollment.

Currently, all prison education is financed by nonprofits. However, the recent House Bill 1429 in the state senate would allow state funding to go towards prison. Szatmary spoke about his experience and said that when the issue about paying for academic credits arose there was no money because the inmate could not pay.

Cooper explained that work has been done to look nationally to these programs and patchwork organizations in an effort to combine resources. Right now funding only comes in through private donations. The big goal is to get federal and state funding for these programs as well as decreasing costs of credits. At this time, University Beyond Bars is just working through any institution that lets them in. A recent effort has been made to partner with Edmond Community College. A question was raised about online courses. This option is tough because inmates do not have access to the internet so that option is limited.

Carline asked is there is something specific that FCUL could do. University Beyond Bars needs support to keep its program functioning in the following areas:

1. TA support. Three TA positions are needed per quarter dedicated to college prep classes in prison. Support for this from the university would greatly be appreciated.
2. Admin support. Administrative support is needed to support the collection and distribution of teaching materials, keeping records of volunteer efforts, processing student transcripts, etc.
3. Recognition. The University's community presence would be increased through recognizing (and supporting) efforts to provide higher education to underserved groups including our prison population.

Taylor mentioned that when these programs were being formulated it struck him how little the UW was doing to address this issue. Taylor also expressed his surprised about legislation moving forward on the issue and questions why it had been off the radar for this long.

Carline asked the council if they should present a resolution to the Senate Executive Committee (SEC). Discussion ensued. Wilkes asked Cooper where the grant came from allowing him to teach at University Beyond Bars. For Cooper it was a pre-doctoral fellowship over three years to focus on research and not requiring him to TA. A question was raised about other available grants. Cooper explained that the goal is 2-3 TA-ships funded by the college. However, he is not sure if the UW wants to go through with this because volunteering takes time away from UW responsibilities.

Carol Estes came in late and was introduced by Martin-Morris. Estes is one of the founders of University Beyond Bars and answered several questions. The house bill is not in the upcoming special session and

will not likely come up again until next year. The bill's sponsor, Larry Seaquist, will meet with her over the summer.

Carline moved to draft a resolution to be submitted to the SEC or Senate. This will be FCUL's official statement regarding education in prisons. The resolution was unanimously approved. (Recorder's note: the resolution was refined after the Senate Executive Committee meeting for presentation to the senate.)

4) Approval of Letter on Hybrid Learning [Exhibit B]

Carline spoke about a letter on hybrid learning which he drafted and received suggested revisions from FCUL members. Carline passed out the current letter asking FCUL for approval to send to the individuals listed in the letter including President Michael Young, Provost Ana Mari Cauce, and several others. The letter will also include a copy of the revised documents/literature review which they previously drafted. Nelson moved to approve the letter. The motion received unanimous approval. Carline will send out the letter this afternoon.

5) Student Concerns about Textbook Costs

Carline spoke on a letter the council received by a graduate student at UW regarding the high costs of textbooks and the significant rise over the last few years. The student expressed concern that faculty members are not aware of the costs and have tendency to require students to use the most recent editions when older version are hardly different, plus cost 1/3 of the price.

Lewis spoke about a test pilot he has been working on with several vendors. A program by Amazon called Whisper Cast, which works as an e-reader for any type of platform, has potential for costs savings. He is working with the team to pilot the technology and looking to integrate it into student courses. There are no commitments at this time and he is only working on online methods to save students money. Turner asked if there are issues of Amazon controlling content. That would not be a problem, plus Amazon is in a unique position to lower costs from publishers.

Wilkes mentioned that there has been a recent switch to online homework due to TA cuts. Now, with mandated increases in TA salary by 30%, he expects a resulting decrease in TAs by 30% which will influence their dependency on online coursework. Randall stated that the UW bookstore only carries the most recent editions of required reading material for courses. Taylor explained that the UW cannot really make policy on the issue. However, the UW can increase awareness about the high rise of book prices. It is important to look for alternative options for faculty. Discussion ensued. One example that was raised mentioned international versions being much cheaper. Taylor restated that this issue needs to be given legitimate air time since past responses are not answering the problem.

