Faculty Teaching and Learning Center Advisory Committee

Matthew E. Hart, Chair 2017 – 2018

Minutes
September 18, 2017
JHZ 3062 (1-3 PM)

PRESENT	NAME	DEPARTMENT		PRESENT	NAME	DEPARTMENT
x	Karyn Butler	Nursing		x	Kathryn Steiler	FTLC Faculty Fellow (ex Officio)
x	Vijay Gondhalekar	Finance		☐	Dennis Stovall	Accounting (alternate)
x	Matthew Hart (Chair)	Chemistry		x	Patricia Stow Bolea	FTLC Faculty Fellow (ex Officio)
x	Bret Linford	Modern Languages		x	Julia VanderMolen	Allied Health
☐	Cathy Meyer-Looze	Education		x	Melissa Villarreal	Social Work
x	Rachel Peterson	Liberal Studies		x	Betsy Williams	University Libraries
x	Chris Pung	Engineering		x	David Zwart	History
x	Christine Rener	FTLC (ex Officio)		☐		Undergraduate Rep
x	Russel Rhoads	Anthropology		☐		Graduate Rep

1. Meeting called to order at 1:00 by chair.
2. Everyone introduced themselves.
3. Sub-Committee Assignments
   A. Grants Sub-Committee (Kathryn Steiler)
      a. Meeting Monday October 23rd 1-3PM in JHZ 3062
      b. Meeting Monday, March 26 1-3 PM in _____

      Responsible for reviewing teaching innovations grant on October 15 and March 15. Provide review prior to meeting and then discuss in meeting.
      Assigned: Cathy Meyer-Looze, Chris Pung, Melissa Villarreal, Vijay Gondhalekar, Karyn Butler, Russel Rhoads

   B. Awards Sub-Committee (Patricia Stow Bolea)
      a. Meeting Monday November 20th 1-3 PM in JHZ 3062 (need to change date)

      Work of committee to review Pew and University teaching awards.
      Assigned: David Zwart, Bret Linford, Julia VanderMolen, Rachel Peterson, Betsy Williams

4. Meeting Scribes
   September 18: David Zwart
   October 9:
   November 13:
   December 11: Betsy Williams
   January 22: Vijay Gondhalekar
   February 12: Karen Butler
   March 12: Chris Pung, (Alternate: Julia VanderMolen)
   April 9:Bret Linford

5. Civic Engagement Student Learning Objectives (SLO)
   a. Summary of Report (Russell Rhoads)
   b. How bring faculty into the picture? How get faculty buy-in?
   c. Developed a document to get a common language for faculty. Attempt the make a very broad and flexible document.
   d. Looking for ways to reach out to faculty about civic engagement.
   e. Departments can use to show that they are already doing.

   Action: If you have specific feedback, send to Russel Rhoads. (rhoadsr@gvsu.edu)

6. Discussion of Committee Charges (Attached memo from ECS)
   1. Continue to assist the FTLC staff to execute goals for the 2017-18 academic year, with special emphasis on promoting the Scholarship of Teaching and Learning (SoTL). For example, provide a forum for faculty to publish their GVSU-specific SoTL work.
      a. Do we need more Pew FTLC staff to manage this?
      b. We discussed use of Scholarworks.
      c. We discussed other ways to promote including workshops, links between SoTL expert and novices.

2. Investigate ways to promote best practices for academic integrity, especially for online courses, and make recommendations to ECS.
   a. Report to ECS we have done
      a. Pew FTLC did have workshops.
      b. E-learning group already meeting.
   b. What does "make recommendations to ECS" mean?

3. Support the implementation of UPLIFT recommendations, in particular make recommendations for standardizing peer review of teaching. If such recommendations include Faculty Handbook language, the language should be shared first with FPPC for feedback and suggestions and ultimately with ECS.
   c. UPLIFT task force is working on this. They are waiting on more data to provide final recommendation.
   d. Peer review: waiting on the UPLIFT task force
      a. Online has this already
      b. Other universities have one
      c. How many peer review meaningful?
      d. How make it standardized?

