

## FTLC-AC Minutes

April 13, 2015

**Present:** Barb Hooper, Bruce Bettinghaus, Jamie Langlois, Gordon Alderink, Matthew Roberts, Matthew Reidsma, Janel Pettes Guikema (Chair), Christine Rener, Janet Vigna, Robert Talbert, Julia VanderMolen

- 1) The meeting was called to order at 1:03pm
- 2) Approval of Agenda: moved by M. Reidsma; seconded by G. Alderink
- 3) Approval of March 23, 2015 Minutes: moved by J. Vigna; seconded by M. Reidsma
- 4) FTLC updates from the Director
  - Kurt Ellenberger is leaving FTLC to go back to Honors. FTLC is now in the process of hiring a new faculty fellow; interviews were completed last week. Also there will be a new 1-year faculty fellow as part of special project funding as an “experimental faculty fellow.”
  - Summer activities at FTLC. Call or email for more information, or sign up at [gvsu.edu/seminar](http://gvsu.edu/seminar)
    - Teaching Life retreat in May (2 day retreat)
    - Design Thinking Immersion , Kim Dabs (WMCAT) leading the 2 day workshop in May
    - Inclusive Excellence Teaching Institute with Dana Munk. Information on this was sent to unit heads.
    - Personnel Portfolio Workshops, 2 1-week workshops this summer. K. Stieler facilitates.
    - FTLC has had good success with “Teaching Circles”/Book Discussion Groups. Some folks have asked about whether these will continue through the summer? Might be useful to try as a pilot if enough folks sign up.

### 5) Election of Chair for 2015–2016

- R. Talbert accepted the nomination for chair by J. Vigna
- G. Alderink put forth a motion to hold a vote, seconded by J. Pettes Guikema
- Talbert was unanimously elected by eligible voters

### 6) Academic Integrity (AI) – updates from Chair

- Notes from Karen Gipson, as attached PDF.
- C. Rener updates:
  - Rener and Aaron Haight are collaborating on short videos, including one on academic integrity, along with quizzes. These “trainings” will become part of student orientation.

- Academic integrity topics are included in both new faculty orientation as well as the mentor communities. The committee discussed how to reach existing faculty.
- Could bring in a speaker (in collaboration with the Library?) and have each unit send a representative to learn about AI best practices?
- The committee discussed what the proposed “academic integrity advocate” would do. It was suggested they could be an advocate for AI initiatives like Blackboard, SafeAssign, etc.
- Seidman has a [student-driven Honor Code](#), that fits in to the University-wide AI policy: [gvsu.edu/business/student-code-of-honor-21.htm](http://gvsu.edu/business/student-code-of-honor-21.htm). Could this be a model for others?
- Bettinghaus commented that AI is a resource-driven issue - Inclusion has a Vice-presidential appointment and an entire office behind it. We don’t have a dedicated office to support Academic Integrity. We do have Aaron, but where will the rest of these resources to create and manage all of these “deliverables” come from?
- Aaron’s office does now have database to support AI violation submissions, which is a step toward improving communication across campus about AI infractions (if they are reported).

### **Student Engagement memo on Fall Faculty Fora from ECS/UAS**

- Fall Faculty Fora addressed student engagement. Some of the concerns and notes may fall under the FTLC, so Karen Gipson sent them to Janel to share with the committee. The committee discussed these:
- Concerns about students:
  - Good high school GPAs but may not be ready for college work
  - Gender differences in students’ self-perception
  - Some skills very weak
  - Communication skills deteriorating
  - Many students expect explicit instructions
  - Most students are uncomfortable with ambiguity
  - Only category women don’t self-assess lower than men is “drive to achieve”
  - Study abroad participants: 80% women
  - Information literacy (many have never written a term paper in high school)
  - Math (many use calculators for simple addition)
  - Technology (many need basic EXCEL skills)
  - Don’t understand professionalism in writing (papers, letters, emails)
  - The “texting generation” has anxiety about making phone calls
- Ways to help our students develop:
  - University benchmarks need to be set by faculty
  - Scaffolding needed to build skills
- Individual teachers can
  - Insist on basic proficiencies
  - Integrate and repeat skills across the curriculum
  - Emphasize basics in lower division courses
  - Perhaps each unit/program should develop a curriculum map?
  - Show rather than tell (model, then engage, then have them report)
  - Make expectations very explicit

- Set up opportunities for students to fail (and then succeed!)
- Don't emphasize content at the cost of student engagement