

**University of Washington**  
**Faculty Council on Teaching and Learning**

February 8, 2024

10:30 a.m. – 12:00 p.m.

**Zoom**

**Meeting synopsis:**

1. Call to order
  2. Consent agenda
    - a. Minutes from Jan 11, 2024
  3. Chair updates
    - a. Items for core elements course evaluation pilot
  4. Subcommittee updates
  5. OEA course evaluation bias study results – Sean Gehrke
  6. UW Libraries AI taskforce update - Lauren Ray, Lauren Pressley, Richard Lewis
  7. ASUW – request for feedback on ‘A Resolution Calling for the Expansion of Class Accessibility’
  8. Good of the order
  9. Adjourn
- 

**1. Call to order**

The meeting was called to order at 10:32 a.m.

**2. Consent agenda**

**a. Minutes from Jan 11, 2024**

Chair Self asked for any discussion of the consent agenda. There was no discussion. The consent agenda was approved.

**3. Chair updates**

**a. Items for core elements course evaluation pilot**

Chair Self provost working group on the future of teaching: in review for faculty feedback, passed onto FCTL and draft legislation in Spring to bring forward in Autumn 2024.

**4. Subcommittee updates**

FCTL has been working to pilot the student evaluation project in collaboration with the Office of Education Assessment (OEA). Chair Self noted good representation from Seattle and Bothell and a wide variety of titles and ranks, but the project was missing studio courses and clinical teaching. The working group plans to move forward with reviewing collegiate evaluations and templates of peer evaluation.

The AI working group has been in the information gathering phase, including facilitating more conversations on current resources. Members spoke with the UW Bothell Teaching and Learning office on faculty use of AI in assessing student work. They noted an executive working group in the Provost office would be convened with representation from some FCTL members.

The group focusing on materials for merit and promotion created recommendations on how student and teaching evaluations contribute toward merit to share with the Faculty Council on Faculty Affairs at their next meeting. Ideally, they would draft a Class C Resolution.

#### **5. OEA course evaluation bias study results – Sean Gehrke**

Jillian Morn (Research Scientist - OEA) and Sean Gehrke (Director - OEA) joined the council to share brief results of a tri-campus self-study conducted by the OEA assessing bias in IASystem course evaluations by instructor characteristics (Exhibit 1).

The study reviewed evaluations for 52,471 courses taught between Summer 2017 – Summer 2021 from 4,536 instructors and found consistent differences in rating for white and nonwhite instructors, female, and male instructors but overwhelmingly the results were positive. OEA recommended student evaluations be just one source of data for assessing instructor effectiveness, review committees should require anti-bias training, more diverse personnel should be hired and retained, and continue to study course evaluations. Gehrke noted results do not include demographic data. The complete report with descriptive statistical information would be posted on the OEA website when finalized.

OEA previously examined hateful student comments and added informative language toward students on evaluations as a reminder of conduct expectations.

#### **6. UW Libraries AI taskforce update – Lauren Ray, Lauren Pressley, Richard Lewis**

Lauren Pressley (Senior Associate Dean – UWS Libraries) and Richard Lewis (Senior Associate Dean – UWB/CC Libraries) joined the council to provide an overview of the Libraries AI taskforce charge and a version of their generative AI framework. Guests asked for space in the taskforce to consider positive effects of AI in the use of disability accommodations.

#### **7. ASUW – request for feedback on ‘A Resolution Calling for the Expansion of Class Accessibility’**

Autumn Yi (ASUW) joined the council to introduce their draft resolution asking the university to encourage lecturing instructors to use recording capabilities (Exhibit 2).

Members discussed the participation rate within their courses diminishing post COVID and concerns from faculty that using recordings would compound the issue. There was also conversation on a significant labor lift for faculty for lecture capturing due to legal requirements on captioning and the resolution may promote outdated student engagement methods. Council members suggested Yi differentiate between inclusive strategies of accommodation and DRS accessibility.