Carline noted that this puts FCUL in an awkward situation since it is the end of the year. Whoever is the new chair of the council may have to address this issue next year.

6) Certificates for MOOCs and UW Joining edX

Szatmary has asked FCTL for thoughts as to where to go about participating in MOOCs (Massive Open Online Courses) and to consider UW branding issues. The high profile platforms to consider are Coursera and edX. These programs offer free classes on peer-to-peer platforms which can increase access to new audiences, increase brand awareness of UW, and identify UW as a leading online innovator. Currently, 70% of MOOCs students are located outside the US who would not be able to take in-person courses at UW. Initially, participation would increase brand awareness of UW as an innovator. There are also

financial considerations in participating in MOOCs. The cost to create a MOOC is around $25,000 - $100,000, and neither Coursera nor edX has generated significant revenue for itself or its partners. Currently, UW has been spending $30,000 to develop these online MOOC courses.

Coursera is a for-profit company developed by two Stanford professors and has a good marketing arm. It works with 62 partners and offers over 200 courses with 3 million users. It works as a proprietary platform featuring video interspersed with short quizzes with no instructor but peer-to-peer engagement in the classes. UW has been a partner with Coursera since July 2012 and offered eight classes in the winter quarter 2013 with 207,000 registrants. Of all registrants only 7-10% students complete the courses. ACE will offer credit to students for $110 per course for selected Coursera MOOCs, and some California schools like San Jose State have agreed to offer credit for MOOCs. A recent *New York Times* article was written about the development of MOOCs but institutions cannot find a business model to support them. Discussion ensued about how credits are accepted by institutions.

edX is a nonprofit company heading by Harvard and MIT. It is an open-sourced platform but different than Coursera. UW is negotiating now and could sign with them shortly to offer several free classes. edX works with 12 partners and has less than 40 classes. There is no instructor as with Coursera, but instead has peer-to-peer engagement in the classes. The attractive aspect of edX is their focus on a research mission and improvements of current classes on campus.

Szatmary asked the council to determine what and how many classes the UW should offer on Coursera and edX. Additionally, should the UW offer certificates of accomplishment signed by the instructors with their university affiliation and/or offer certificates branded with the UW logo?

Currently, the professor only puts their name on the certificate but not their title or affiliation and Coursera has expressed interest in including the UW logo on certificates of accomplishment. Of their 62 partners only 6 have done this. A question was raised about the student who earns a branded certificate: Would the Coursera participant be considered a UW student by FERPA? It depends on what FCTL considers in regards to branding.

Turner mentioned that in the long term, the brand awareness of UW resulting from participating with edX will fade once more institutions begin to participate. Carline asked how faculty are supported and paid by these programs. Most MOOCs at UW go through Educational Outreach. One example, Daniel Grossman, a faculty member from CSE, developed a MOOC himself and spent 500 hours on the course and did not receive any compensation. He did receive help from 6 teaching assistants. Nelson stated that if branding is the goal and it becomes diluted as more institutions participate, it is critical that the best professors teach the course. Currently, the process is to approach the dean with a candidate and they will make the decision if that instructor is the best person to do the MOOC. Most times they are approved, but sometimes they are rejected.

Intellectual property (IP) was discussed. If the UW is going to have their logo on the certificate, who owns the IP? Discussion ensued. IP still belongs to UW because Coursera and edX do not want IP out of this partnership. Questions were raised about what may happen if UW gives out a certificate. Does the certificate become a UW credential once an instructor signs it? What defines success? Discussion ensued. Randall stated that students pay a lot of money for a degree, and by providing these courses to online users it dilutes those degrees.

