MEETING MINUTES  
FTLC Advisory Committee  
February 8, 2016  
1:00—2:30pm  
Cook-DeVos Center for Health Sciences, Room 540

Attendees: Janet Vigna (CLAS - BIO), David Zwart (CLAS - HST), Robert Talbert (CLAS - MTH, chair), Andrew Korch (CLAS - CHE), Bruce Bettinghaus (Seidman), Jamie Langlois (SSW),  
Cathy Meyer-Looze (Education), Mostafa El-Said (Engineering), Julia VanderMolen (Health Professions), Danielle Lake (Brooks), Barb Hooper (Nursing), Gordon Alderink (Brooks), Matt Reidsma (Library), Kathryn Stieler (FTLC), Matt Roberts (IDEL), Maria Beelen (Student)

Objectives: Discuss proposed SoTL language for unit adoption and examples of SoTL language in unit personnel standards; discuss language on transferable practices for teaching with simulations; clarifications on “emerging leaders” charge

Schedule:  
Next meeting: Monday March 14, CHS 540

Time Item  
1:00-1:05 Approve minutes, attendance taken  
1:05-1:45 Discussion of Scholarship of Teaching and Learning in unit personnel standards  
• Examples of personnel criteria for CLAS and the Math Department provided.  
• Discussion of units’ personnel criteria
  • Robert noted it would be helpful to develop a university-wide consensus about SOTL prior to developing draft language for the Scholarship of Teaching and Learning.
  • Allied Health Sciences (Julia VanderMolen): Scholarship point system; peer and non-peer reviewed; regional versus national; grant-writing; textbook writing and editing; peer review of journal articles; support of student scholarship & conference presentations; etc.
  • College of Nursing (Barb): Scholarship = teaching or discovery (research & practice) with examples
  • College of Education: No point system, multiple conference presentations necessary (not defined), publication with statement verifying its peer-reviewed, grants and awards for scholarly research count
  • History: 2 published scholarly articles and substitutions may count (including scholarship of teaching and learning). Default is disciplinary (peer-reviewed publications)
  • Library: library research focuses on competency, recognizing SoTL by default (one sentence description); 4 works, including 1) professionally recognized, 2) publish book or book chapter, 3) international conference or paper publication, 4) lead editor for a book or journal, 5) funded grant proposals for $10k + (other items can count: leadership, serving editorial role, peer review, small grant proposals, teaching/course development in addition to primary assignments).
  • Chemistry: scholarship of discovery and scholarship of teaching, integration, and application (enhance classroom environment and go beyond normal duties; integration = novel presentation of chemistry, grant writing, working with undergraduates). Sufficiently novel/applicable work to those outside of GVUS will qualify as scholarship (table to be emailed).
  • Social Work: need 7 points. Scholarship = peer review, single or co-authored journal article (no specific points about SoTL). Service is highly valued.
  • Music: says their scholarship must be discipline specific to count.
  • Engineering: no weight to specific scholarship. Your scholarship should fit with your teaching and help you to grow in your career.
  • Brooks College/Liberal Studies: "As active scholarship informs effective teaching, faculty members seeking tenure and promotion are expected to show evidence of being a
teacher-scholar through whatever means best displays their work. To this end, we support faculty who conduct community engaged research and participate in local, regional, national, and/or international organizations concerning their fields."

Discussion of draft language on SoTL for units to use
- Spirit of the charge is to encourage faculty to see the value and merit of SoTL. If we make the value of SoTL explicit, we can encourage junior faculty to pursue it.
- There is not written language saying SoTL cannot count, but comments across various departments have been noted.
- SoTL is methodologically rigorous & adds to the field
- Concerns raised about fairness across the university: differences in rigor and expectations.
- We may want to provide examples to help the units understand what SoTL is and how it may be of value (review Chemistry Department’s example).

Questions:
Is the absence of specific language about the type of scholarship OK? or do we want units to add specific language saying SoTL “counts”?
- Next Meeting Goal = generate ideas for FTLC advisory committee to address the issue. What ideas would be welcome? Promoting SoTL without being pushy.
- Resource, Recognize, and Reward SoTL.
- Align our recommendations with the University’s Strategic Plan

Address in our next meeting: What are ideas for getting units to promote SoTL as a viable avenue of scholarship for promotion/tenure purposes?

1:45—2:00 Discussion of draft language on transferable practices for teaching with simulations
- Language Development: request for feedback
- Language tweaked to indicate the value of evaluation and reflection.

2:00—2:15 Old Business:
- Clarifications on the “emerging leaders” charge
  - How to support leaders in disseminating teaching best practices?
    - Departmental leaders? Course leaders? Lab leaders?
  - What are we doing to develop the future leaders?
- Small update on the OER journal concept (more to say on this at the next meeting)
Examples:
  - Faculty in some departments are in charge of certain courses (syllabus of record, textbook selectors, and de facto mentor for instructors teaching the course)
  - Perhaps we recommend further to send those in need to FTLC for support.

2:15—2:30 New Business, then some homework for next time; recognition of Andrew Korich
- Andrew, thank you for your service.
- Up for reelection.

New Business: relevant excerpts on scholarship can be sent to Robert.

2:30 Adjourn
Motion to adjourn 2:19 (accepted)

2:30—2:50 OER journal group meet briefly after the main meeting is over (Talbert, Korich, Roberts, Riedsma, Stieler)