#### **8. Good of the Order**

The Center for Teaching and Learning shared information on the following:

Workshop on attendance: <https://teaching.washington.edu/learn/workshops/participation-and-attendance/>

Bree Callahan (ADA Coordinator/Section 504) noted they will be presenting to the Faculty Senate on the federal regulations for digital applications.

#### **9. Adjourn**

The meeting was adjourned at 11:54 p.m.

**Present:** **Faculty Code Section 21-61 A:** Fred Bookstein, Casey Self (chair), Anne-Marie Gloster, Ranjini Grove, Leighann Chaffee, Stuart Reges, Laura McGarrity, Kimberly Ambrose  
**Faculty Code Section 21-61 B:** Brancy Lawrence (PSO), Lauren Ray (ALUW), Joey Rotondo (GPSS)  
**Faculty Code Section 21-61 C:** LeAnne Jones Wiles  
**Guests:** Penelope Moon, Sean Gehrke, Tina Miller, Bree Callahan, Karin Roberts, Richard Lewis, Jillian Morn, Autumn Yi, Lauren Pressley

**Absent:** **Faculty Code Section 21-61 A:** Duong Than, Nicole McNichols, Rania Hussein, Sunita Iyer, Alison Crowe

Exhibits

Exhibit 1 – Items for Core Elements Course Evaluation Pilot 2024.01.05

Exhibit 2 – A Resolution Calling for the Expansion of Class Accessibility

**FCTL Five Core Elements Formative Items and Open-ended Questions for Course Evaluation Pilot - DRAFT**

**Shared core elements of good teaching at UW**



**DRAFT built from crosswalk of FACULTY INPUT, EXISTING UW LANGUAGE, and PEER MODELS. More input needed.**

**Pilot Formative Items**

Five-item scale, 1 = Strongly disagree, 5 = Strongly agree

<b>Core Element</b>	<b>Item</b>
Aligned	The instructor explained the learning outcomes/objectives for this class.
Aligned	The syllabus listed the learning outcomes/objectives for this class.
Aligned	The overall organization of the course made it easy for me to learn the course concepts.
Aligned	Course activities and assignments helped me achieve the learning outcomes/objectives for this class.
Aligned	Course materials (e.g., textbook, other readings, lecture, Canvas site) helped me achieve the learning outcomes/objectives for this class.
Aligned	The instructor clearly explained how course activities and assignments related to the learning outcomes/objectives of this course.
Inclusive	My perspective was valued by the instructor.
Inclusive	The instructor clearly communicated their expectations for respectful communication and interaction in the course.
Inclusive	The instructor created a class environment where I felt valued and respected.
Inclusive	The instructor ensured that course materials (e.g., textbook, other readings, lecture, Canvas site) were accessible.
Inclusive	I felt I was a valued member of the class community in this course.
Active & Engaged	Course activities and assignments provided opportunities for me to critically analyze/reflect on new ideas and concepts.
Active & Engaged	I was an active and engaged member of the class community.
Active & Engaged	The structure of the course gave me enough time to understand and process the ideas and concepts presented in class.
Active & Engaged	The instructor regularly provided time and space for students to ask questions and clarify ideas and concepts.
Active & Engaged	Course activities and assignments provided opportunities to apply new ideas and concepts to other topics.
Growth-oriented	The instructor provided opportunities to practice and apply course ideas and concepts before assignments and/or tests.
Growth-oriented	Course assignments enhanced my understanding of the course ideas and concepts.
Growth-oriented	Feedback on assignments helped me to better understand and/or apply course

	ideas and concepts.
Growth-oriented	Course activities and assignments provided opportunities to demonstrate my learning of course ideas and concepts.
Growth-oriented	The instructor clearly communicated what students needed to do in order to be successful in the course.
Relevant	I learned ideas and concepts in this course that will be useful for me in other courses and/or after graduation.
Relevant	I learned skills in this course that will be useful for me in other courses and/or after graduation.
Relevant	The instructor effectively explained the relevance of the course ideas, concepts, and skills covered in this course.

Open-ended feedback.

