FTLC-AC Minutes

October 10, 1-3pm
JHZ 2012

Attendance

Matthew Hart (CLAS--CHM), Janet Vigna (CLAS--BIO), David Zwart (CLAS-HST), Robert Talbert (CLAS--MTH, Chair), Lara Kessler (Seidman), Cathy Meyer-Looze (COE), Mostafa El-Said (Padnos), Julia Vander Molen (CHP), Kathryn Butler (KCON), Rachel Peterson (Brooks CIS), Matthew Reidsma (Library), Emma Sluiter (Student Senate), Christine Rener (FTLC), Glenna Decker (IDeL/IT, ex officio)

• Secretary for this meeting: Matthew Reidsma. Backup: David Zwart.

Updates

- Motion to approve minutes, approved.
- Waiting to hear back from Faculty Senate for clarification on charge #2, promoting best practices for academic integrity. We felt we had completed this, so we asked Faculty Senate if there was something specific they were looking for.
- Waiting for clarification from Faculty Senate on the meaning of the phrase "first day, every day training" from charge #6.
- Matthew Reidsma asked for volunteers for the Pew Excellence Award for Library Faculty committee, which needs to meet between November 1 and 21. Lara Kessler and Julia Vander Molen volunteered.
- Introduction of student representatives: Emma Sluiter (Student Senate). New Graduate representative is Tyler Kanchuz (not present).

Objectives

- Discussion on Charge 1: Promoting SoTL.
  - Some folks had trouble with the Kennesaw State website, but it seems to be working as of today.
  - Seidman has 13 approved journals that are already on the list from Kennesaw. If faculty are already in a unit that reviews journals, then there may already be approved venues for SoTL research. One strategy to pursue is *leverage what infrastructure is already in place*.
  - Discussion of use of impact factors in personnel actions in difference departments and colleges. Some disciplines don't use impact factors, but rather just look for peer-review articles in reputable journals. Most departments don't rank journals, but rather "know" what the reputable journals are.

- o Recommendations need to be flexible for all, "*make suggestions that are helpful to everyone.*"
- o Promotion of SoTL should tie in to the identity of GVSU as a teaching-focused university.
- o What concrete deliverables to produce re: SoTL? What kind of document are we comfortable creating to share? Who is our target audience? We discussed updating the Illinois State document (it was created in 2004)
- o Gather specific language from our home units about SoTL for next meeting
- Discussion on Charge 5: Class Sizes
  - o Collect data on class sizes. While not much evidence for increasing class sizes, minimum class sizes have risen recently.
    - Most departments seem to require between 10 and 15 to run a course.
    - Mathematics classes capped at 35 (largely due to classroom size)
    - Class sizes are dependent on size of the room the class is in.
  - o What kind of data should we be collecting?
    - Staffing data is useful. Are large class sizes a result of staffing gaps? FTLC may already have this data. Otherwise contact Tom Pentecost.
  - o Who are we training?
    - If large classes are primarily staffed by affiliates, visitors, adjuncts then target audience should not be tenure-track faculty.
  - o Based on evaluation by FTLC: contingent vs. tenure track faculty do not affect student success (DFW analysis).
  - o Action steps for teaching best practices and data collection
    - Scholarship output vs. class size?
    - Workload issues
    - Class sizes vs teaching evaluations (Phil B.)
  - o Robert with prepare a form for us to submit questions to investigate
  - o Re: charge. Outside the scope of our role to "advocate" for smaller class sizes. Focus on best practices for teaching large classes.