

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

April 11, 2024

10:30 a.m. – 12:00 p.m.

**Zoom**

**Meeting synopsis:**

1. Call to order
  2. Consent agenda
    - a. Minutes from March 7, 2024
  3. Chair updates
  4. Subcommittee updates
    - a. Student evaluation
    - b. AI
    - c. Materials for merit & promotion
  5. Discussion: ASUW Accessibility Legislation – Autumn Yi
  6. Good of the order
  7. Adjourn
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**1. Call to order**

The meeting was called to order at 10:33 a.m.

**2. Consent agenda**

**a. Minutes from March 7, 2024**

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

**3. Chair updates**

The chair noted the positive faculty feedback regarding using the student evaluation form adjustments. Additional work on peer evaluations was moved to Autumn 2024 due to time constraints.

The upcoming FCTL Class A legislation on recommendations of quality of instruction from the provost working group was also moved to Autumn 2024.

**4. Subcommittee updates**

**a. Student evaluation**

**b. AI**

**c. Materials for merit & promotion**

FCTL subcommittees provided updates to the full council.

*Student evaluations:* focused on student pilot study work. Noted 7218 total students were given the survey (3355 respondents, 46.5% response rate) and 131 total faculty responded. There was discussion on presenting the final report to individual department deans and faculty leadership on each campus.

*Merit/Promotion Evaluation materials:* the council reviewed a first draft Class C resolution on the use of student evaluations of teaching in merit and promotion (Exhibit 1). There was discussion on addressing

the Provost office as the principal reviewer of evaluations, adding review of qualitative comments, and strengthening language to include faculty feelings of evaluations.

*AI communication pathways:* members were planning to create a report on current work, issues identified, and a set of statements for FCTL values of AI in assessment, teaching, and learning. They also considered meeting with the Faculty Council on Student Affairs subcommittee on AI student use and present the provost taskforce with recommendations for instructor and student use in the classroom, grading, and scholarship. It was noted that UWIT developed interim guidelines for AI (<https://itconnect.uw.edu/guides-by-topic/security-authentication/artificial-intelligence-guidelines/>).

## 5. ASUW Accessibility Legislation – Autumn Yi

Members were asked to submit comments or questions on the document which would be forwarded to the ASUW student (Exhibit 2).

## 6. Good of the Order

Pen Moon (CTL Director) noted the upcoming Teaching and Learning Symposium would be held next week <https://teaching.washington.edu/learn/teaching-and-learning-symposium/>.

Bree Callahan (ADA/Section 504 Coordinator, Compliance Services) shared the DRS final events to celebrate Section 504 <https://www.washington.edu/ada/50th-anniversary-of-section-504/>

## 7. Adjourn

The meeting was adjourned at 11:51 a.m.

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*Minutes by Alexandra Toyoda, Policy & Legislative Analyst, [xanport@uw.edu](mailto:xanport@uw.edu)*

**Present:**           **Faculty Code Section 21-61 A:** Fred Bookstein, Rania Hussein, Anne-Marie Gloster, Duong Than, Ranjini Grove, Leighann Chaffee, Stuart Reges, Laura McGarrity, Alison Crowe, Kimberly Ambrose, Nicole McNichols  
**Faculty Code Section 21-61 B:** Brandy Lawence (PSO)  
**Faculty Code Section 21-61 C:** LeAnne Jones Wiles  
**Guests:** Pen Moon, Tina Miller, Sean Gehrke, Karin Roberts, Puneet Birk

**Absent:**           **Faculty Code Section 21-61 A:** Sunita Iyer, Casey Self (chair)  
**Faculty Code Section 21-61 B:** Lauren Ray (ALUW), Joey Rotondo (GPSS)

### Exhibits

Exhibit 1 – FCTL - Class C Resolution Concerning the Roles of Student Course Evaluations v2

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

### Class C Resolution Concerning the Roles of Student Course Evaluations

WHEREAS the creation of the Teaching Track evinced the continuing centrality of the explicit teaching function to the diverse missions of our University; and

WHEREAS faculty have been concerned for more than twenty years about the role of student evaluations in diverse University processes, including but not limited to Promotion and Tenure decisions [<https://www.washington.edu/assessment/course-evaluations/using-results/fciq-recommendations/>]; and

WHEREAS advances in information technology have induced a radical change in the praxis of student evaluations as continuous course engagement; and

WHEREAS other advances in information technology have made possible every instructor's perusal of the full student evaluation record over multiple years and courses, in order to follow its trends over time and experience; and

WHEREAS hybrid and online courses have enhanced and enriched pedagogy; and

WHEREAS the recent years of Covid-19 concerns and institutional responses have further altered the college experience, including changing the salience of physical classrooms, the timing of lectures, and the roles of the libraries; and

WHEREAS characteristics of the student, the instructor, the syllabus, and the curriculum all interact within the context of teaching and the classroom experience in respect of both student and teacher expectations;

BE IT RESOLVED that the Provost consider the following principles for the roles that student evaluations play in the management of this sprawling institution.