The following describes five common core elements of good teaching at UW:

- Aligned: Good teaching is organized to help students meet course learning outcomes/objectives.
- Inclusive: Good teaching values students' experiences and creates opportunities for each student to succeed.
- Active & Engaged: Good teaching creates opportunities for students to engage with ideas and each other.
- Growth-oriented: Good teaching uses formative assessment and feedback to help students grow their abilities.
- Relevant: Good teaching helps prepare students for future learning and life after graduation.

Of these five elements, what is one where your instructor excelled? In what ways did they effectively demonstrate this element?

Of these five elements, what is one where your instructor could improve? In what ways might they improve in this element for future courses?

WHEREAS, sudden circumstances that students cannot control may also delay or prevent students from attending class, forcing them to miss out on important class updates or information; and

WHEREAS, COVID-19 has not been completely eradicated, with cases increasing 4% globally between December 11, 2023, and January 7, 2024, [1, 2] and exposure may force students to quarantine for at minimum 5 days [3], preventing them from attending classes; and

WHEREAS, students with other easily contagious illnesses, such as influenza, risk worsening their condition and infecting others if they attend class in person while sick [12]; and

WHEREAS, students with chronic pain and/or other conditions may be unable to attend class on any given day due to their condition [4]; and

WHEREAS, students with chronic pain have voiced their complaints about being forced to go to class to take notes despite their disabilities [4]; and

WHEREAS, some professors move through lessons at a rate that may hinder a student's ability to take notes, forcing them to miss out on key information [4]; and

WHEREAS, some students may find it difficult to take notes and listen to lectures at the same time and may find it easier to capture more details by repeatedly reviewing lectures [4]; and

WHEREAS, some students have auditory processing difficulties or have English as a second language, making it difficult for them to understand and process information at a fast rate [4]; and

WHEREAS, recorded lectures that have closed captioning may make it easier for students with these difficulties to learn [10, 11]; and

WHEREAS, the use of lecture recordings has not conclusively resulted in a negative impact on class attendance [5, 13]; and

WHEREAS, students should not have their education constrained by conditions outside of their control – the university should make every effort to be as accommodating as possible to as many students as possible; and

WHEREAS, many students have voiced their support for recorded lectures [4]; and

WHEREAS, several studies support the effectiveness of recorded lectures [5, 6, 7]; and

WHEREAS, lecture recordings have reduced stress and anxiety in some students [8]; and

WHEREAS, lecture recordings support equitable education for all students [9]; and

WHEREAS, students with COVID-19 have been forced to attend midterms and finals in order not to fail, despite informing the professor of their condition [4];

WHEREAS, no student should have to decide between their health (and the health and safety of others) and academic success; and

WHEREAS, some professors have canceled their classes on the day of lecture without dispersing the information through online means, wasting both the time and money of students who commute to class [4]; and

WHEREAS, some professors do not use a central mode of communication (such as Canvas), preventing all students from receiving key information at the same time [4]; and

WHEREAS, most, if not all, of students have access to electronic devices and use it in their day-to-day lives, making electronic communication the most accessible and convenient mode of communication; and

WHEREAS, many classrooms at UW already have the necessary equipment to facilitate lecture recordings; and

WHEREAS, there has been previous legislation (R-28-2, R-28-24, & R-27-9) that has supported the accessibility sentiments of this bill, proving previous student support for legislation of this kind, with R-27-9 reading

“THAT...All lectures in classes with a lecture component taught either primarily online or in-person shall be recorded and posted to Canvas or an equivalent class portal in a timely manner on par with the overall class schedule.”

