Faculty Teaching and Learning Center Advisory Committee

Matthew E. Hart, Chair 2017 – 2018

Minutes
October 9, 2017
JHZ 3062 (1-3 PM)

PRESENT	NAME	DEPARTMENT		PRESENT	NAME	DEPARTMENT
x	Karyn Butler	Nursing		☐	Kathryn Stieler	Faculty Fellow
x	Vijay Gondhalekar	Finance		☐	Dennis Stovall	Accounting (alternate)
x	Matthew Hart (Chair)	Chemistry		☐	Patricia Stow Bolea	Faculty Fellow
x	Bret Linford	Modern Languages		☐	Julia VanderMolen	Public Health
x	Cathy Meyer-Looze	Education		☐	Melissa Villarreal	Social Work
x	Rachel Peterson	Liberal Studies		x	Betsy Williams	University Libraries
x	Chris Pung	Engineering		☐	David Zwart	History
x	Christine Rener	FTLC (ex Officio)		☐		Undergraduate Rep
☐	Russel Rhoads	Anthropology		☐		Graduate Rep

I. Opening
   A. Called to order: 1:04

   B. Approved minutes from 9.18.17
      Grants sub-committee meeting time on Monday, October 23. Those in attendance could meet from 12:30-2:30. Matthew Hart will confirm meeting change time via email.
      Awards sub-committee changed meeting time November 27, 2017 from 12-3 in Zumberg 3068 via email from Patricia Stow Bolea on Tue 9/19/2017 3:45 PM.

   C. Approved Agenda
      Discuss accessibility for classrooms to begin.

II. Discussion of Charges from ECS

   A. Charge 7 – Scholarship definition
      Work with FPPC to reconsider Faculty Handbook language (section 3.01B), with consideration to:
      i.   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;
      ii. A determination of what should count as scholarship for consistency across the university, keeping in mind specifics of the discipline or profession; and
      iii. 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.

   Matthew Hart received clarification from FPPC. Received word they plan to have a draft this fall. We will wait to on the draft from FPPC before moving forward.
      We have, last year, provided SOTL language.
      We could provide examples of SOTL.
      We could engage departments in finding out what is done in departments.

   B. Charge 8 – Teaching definition
      i.   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.
      ii. 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.

    iii.   Take a look at language of teaching in the various college. Collect via google document.

        i.   What does the word "consistent" mean in college level standards? How is it used?

        ii.   Matthew Hart will set-up a document we can contribute.

    iv.   We will seek out Faculty Handbook and Administrative Manual language.

    v.   Connected to peer-review of teaching chart #3 (but waiting for UPLIFT task force)

    vi.   Pew FTLC does have links to "guidance of how to evaluate teaching."

C. Charge 9 – Reports

    i.   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.)

III. New Business

A. Recommendation from Accessibility task force
We are seeking clarification from the task force on what they want from our committee. Matthew Hart will follow-up with Douglas Graham, chair of FFPAC. Also Kathryn Steiler of Pew FTLC is ex officio on that committee.

B. First Day Everyday Discussion (Charge #5)

    i.   Can we make recommendations to faculty to increase retention?

    ii.   Tom Pentacost developed hand-out of "strong start" initiative for Fall 2017 conference.

    iii.   Faculty relationships are a major/number one reason we can control as faculty.

    iv.   Ideas to tell faculty to help with retention

        a.   Encourage units to have CARE form or Red Folder training

        b.   Encourage units to spend time discussing ways to support student retention

        c.   Advocate in their units and colleges for the resources of Pew FTLC and the university

        d.   Have Pew FTLC highlight the resources available for faculty

    v.   Action Items:

        a.   Committee send out email to unit heads on retention and student support

        b.   Develop a "module" for Blackboard with "student resources" (based on "Noteworthy" email) Additionally, could "care" form be made available on Faculty page

    vi.   Other brainstorming on how to accomplish this charge:

        a.   Are we missing something that faculty need? Better content, more training, etc.

b. What is Pew FTLC's view of workshops? What is the trend of programming?
c. How else can we retain students?
d. Do we have any characteristics on the students who are dropping out? Can institutional analysis tell us demographics of dropouts?
e. How get students to have "at least" one faculty that would "miss" them?
    i. Work more closely with advisees?
    ii. Training on how to "open up" to students about our life stories without crossing the line
    iii. What are mentoring guidelines?
    iv. What are advising guidelines?
    v. Include Strong Start Initiative
f. Any other ideas?

IV. Adjourned at 2:35

Respectfully submitted,
David Zwart