Campion stated that universities invest highly in these programs but the MOOC platforms get all the recognition. He questioned whether these courses are really diluting degrees when they may actually be diluting non-credit certificate programs at UW. The concern has to do with the logo. Also, because there is a weak assessment process and no instructor it is easy to cheat. Wilkes expressed his concern that traditional education is supplanted by this no-cost approach. It negatively affects the quality and encourages an irresponsible attitude towards the funding of education. Exams cannot be proctored because it is too expensive, and even in a proctored environment people can still get information from a website.

The profiles of these users are mostly professionals from different countries. If the goal of the UW is disseminating resources and improving global knowledge, than this is a good model to use because it acts as a vehicle to give them access to information. Domestically, the users are typically older individuals. Also, since MOOCs do not charge a fee, they are attractive to low income students.

Carline clarified that FCTL's concern is that they are uneasy about the quality of the education and how students are receiving it. If there were other models that could do better jobs to ensure the quality of education, and improve the level of work done by student, then maybe it would be acceptable. Discussion ensued. By making this into a MOOC, it becomes different from online courses with instructors. The online piece makes sense. What is the brand recognition worth? UW has underserved populations right here which are a more critical audience.

Randall pointed out that it is important to understand how the Washington State legislature will react because UW is known for not educating Washington students. Discussion ensued. The primary issue is proving educational access to a large group of people and different audiences. The main problem is providing UW credentials. Carline stated that there is no problem with a certificate signed by a professor, but providing a UW logo that assumes UW approves the course. The logo is one thing while the instructor-signed certificate is another because it acts as a letter of endorsement. Corbett explained that you could look at it as a false good because the user will assume that they took a UW course. Turner explained that UW needs to know how the participants interpret a certificate with or without a logo. Discussion ensued. A certificate may still be included on resumes as completed no matter if there is a logo or not.

The council agreed not to use the UW brand on any certificate of accomplishment for a MOOC, but there seemed to be a split decision about providing a faculty member's name and affiliation on a letter of recognition from a MOOC. Discussion ensued about the benefits and disadvantages of MOOCs. Campion asked if there are any forums planned to discuss these type of learning programs. There are discussions amongst different departments as well on other campuses, and it would be useful for faculty to attend a talk about MOOCs to better understand their uses and implications.

7) Adjourn

The meeting was adjourned by Chair Carline at 11:55 a.m.

Minutes by Grayson Court, Faculty Council Support Analyst. gcourt@uw.edu

Present: **Faculty:** Carline (Chair), Martin-Morris, Masuda, Salehi-Esfahani, Zierler, Nelson, Wilkes, Turner
President's Designee: Taylor
Ex-Officio Reps: Corbett, Randall

Guests: David Szatmary, Tom Lewis, Nana Lowell, Michael Campion, Christine Sugatan, Jake Cooper (University Beyond Bars), Carol Estes (University Beyond Bars)

Absent: **Faculty:** Kyes, Elkhafaifi, Harrison, Yeh, Olavarria
Ex-Officio Reps: Jankowski, Kutz

Class C Resolution Concerning University Beyond Bars

WHEREAS, the Faculty Council on Teaching and Learning strongly supports programs for higher education inside prisons as exemplified by University Beyond Bars, founded through the efforts of faculty from the University of Washington and other regional universities; therefore

BE IT RESOLVED that the work of the teachers and staff in providing educational opportunities for incarcerated men and women is worthy of attention and backing from our academic community.

More information about University Beyond Bars is available at www.universitybeyondbars.org.

Submitted by:
Faculty Council on Teaching and Learning
May 2, 2013

UW Medicine
UW SCHOOL OF MEDICINE
BIOMEDICAL INFORMATICS AND MEDICAL EDUCATION

Exhibit B

18 April 2013

President Michael K. Young
Provost Ana Mari Cauce
Senior Vice President V'Ella Warren
Vice President Kelli Trosvig
Senior Vice Provost Gerald Baldasty
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.

Biomedical Informatics and Medical Education
1959 NE Pacific Street Health Sciences Building Room E-312 Box 357240 Seattle, WA 98195-7240 206.221.3322 Fax 206.543.3461

- 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