

**Grand Valley State University**  
**Faculty Teaching and Learning Center Advisory Committee (FTLCAC)**  
**2016—2017 Year-End Report**

**To:** Karen Gipson, ECS/UAS  
**From:** Robert Talbert, FTLCAC Chair  
**Date** 2017-04-13

FTLCAC membership, 2016—2017:

- CLAS: Matthew Hart (CHE), Janet Vigna (BIO), Robert Talbert (MTH, chair), David Zwart (HIS)
- Seidman College of Business: Vijay Gondhalekar (FIN); Alternate: Lara Kessler
- College of Community and Public Service: Melissa Villarreal (Social Work)
- College of Education: Cathy Meyer-Looze (EDU)
- Padnos College of Engineering and Computing: Mostafa El-Said (CIS)
- College of Health Professions: Julia Vander Molen (AHS)
- Brooks College of Interdisciplinary Studies: Rachel Peterson (Liberal Studies)
- Kirkhof College of Nursing: Karyn Butler (Nursing)
- University Libraries: Matthew Reidsma
- Student representatives: Emma Sluiter (undergraduate), Tyler Kanczuzewski (graduate)
- Ex Officio: Glenna Decker (IDeL), Christine Renner (FTLC)

Progress on 2016-2017 Committee 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**

The existing SoTL resources at the FTLC website have been reorganized for easier browsing and moved to a more prominent spot on the website: <http://www.gvsu.edu/ftlc/scholarship-of-teaching-and-learning-84.htm> (Or go to gvsu.edu/ftlc, then Resources, then SoTL.)
  - b) **Provide a forum for faculty to publish their GVSU-specific SoTL work**

Initial discussions were held in the committee about using the existing Scholarworks framework to host faculty SoTL work. No further progress was made on this initiative. The committee conducted research on existing outlets for publishing SoTL work and added links to SoTL journals at the FTLC website mentioned in 1a.
  - 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.**

The committee proposed a change to Section 3.01B of the Faculty Handbook to clarify the role of units in determining acceptable scholarship and also clarifying that GVSU globally considers SoTL to be acceptable scholarship. This proposal was submitted to FPPC for review in March and was approved by ECS on April 7; it will be reviewed by UAS on April 14.
- 2) **Investigate ways to promote best practices for academic integrity, especially for online courses, and make recommendations to ECS.**

FTLC has offered faculty development programming on this subject, for example: <https://goo.gl/5OADEu> The committee had no further recommendations to make to ECS.
- 3) **Support the implementation of LIFT recommendations, in particular:**
  - a) **Provide interpretation for the first year's data.**
  - b) **Make recommendations for standardizing peer review of teaching. If such**
  - c) **recommendations include Faculty Handbook language, the language should be shared first with FPPC for feedback and suggestions and ultimately with ECS.**

This charge was effectively moved from FTLCAC to the newly-formed UPLIFT task force, of which the FTLCAC Chair was a member. The recommendations on these points are in the final report from that Task Force.

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.**

The committee conducted Q&A sessions with members of the FTLC staff including Kathryn Steiler, who is in charge of travel grants. We determined that the new lottery system for travel grants is functioning smoothly, providing opportunities for travel grants in a way that is fair and simple to navigate. We concluded that the rationale for the new system – to decouple grant applications from the first-come-first-served procedure previously used and therefore disperse grant money more widely – was sound, and was being effectively implemented. We also concluded that the publicity about the new system was more than adequate, with the details of the system prominently featured on the grant application page and distributed to faculty via email. No changes are recommended to the system at this time.

5) **Collect data regarding class sizes, and use the data to advocate for smaller class sizes and/or work with FTLC to develop trainings for teaching large classes effectively.**

The committee conducted a survey of all tenure-track and non-tenure track faculty at Grand Valley State University during February and March regarding their experiences with teaching large classes. We received 108 responses to the survey. The questions probed the perceptions of faculty as to what a “large class size” is and the extent to which teaching “large” classes impacted pedagogy, service, and research. The results of the research were discussed with Christine Rener along with specific ideas for FTLC programming regarding the teaching of large sections of courses. Further work on developing that programming will be done by both FTLC and FTLCAC in academic year 2017-2018.

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.**

The committee requested clarification on the meaning of “first day/every day trainings” in October and January but never received any followup response. We were therefore unable to proceed on this charge.

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

The committee discussed the needs of unit heads and emerging leaders, particularly regarding how these might provide help for teaching to the faculty under their charge. Christine Rener contacted several unit heads to solicit input on their needs, but no coherent pattern emerged from the responses. Follow-up contacts may take place in the next academic year.

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.)**

That report was submitted in December.

Respectfully submitted,



Robert Talbert, Ph.D.  
Associate Professor of Mathematics  
Chair, FTLCAC