Memorandum

TO: Felix Ngassa, Chair, ECS/UAS
                   Shawn Bultsma, Vice Chair, ECS/UAS

FROM: Matthew Hart, Chair, FTLCAC

SUBJECT: FTLCAC Final Report for 2018

DATE: April 16, 2018

CC: Maria Cimitile, Provost
                   ECS Members
                   FTLCAC Members

The following is a summary of the activities of the FTLCAC for the 2017-2018 academic year. This report is submitted on behalf of the members of the FTLCAC committee including: Karyn Butler (*Nursing*), Vijay Gondhalekar (*Finance)*, Matthew Hart (*Chair, Chemistry*), Bret Linford (*Modern Languages*), Cathy Meyer-Looze (*Education*), Rachel Peterson (*Liberal Studies*), Chris Pung (*Engineering*), Russell Rhoads (*Anthropology*), Dennis Stovall (*Accounting (alternate)*), Julia VanderMolen (*Public Health*), Melissa Villarreal (*Social Work*), Betsy Williams (*University Libraries*), and David Zwart (*History*). Attending these meetings ex Officio were Glenna Decker (*Information technology*) and Christine Rener (*FTLC*).

1. Continue to assist the FTLC staff to execute goals for the 2017-18 academic year, with special emphasis on promoting the Scholarship of Teaching and Learning (SoTL). For example, provide a forum for faculty to publish their GVSU-specific SoTL work.

    We discussed ways of promoting SoTL at GVSU. Previously, the committee conducted research on existing outlets for publishing SoTL work and added links to SoTL journals at the FTLC website. There are now resources available for many different disciplines. The idea of using ScholarWorks as a platform for publishing SoTL from GVSU was discussed at length. There are examples of different groups using ScholarWorks as a platform for peer-reviewed publishing of articles. Additionally, there are also teaching resources published on ScholarWorks (https://scholarworks.gvsu.edu/oer_teaching/). The committee felt that in order for this to work we would need a permanent staff position to help manage the workload. Additionally, we recommend establishing   an evaluation board to determine guidelines for evaluating the submitted articles. One of the hurdles would be identifying faculty to do the peer-evaluation. Recently, we discussed this charge in regards to the new scholarship language for the faculty handbook.

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

   This charge had been completed in the 2016-2017 academic year. We discussed this briefly, but the committee felt it was already addressed.

3. Support the implementation of UPLIFT recommendations, in particular 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.

   We did not receive any recommendations from the UPLIFT committee as of yet. I was unable to attend the regular UPLIFT meetings this year due to my course schedules. Our committee talked at length about peer review of teaching. Much of this focused on peer observations within the unit. In conjunction with charge 8, a subcommittee put together a "Best Practices" document on peer evaluation (attached document). This could be distributed to UPRC. We suggest finalizing this document as part of charge 8 next academic year.

4. Continue collecting 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.

   This topic was discussed and recommendations were made to FTLC. Workshops that focus on managing large lecture sections and on balancing teaching and scholarship would be useful. Affiliate faculty teach many of these larger lecture sections and they have reached out to the FTLC for additional training/mentoring. We discussed using 20 minute mentor videos as a way to address their needs (https://www.gvsu.edu/ftlc/20-minute-mentor-commons-39.htm).

5. 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. What classroom behaviors support teaching/learning the best?

   This charge was discussed at length. Many factors were discussed that can influence student retention including campus resources, classroom experiences, and contact with faculty and staff. The distribution of the "Noteworthy" documents prompted some confusion in the committee about who these were targeted towards as not everyone was receiving them. All the same, these are excellent resources for faculty and staff to know about. The committee also discussed the instructor's role in student retention and what practices in the classroom translate into student retention. The importance of developing a "rapport" and face-to-face contact with students were discussed at length. The FTLC has resources in the "Excellence Series" that help faculty engage students and increase awareness of resources. Suggestions were made to develop additional training and to include information on the FTLC website. We also looked at including the student resource information in Blackboard by adding it to the Blackboard template.

6. Advise FTLC on ways to support the unique professional development needs of unit heads and emerging leaders. Survey unit heads and share their unique professional development needs with FTLC.

Christine had taken the time to meet with every unit head during the past year. She was able to collect data first-hand about the different needs of the units and how FTLC may be able to assist. As a committee we discussed the charge; however no additional action was taken since Christine had already completed a survey of the unit heads.

7. Scholarship
Work with FPPC to reconsider Faculty Handbook language (section 3.01B), with consideration to:
    a. An improved definition of scholarship that includes full representation of scholarly activity (e.g., Boyer's definition of scholarship) as determined by the unit, college, and profession;
    b. A determination of what should count as scholarship for consistency across the university, keeping in mind specifics of the discipline or profession; and
    c. A list of examples of scholarship using peer institutions as models similar to the work completed for service in section 3.01C during the 2016-2017 academic year.

This charge was discussed at length. After the FPPC took the lead on this and crafted their proposal, the FTLCAC looked it over and made some recommendations. We met with the chair of FPPC and discussed our concerns. The language in the proposal was clarified to include SoTL. This was important since we had worked hard in 2016-2017 to get this included in the faculty handbook. Ultimately, we approved of the proposal that FPPC had provided to us.

8. Teaching
Work with FPPC to draft language for the Faculty Handbook, develop explicit and consistent language to define effective teaching, teaching excellence, and the use of the adjective "consistent." This includes clarifying how to utilize the documentation that is required. Notes: Currently in the Faculty Handbook, there is a sentence describing how effective teaching is documented and a section on teaching workload, but no little guidance of how to evaluate teaching. More substantive language is in the Administrative Manual, chapter 4, section 2.9.1.A, but more is needed. Many colleges and units provide detailed information, which may be useful for this charge, but a university standard is necessary if our goal is to make fair, consistent, and equitable personnel decisions across the university. A policy would have to take into account the role of professional judgment by peers.

Our committee took a lead on this charge while FPPC worked on charge 7. We discussed the challenges of defining effective teaching versus excellence in teaching. This is not a problem unique to GVSU and we found many resources online describing how other institutions have handled this in the past. We looked at several of our own units to compare language on this distinction. Several subcommittees focused on the different evaluation criteria including self-evaluation and peer-evaluation, researching best-practices from multiple sources. These can serve as resources for making craft new handbook language. Ultimately, the consensus of this committee was that the FPPC is in the best position to develop a new handbook statement, should that be desired. To this end, the resources that we compiled and created were handed off to FPPC to give them a starting point for their deliberation. (attached document)

9. 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.)

    This report was not completed on time. The committee chair takes the responsibility for not completing this charge.

Next Year:

The committee discussed agenda items to be considered for the FTLCAC committee for the 2018-2019 academic year:

- Assessment of FTLC. The FTLC would like to do an assessment of their program in the next year. This committee could help with that assessment.
- Review of Communication Plan: The FTLC has a new staff member that has put together a Communication Plan. They would like us to evaluate this plan and provide feedback.
- Peer-Review of Teaching. As part of Charge 3 and 8 above we would like to continue working on the Peer-Review of Teaching document, especially as it pertains to the continuation of charge 8.