

Pew Faculty and Learning Center Faculty Advisory Committee

September 12, 2016

1-3 pm in Zumberge 2012

Present: (I am not 100% certain this is accurate as I was late)

Matthew Hart ; Janet Vigna; David Zwart; Vijay Gondhalekar; Melissa Villarreal; Catherine Meyer-Looze ; Mostafa El-Said ; Julia VanderMolen; Rachel Peterson; Karyn Butler; Matthew Reidsma ; Christine Renner; Glenna Decker; Maria Dunneback; Lara Kessler and Emma Sluiter.

Meeting called to order at 1:00pm.

Approval of minutes from April 2016

Introductions of FTLCAC members and welcome new members.

Old Business:

- Update on OER website concept from last year. This is currently on hold but will likely resurface as an effort to address one of this year's charges (Charge 1(b)).

Motion to approve meeting dates for 2016-2017:

September 12, October 10, November 14, December 12, January 16, February 13, March 13, and April 10. Meeting dates were approved by unanimous voice vote. Meeting locations for Fall will be Zumberge 2012. Meeting locations for Winter 2017 are TBD.

Formation of Grants and Awards Committee

Teaching Awards

1. David Zwart
2. Melissa
3. Mustafa
4. Lara
5. Glenna will be ex officio

Grants

1. Karen Butler
2. Julia V
3. Rachel

Notes from the grants and awards will be sent out by Katherine. The following dates were mentioned for follow up.

- October 24th 1-3
- March 27th 1-3
- Space to be TBA

Charges for the academic year

- Some of the charges are held over from last year and Robert discussed them from Karen Gibson.
- Notes are sent to faculty mid year report from the list of charges
- Write-up report will be completed by Robert Talbert, Chair of FTLCAC

Charges

1. Continue to assist the FTLC staff to execute goals for the 2016-17 academic year, with special emphasis on promoting the Scholarship of Teaching and Learning (SoTL). For example, a. Provide a link to SoTL resources on the FTLC website;
 - There is a SOTL section on the FTLC.
 - It was mentioned to highlight faculty project.
 - A reviewed of website located to the Course Design>Scholarship and Teaching and Learning.
 - Members on FTLCAC to communication to faculty on how to access the resources
 - It was mentioned that it is a resources but suggested to move from Course Design to its own center; this was suggested by Robert
 - Bob Smart did meet with the FTLCAC (2 years); met for grants (research grants); there is a great deal of funding for SOTL/teaching and learning
 - It was suggested to have CSCE add SOTL to their webpage
 - It was mentioned to have a pipeline to resources nice and public for faculty
 - Research regarding human subjects was mentioned and one should ensure IRB approval

Charge b. Provide a forum for faculty to publish their GVSU-specific SoTL work;

- Need for a gateway;
- Publishing activities in a public forum; database and faculty can submit teaching resources (system of peer review); background with theory; has data been collected; habit of sharing; free online resources; counts as a peer review (to apply to tenure); not a journal but it does have a layer of peer review; Scholars Works provides in infrastructure

to support the concept

Fall Teaching Conference; print journal for SOTL (innovative teaching and learning)

- Christine Renner mentioned that there is a database on teaching and learning.
- Broad spectrum of journals; the idea to make the leap from low to high
- IRB was mentioned and it depends on the study
- Robert mentioned exempt protocol of a study and usually is on the fast track
- We did not find an example to follow; there are eight textbooks that are authored by faculty; collection is specific;

c. Draft sample Faculty Handbook language to promote high-quality SoTL at GVSU; this draft should be shared first with FPPC for feedback and suggestions and ultimately with ECS.

- How is high quality defined? Why do we not see more SOTL research; tenure and promotion issues.
- Faculty member may not do SOTL
- Personal handbook (verbiage); not a lot of units did not or do not include SoTL; CLAS is adopting the language
- Make sure to run information by FPPC
- Where is it appropriate based on tenure language; provide a resource
- What are the top SOTL journals
- What is on the list of other peer universities

Task (Due date next meeting)

Come up with a list SOTL

<http://cetl.kennesaw.edu/teaching-journals-directory>

Has a list of SOTL

Everyone to go to the URL and short and find and look for discipline

Three to seven and get a sample of what is out there

Look at the ranking; how can this be sent out to unit

Send them an example TOC

2. Investigate ways to promote best practices for academic integrity, especially for online courses, and make recommendations to ECS.

Online course and make recommendation to ECS

There was a piloted the resources with Aaron Haight

- Workshop form
- Robert did not recall ECS asking for recommendations
- How do we address academic integrity; course instructional practice
- What is the best practices?
- Are there advanced online teaching workshops; Glenn mentioned a series of things that faculty are asking; topics workshops on demand by groups or dept; in talk with Christine and iDeL and are working on developing more
- Talked about the technology; what is supported; course design perspective
- Christine mention student learning while maintaining quality and integrity
- What are resources to provide to faculty; Quality Matters
- What is the list of student note sites? (Glenn mentioned)
- Good to have clarification from ECS on what they are looking for regarding integrity
- 2009-10 Taskforce with recommendations on integrity; this is a charge of FTLCAC

Action Robert will contact Karen Gibson; what needs to be done to check this off the list.

3. Support the implementation of LIFT recommendations, in particular:

- Last year we had a charge on LIFT; provide back-up when needed
- Christine state that all is good (on the front)
- How is it determined what to compare
- How to interpret the LIFT itself; FTLC can serve as a clearinghouse for FAQ
- There is no adhoc to help with the LIFT
- Christine mentioned is there discussion to interpret the results
- Personnel Actions are due
- Provide interpretation to the unit?
- Phil Batty is willing to share (institution wide); we would like to have him interpret the first year data of the LIFT
- Course vs Teaching on the LIFT
- Christine mentioned the help of faculty language (personnel policy issues); consistent with the university

a. Provide interpretation for the first year's data.

- Phil Batty is willing to share (institution wide); we would like to have him interpret the first year data of the LIFT; perhaps get a 1/3 hour

b. 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.

- Standardized peer review of teaching
- FTLCAC explore faculty review

4. Investigate the rationale for and publicity of the recent changes to FTLC travel grant applications, and report on the consequences of the new lottery system.

- Karen was contacted; people have complained; concerns regarding the lottery system; why is this happening; with the new fiscal year the change has a three day window; newsletter had the lottery; are there other ways to disseminated information regarding FTLC grants for travel; there is a three day window; there is a list of criteria and then goes into lottery
- New grant policy and opened for feedback and did not get any negative feedback; more of a PR charge; know how it works and how it is better and send them to the FAQ
- Robert made the recommendation to Christine to speak with UAC

5. Collect 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.

- Robert suggested to teaching practices on how to teach larger
- Collecting data about class size; this should come first; Christine mentioned about getting information from Phil Batty; Robert mentioned getting data from past year; perhaps the last five years;
- Face to Face, Online; College and looked at the major
- Advocating for smaller classes?
- Literature review regarding class sizes; there are studies
- FTLCAC pool experience to go with data

6. 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.

We do not have any idea on the first day/every day (no next action and Robert will clarify)

7. Advise FTLC on ways to support the unique professional development needs of unit heads and emerging leaders.

- Support unit head

- Directors; chairs to help faculty mentor faculty; pre tenured faculty;
- Tabled for next time

8. 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.)

October 10th will be the next meeting at 1 PM JHZ 2012

Other Notes!

What are some things to profile and showcase efforts of faculty who are engaged in teaching and learning

Scholarworks author keeps the copyright

Christine mentioned about the questions of the SOTL work.

Respectfully submitted,

Julia VanderMolen