4. Continue collecting data regarding class sizes, and use the data to advocate for smaller class sizes and/or work with FLTC to develop trainings for teaching large classes effectively.
   a. Develop programing for "large" classes.
   b. Can we share the data? Probably not.

5. To improve student retention, work with FTLC to develop "first day/every day" trainings as suggested by several faculty members at the 2015 Faculty Forum. What classroom behaviors support teaching/learning the best?
   a. How can faculty support retention efforts?
   b. What is "first day/every day?"
   c. Tom Pentacost developed hand-out of "strong start" initiative for Fall 2017 conference.
   d. Faculty relationships are a major/number one reason we can control as faculty.

6. Advise FTLC on ways to support the unique professional development needs of unit heads and emerging leaders. Survey unit heads and share their unique professional development needs with FTLC.
   a. Part of larger context is "who is the next" leader at unit/associate dean levels.
   b. Library has started "coordinator" positions that can provide opportunities for leadership development
   c. Can we provide "specific" professional development for the parts of the job that need support.
   d. Is this getting worse?
   e. FPPC also working on this charge.
   f. Christine Rener met with unit heads and Ass. Deans. Will share her report with us.

7. Scholarship
    Work with FPPC to reconsider Faculty Handbook language (section 3.01B), with consideration to:
    a. An improved definition of scholarship that includes full representation of scholarly activity (e.g., Boyer's definition of scholarship) as determined by the unit, college, and profession;
    b. A determination of what should count as scholarship for consistency across the university, keeping in mind specifics of the discipline or profession; and
    c. A list of examples of scholarship using peer institutions as models similar to the work completed for service in section 3.01C during the 2016-2017 academic year.
    See the recommended charge from UPRC below to help inform this work:
    > To charge the appropriate faculty governance committee (e.g. FPPC, FTLCAC) to draft a policy to revise the definition of scholarship in the Administrative Manual and/or the Faculty Handbook to capture the ideas of "externally disseminated" and "externally validated". Define "necessary but not sufficient" minimum standards for scholarship, informed by Boyer: Application, Artistic Engagement, Discovery, Integration, and Teaching. This revision would articulate the difference between "scholarship" and "professional engagement", describe standards of achievement, and provide clear examples.
    > Notes: None of this is currently reflected in section 2.9.1.B of the Administrative Manual, or in the Faculty Handbook, but it is reflected in many college and unit personnel requirements.
    > There should be a university-wide standard. Memos from FTLC and FTLCAC are in progress for discussion by ECS.
    - Matthew Hart will work with FPPC for clarification.

8. Teaching
    Work with FPPC to draft language for the Faculty Handbook, develop explicit and consistent language to define effective teaching, teaching excellence, and the use of the adjective "consistent." This includes clarifying how to utilize the documentation that is required.
    Notes: Currently in the Faculty Handbook, there is a sentence describing how effective teaching is documented and a section on teaching workload, but no little guidance of how to evaluate teaching. More substantive language is in the Administrative Manual, chapter 4, section 2.9.1.A, but more is needed. Many colleges and units provide detailed information, which may be useful for this charge, but a university standard is necessary if our goal is to make fair, consistent, and equitable personnel decisions across the university. A policy would have to take into account the role of professional judgment by peers.
    - Connected to peer-review of teaching charge (#3).
    - Action: How is this described in our own units and colleges.
    - Matthew Hart will work with FPPC for clarification.

9. [Did not discuss]. In an effort to engage more faculty in our shared governance system, prepare a 1-2 page mid-year progress report at the end of the Fall semester

to be posted on the FTLCAC website and disseminated to ECS/UAS and College Deans. (A full report is expected as usual at the end of the year.)

10. New Business: none

11. Action Items
    A. If you have specific feedback on Civic Engagement Student Learning Outcomes, send to Russel Rhoads. (rhoadsr@gvsu.edu)
    B. How are teaching standards described in our own units and colleges?

12. Adjourned at 2:52.