



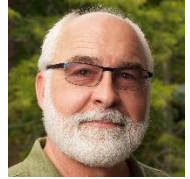
# OFFICE FOR THE ADVANCEMENT OF ENGINEERING TEACHING & LEARNING

## 2019 Spring Quarterly & 2018–19 Annual Impact Report

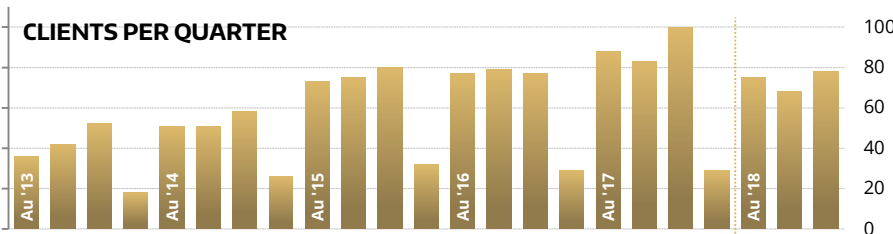
### About ET&L

The Office for the Advancement of Engineering Teaching & Learning (ET&L) offers instructional services to all UW engineering educators. ET&L is dedicated to the concept that the engineering education endeavor is far more successful when educators and students are equipped and motivated to become **active partners in achieving educational goals**. We provide all of our services with the goal of supporting educators and students in the College of Engineering in their efforts to establish, strengthen, and sustain these partnerships. Our services are tailored to the specific needs of engineering faculty, and our consultants build on current research to offer a diverse set of instructional development opportunities.

After 14 years of serving educators in the college, ET&L director Jim Borgford-Parnell retires this June. Current assistant director Ken Yasuhara will take on leadership of the office. The back page details service reductions necessitated by cuts to ET&L's staffing.



### Advancing Teaching and Learning in the College of Engineering



Demand for ET&L's services continues to exceed capacity, especially with 20% less staffing this year. Even so, this spring, we served 78 clients and 56 courses or degree programs. This year, we averaged 74 clients and 50 courses per quarter.



Our most popular service is the Small-Group Instructional Diagnosis (SGID) mid-quarter course assessment, which helps educators focus on pressing teaching and course issues. We conducted 48 SGIDs this quarter, serving courses with a total enrollment of 2,660. In a cumulative survey of over 9,500 students in 312 engineering courses we have been invited to revisit at the end of the quarter, 98% of students reported improvements in teaching that resulted from a mid-quarter course assessment. Departments are increasingly calling on us to assess their degree programs, and we conducted eight Small-Group Program Diagnoses (SGPDs) this quarter, many of which were critical to ABET processes.

*“Both the mid-quarter and the final-feedback session were valuable... I think these two services combined work well and are as valuable, if not more so, than [course evaluations], for improving my teaching.”*  
—educator describing SGID and Last-Class Interview experience



## Advancing Engineering Education in the College and Beyond

- Using an exclusive, innovative database, ET&L provides instructional development clients with longitudinal reports documenting their teaching improvement. Some professors include these reports in their promotion packets.
- Faculty continue to request our “Teamwork for Learning and Project Success” workshops in group project courses. We were also invited to offer it at Boeing this year, for the first time. These workshops are based on solid research and designed with an understanding that there is no better context for learning engineering and developing lifelong learning skills than in a well-functioning team. Read more at [bit.ly/group18-paper](http://bit.ly/group18-paper) and [-poster](#).
- Since 2005, ET&L staff have worked with 87 faculty members on 140 grant proposals from the College of Engineering, including the funded NSF ERC and DOE GAANN (ChemE and ME) proposals. To date, we have assisted in the preparation of 30 NSF CAREER proposals, 17 of which have been funded, with five more pending.
- ET&L regularly collaborates with the campus-wide Center for Teaching and Learning (CTL), including co-facilitating an annual workshop for visiting faculty and faculty development staff from Waseda University and participating in the annual UW Teaching & Learning Symposium. This year, ET&L led a partnership between the Counseling Center and the Center for Teaching and Learning (CTL) to reach more CoE TAs with mental health training as part of CTL’s annual TA Conference. Read more at [bit.ly/gradmht19-preprint](http://bit.ly/gradmht19-preprint) and [-poster](#).
- ET&L staff are also active in national engineering education and faculty development communities. We play leadership roles in a new faculty development division in the American Society for Engineering Education and a STEM faculty development special interest group in the Professional and Organizational Development Network in Higher Education. These communities help us keep up with and contribute to current, international trends in engineering education.

*“The guest workshop that Jim does on team work is really helpful.”  
—instructor*

## Historical and Projected Service Capacity

ET&L staffing increased from just one instructional consultant in 2015 to a high point of two full-time consultants in 2018 May, enabling the office to serve 100 clients and perform 68 course assessments that spring quarter. Despite steadily increasing interest in ET&L’s services, just before 2018 autumn, ET&L’s staffing was reduced to 1.6 consultants. That quarter, ET&L was forced to decline requests for course/program assessments for the first time in its history, finishing the quarter with 75 clients and 50 course/program assessments. In 2018 December, ET&L was informed of a further reduction to just one consultant, effective 2019 July. We expect service capacity will have to decline accordingly to about 50 clients and 25 course/program assessments per quarter. ET&L will continue to maintain communication with department/college leadership to ensure our limited hours are directed toward the areas of greatest need.