; therefore

BE IT RESOLVED BY THE ASSOCIATED STUDENTS OF THE UNIVERSITY OF WASHINGTON:

THAT, the ASUW express their support for and request that the administration of the University of Washington push for policies (and possible incentivization) that direct all teaching faculty who lecture in classrooms with the capability to record lectures record and post lectures on Panopto, and

THAT, the ASUW express support for the education of faculty of the necessity of lecture recordings for students, and

THAT, the ASUW express their support for and request that the administration of the University of Washington push for policies that direct all teaching faculty who are not able to record



lectures post the necessary information for their class into an easily accessible online database (preferably Canvas) that adequately makes up for lost class time, and

THAT, the University of Washington provide all necessary training to ensure that instructors are able to record lectures and effectively use all online resources required for their class; and

THAT, the ASUW express their support for and request that the administration of the University of Washington push for all major exams (namely midterms and finals) to allow for some sort of equivalent makeup in the event of illness, to be left up to professor discretion, and

THAT, the ASUW express their support for and request that the administration of the University of Washington push for all teaching faculty that assign points for class attendance allow for a minimum of three days of class attendance to be dropped from students' final grades, and

THAT, the ASUW express their support for and request that the administration of the University of Washington push for all teaching faculty to communicate through one set online mode of communication (preferably Canvas, but up to professor discretion) to ensure timely and efficient communication that is accessible to all students, and

THAT, the ASUW express their support for and request that the administration of the University of Washington push for the office hours for all TAs and professors be posted in that one set online mode of communication by the end of the second week of the quarter, and

THAT, the ASUW express their support for and request that the administration of the University of Washington push for all teaching faculty to give their students notice, in a timely manner, of changes in due dates/times through this set online mode of communication, and

THAT, the ASUW express their support for and request that the administration of the University of Washington push for all professors to strive to communicate in a timely manner if and when lectures are canceled through this set online mode of communication, and

THAT, the ASUW pushes for more funding for more lecture capture technology in more classrooms, and

THAT, a copy of this act be forwarded to ASUW Student Senate Speaker Rohini Kilaru, ASUW Student Senate Vice Speaker Andal Sridhar, ASUW Board of Directors, UW President Ana Mari Cauce, UW Office of Academic and Student Affairs, Classroom Support Services, Classroom Technology and Events, UW Provost Tricia Serio, Chair of the Faculty Council on Teaching and Learning Casey Self.

## References:

- [1] PBS: COVID is surging again. Here's what to know and why experts encourage caution <https://www.pbs.org/newshour/show/covid-is-surging-again-heres-what-to-know-and-why-experts-encourage-caution>
- [2] World Health Organization: COVID-19 epidemiological update <https://www.who.int/publications/m/item/covid-19-epidemiological-update---19-january-2024>
- [3] UW COVID-19 Case and Exposure Guidance: <https://www.ehs.washington.edu/covid-19-prevention-and-response/covid-19-case-and-exposure-guidance>
- [4] Survey link: [https://washington.co1.qualtrics.com/jfe/form/SV\\_50TPTsK8bW3iGHA](https://washington.co1.qualtrics.com/jfe/form/SV_50TPTsK8bW3iGHA)  
- Data incoming...
- [5] 75 Studies Reveal The Impact Of Lecture Capture: <https://www.panopto.com/blog/75-studies-reveal-the-impact-of-lecture-capture/>
- [6] Live or lecture capture: Evidence from a classroom random control trial: <https://www.sciencedirect.com/science/article/abs/pii/S147738802200007X>
- [7] <https://link.springer.com/article/10.1007/s10639-022-10903-1>
- [8] <https://www.tandfonline.com/doi/full/10.1080/01421590802144302>
- [9] Turn up, tune in, don't drop out: the relationship between lecture attendance, use of lecture recordings, and achievement at different levels of study: <https://link.springer.com/article/10.1007/s10734-018-0320-8>
- [10] Do Closed Captions Help Students Enhance Learning and Engagement? <https://jdlhorizons.com/do-closed-captions-help-students-enhance-learning-and-engagement/>
- [11] Video Captions Benefit Everyone <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5214590/>
- [12] Flu: What To Do If You Get Sick <https://www.cdc.gov/flu/treatment/takingcare.htm>
- [13] No apparent association between lecture attendance or accessing lecture recordings and academic outcomes in a medical laboratory science course <https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-020-02066-9>