1. The principal purpose of the student evaluation process be acknowledged as assisting faculty to identify areas of improvement and growth to better serve the University's teaching mission.
2. Any student be offered guidance on how to approach completing the form and the evaluation's purpose, including an explanation of how the University will use evaluations over the current academic year and subsequent years.
3. Every faculty member be encouraged to review multiyear trends in their numerical student evaluations, along with qualitative comments, as part of their own self-evaluations.
4. Faculty engaged in peer review should align the dimensions of peer review with the student evaluation criteria whenever appropriate.
5. Faculty members should be encouraged to solicit feedback during a quarter and to use feedback to adjust teaching or pedagogy as appropriate.
6. The Office of Educational Assessment be empowered to build tools by which instructors can straightforwardly compile and examine trends of their mid-course and

**Commented [PM1]:** The evaluations are meant to help faculty identify areas of improvement and growth so that they can better serve the teaching mission of the university.

**Commented [LR2]:** unclear here whether you're saying that the form should be asking questions that specifically tie to the criteria of teaching excellence, or that the form should simply explain that students should keep these criteria in mind as they fill out the form

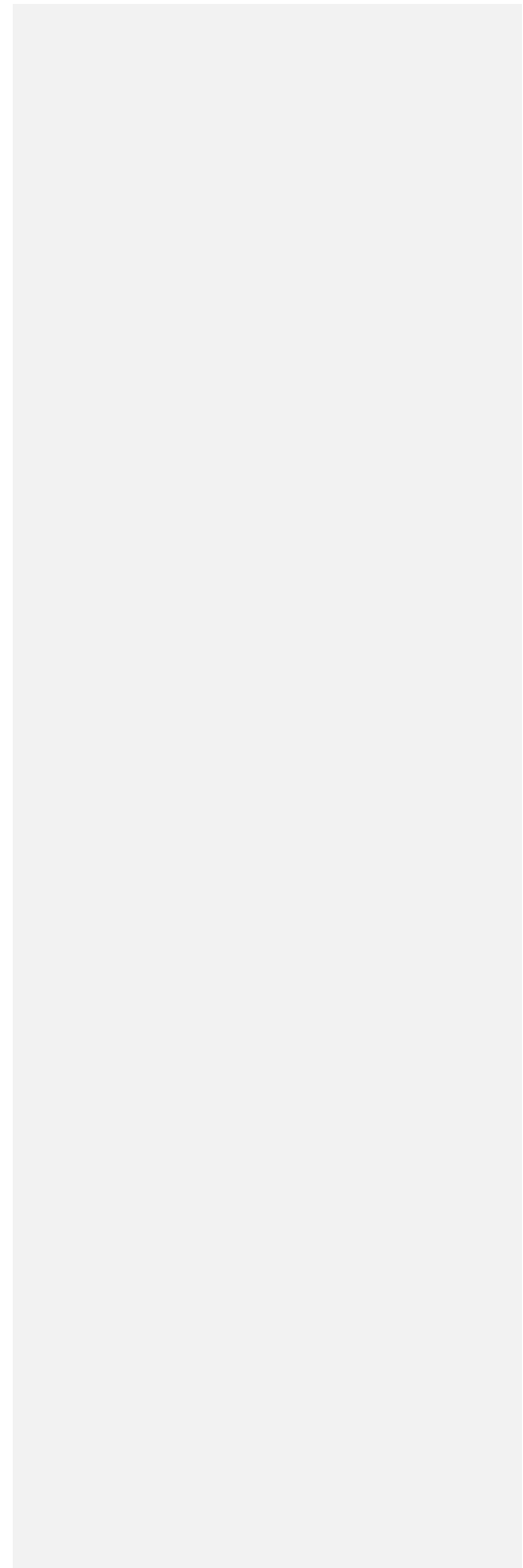
**Commented [KA3R2]:** "All evaluation forms include"?

**Commented [LW4]:** Consider adding or rewriting to state that any student will be offered guidance on the purpose of the evaluation and the impact? Or perhaps how to approach completing the form? Also would be great to have standard video that is played before every evaluation. with instructions.

**Commented [KA5]:** "All evaluations include an explanation of how the University will use evaluations over multiple subsequent years of the instructor's service."

end-course summaries and commentaries over multiple teaching assignments and academic years.

**Submitted by the Faculty Council on Teaching and Learning**



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>