

Pew Faculty Teaching and Learning Center Advisory Committee

Minutes: Monday, January 23, 2017

Meeting information:

+ Location: Cook Health Sciences building, room 540

+ Time: 1:00-3:00pm

+ In Attendance: : Matthew Hart (CLAS--CHM), Janet Vigna (CLAS--BIO), Robert Talbert (CLAS--MTH, Chair), Lara Kessler (Siedman), Cathy Meyer-Looze (COE), Mostafa El-Said (Padnos), Julia Vander Molen (CHP), Kathryn Butler (KCON), Rachel Peterson (Brooks CIS), Matt Reidsma (Library), Emma Sluiter (Student Senate), Dan Myers (Graduate Student Council), Christine Renner (FTLC), Glenna Decker (IDeL/IT, ex officio)

+ Absent: David Zwart (CLAS-HST), Melissa Villarreal [Scott Berlin-Sub] (CPS-SSW)

+ Secretary for this meeting: Matthew Hart

Tyler Kanczuzewski can't make it this time, and so Daniel Myer from the graduate students is filling in for him. Also, Lara Kessler will be filling in for Vijay Gondhalekar for the rest of the academic year to represent Siedman.

PRIMARY OBJECTIVES:

1. Determine agenda for data gathering for charge 5 (class sizes) and plan out data collection.
2. Discuss specific ideas for charge 1(b) (providing forum for publishing GVSU-specific SoTL work).

Preparation:

+ Please review the working document of research questions about class sizes

(<https://goo.gl/yjmshN>).

+ Please review the minutes from the last meeting (attached, also on the Blackboard site).

SCHEDULE:

+ 1:00-1:10: Welcome, approve minutes from December

+ 1:10-1:15: Old business -- Update on LIFT taskforce

+ 1:15-2:15: Decide on research questions about class size and data collection process.

+ 2:15-2:35: Discussion forum for publication of GVSU SoTL work.

+ 2:35-2:45: Open Q&A and discussion.

+ 2:45 -- Adjourn.

- Welcome
 - Correction of Minutes
 - Approved (ayes have it)

- Old Business – LIFT Update
 - Our charge on LIFT interpretation moved to this task force (Tom Pentecost)
 - Meeting every two weeks
 - Deciles are not being used anymore
 - Not reported or opt-in
 - Need to know what these mean before using them.
 - College representation?
 - Trying to be inclusive (Seidman, CLAS)

- Decide on research questions about class size and data collection process
 - Charge #5 (Collect data on class sizes. Either use data to advocate for class sizes or work with FTLC to make recommendations)
 - Leaning towards second option
 - Phillip Batty attended last meeting
 - What are some questions that are worth pursuing
 - Q#1: “Is there a standard class size by college or course?”
 - Q#4 “D/F/W question”
 - There may be a lot of variables.
 - This may be an issue with variable issue
 - Have we defined small vs. large size classes.
 - This relates to Question #1
 - Why are these classes at a given size
 - Classroom limits vs. Pedagogical vs. Other
 - Graduate vs. Undergraduate courses? What is the target?
 - Q#2 “Does the smaller class size equal more or less team / group work?”
 - Should we do a more qualitative evaluation
 - Work with students and/or faculty
 - Student perception can be different
 - How does a large course affect workload
 - Change in expectations
 - Alternate assessment strategies for larger courses
 - Could be an FLTC seminar
 - “How does teaching a large class affect workload?”
 - Survey question
 - Does a larger class impact evaluations
 - Does it have a negative effect on professional progress
 - “Are LIFT scores and response rate correlated to class size?”
 - Q3 “Is there a correlation between class size and level?”
 - Low hanging fruit

- We would expect this correlation
 - First generation
 - Could we look at the number of the entry level courses that are using break-out/discussion sections
 - Does this impact workload
 - “Do some units produce more credit hour FTE than other units?”
- We are still struggling with the charge
- Survey Faculty for faculty/students for qualitative information.
 - Undergrad vs. graduate
- Faculty Survey Details
 - Demographics?
 - What is your average class size you teach?
 - What do you consider to be large/small classes?
 - What does your department consider to be a small/large class?
 - What pedagogical methods are you using
 - What type of assessment strategies are you using?”
 - Observations
 - Small versus Large classes
 - Effect on workload
 - Who gets this?
 - All or a partial (Tenure Tracks and Affiliate)
- Student Survey Details
 - Who would get this?
 - Is this useful?
 - Can we mine LIFT data? Large vs small
- Purple questions
 - We may be able to get all this info from Phil
- Summary
 - Survey for Faculty
 - Ask Phil about accessing LIFT data and about purple questions
 - Need to get this up and out ASAP
 - Want to get this out by Feb. 10th
 - E-mail discussion this week.
 - This is a chance for you to have an impact on class sizes.
 - Draft by the end of the week.
 - Dan is going to ask GSA about topic.

- Discussion forum for publication of GVSU SoTL work
 - Charge: Providing a forum for faculty to publish their SoTL work at GVSU.
 - Clarify – Staffing issue?
 - Technology of Scholarworks will work.
 - Need some type of peer-review
 - 1 or 2 people
 - Will this count as scholarship?
 - Will this cause more problems with SoTL push.
 - Discipline-Based-Education-Research (DBER)
 - How does this compare to SoTL?
 - “How can I get my teaching to count towards tenure?”
 - Comparison of SoTL and DBER (website...)
 - FTLC connect units/people with journals
 - Links to website that pushed SoTL
 - Think of new ideas for next meeting

- Open Q&A
 - Additional questions
 - Feb. 2nd Faculty awards
 - March 22nd FTLC teaching with technology
 - Robert and Janet rotating off committee
 - Will need a chair for next year
 - Two open positions for FTLC-AC