

## Faculty Teaching and Learning Center Advisory Committee

Matthew E. Hart, Chair 2017 – 2018

Agenda  
November 13, 2017  
JHZ 3062 (1-3 PM)

PRESENT	NAME	DEPARTMENT		PRESENT	NAME	DEPARTMENT
X	Karen Butler	Nursing		<input type="checkbox"/>	Kathryn Stieler	Faculty Fellow
<input type="checkbox"/>	Vijay Gondhalekar	Finance		<input type="checkbox"/>	Dennis Stovall	Accounting (alternate)
X	Matthew Hart (Chair)	Chemistry		<input type="checkbox"/>	Patricia Stow Bolea	Faculty Fellow
<input type="checkbox"/>	Bret Linford	Modern Languages		<input type="checkbox"/>	Julia VanderMolen	Public Health
<input type="checkbox"/>	Cathy Meyer-Looze	Education		X	Melissa Villarreal	Social Work
X	Rachel Peterson	Liberal Studies		X	Betsy Williams	University Libraries
X	Chris Pung	Engineering		X	David Zwart	History
X	Christine Rener	FTLC (ex Officio)		<input type="checkbox"/>		Undergraduate Rep
<input type="checkbox"/>	Russel Rhoads	Anthropology		<input type="checkbox"/>		Graduate Rep
X	Glenna Decker	IT (ex officio)				

## I. Approve minutes from 10.9.17 and Agenda

- The meeting was called to order at 1:06pm. We will approve the October meeting minutes via email.

## II. Updates

### A. Grants sub-committee

- The Grants sub-committee reviewed applications and approved about half. Some applications were sent back some with recommendations, so a few more may still be awarded.
- Glenna will be added to Awards committee as an ex officio member.

### B. LIFT-MC

- Matt has not been able to attend meetings due to teaching conflicts but will follow the LIFT-MC meeting minutes.

## III. Old Business

### A. Charge 7 – Scholarship Definition

#### a. Update from FPPC

- FPPC will have draft and will send to us when ready.

#### b. SOTL examples

- Discussion:
  - We had some discussion about how scholarship is defined in KCON, Engineering, Liberal Studies, and Social Work. In Engineering, consulting in industry is included as scholarship. In Liberal Studies, reviewing syllabi counts as scholarship on pedagogy. Most units place emphasis is on the peer reviewed journal article. We also had some discussion about social media (e.g., YouTube, Twitter, blogs, podcasts) and if these types of dissemination beyond the university should count as scholarship.
- Potential Examples of SOTL:
  - We should include a link to the International Society for the Scholarship of Teaching and Learning.
  - Lilly Conference presentations.
  - Hosting workshops on SOTL.
  - Chairing a SOTL conference session.
  - Publish a book on SOTL.
- Action Items:
  - Before next meeting, we should each investigate examples of SOTL. What would be valued/what should count?

### B. Charge 5 – First day/everyday

#### a. Summary of discussion

- Matt believes this charge is linked to retention of students. We continued the discussion started at last month's FTLCAC meeting.

- Strong Start Initiative website has good resources and should be included in our recommendation.
- The support system at GVSU is also important (such as CARE form).
- Unit-specific help centers like math and chemistry tutoring can help with retention.
- The “Noteworthy” emails aren’t being shared with all faculty but should be.
- Matthew found a Hanover Report (2014) for student retention that includes seven recommendations.
- Christine mentioned how important it is for faculty members to learn their students’ names. It seems very basic but it important (Blackboard photo rosters, tent cards, and FlipGrid can help).
- What does research say about best practices for online courses?
- We have a lot of resources we can point to, and in our meeting from last month, there are some things listed that faculty members should already know.
- Is there information we can gather about student/faculty interaction (building rapport)? How does the FTLC get the message out there?
  - Newsletters have attempted to do this but still need help with ideas on getting the message out.
  - Should FTLC ask what faculty members are doing that works? The FTLC can distribute these best practices. Glenna suggested this could be a web page that would facilitate ongoing conversation (where faculty members could add their practices after the initial ones are posted). Could we ask unit heads to help promote responding to FTLC’s call for best practices?
  - Would a required online learning modules work (like the one we had to do about IT security)?
  - Should we also ask students what things professors did to build rapport? FTLC has already asked University Communications to provide video snippets about what students value about the GVSU learning environment.
- Do faculty members feel responsible for student retention?
  - Adjuncts and affiliates in some colleges are responsible for large sections but have not received training/support to build rapport with students. Liberal studies has a list of items that affiliate faculty identified as support needed from FTLC.
  - Some part-time faculty members stay at GVSU for many years, so professional development is important.

b. What do we need to complete this charge?

- Put together tips on building rapport.
- Brainstorm additional ideas for next meeting.

C. Charge 8 – Teaching definition

a. BOT definition

BOT 4.2.9.A

### A. Effective Teaching.

Effective teaching facilitates student learning and includes, but is not limited to, knowledge of the field taught, classroom and mentoring performance, and communication and human relations skills. Faculty members teach effectively by challenging and engaging students, by supporting their academic and professional growth, and by establishing and maintaining high academic standards. They address in their courses relevant knowledge together with intellectual and practical skills pertinent to the discipline or profession. They use appropriate pedagogies and relevant assessments of student learning. They contribute to revising or developing courses and curricula as needed by their units. Effective teaching must be documented by: **a) self-evaluation, b) peer evaluation, and c) student evaluations.**

### b. Teaching Evaluation

- Two parts to the charge: adequate definition (effective teaching vs teaching excellence) and how teaching is evaluated. What documentation is needed?
- Each department has guidelines for documentation.
  - Matt showed criteria from Chemistry. To be a full professor, you have to demonstrate excellence in teaching (where actions help colleagues become better teachers as well).
  - David said they have similar policies in History—a list of about 15 items. Also similar to Chemistry, requirements for full professor include examples of leadership.
  - Social Work has information about “competence” in teaching (for tenure), and “excellence” (for promotion to full professor).
  - Engineering has “baseline” standards and only 2 sentences about increasing expectations and excellent teaching.
  - Nursing also has language around “competence” in teaching (for tenure), and “excellence” for full professor.

### c. Action Items:

- Matt will create a Google doc to collect info from our units.
- Before next meeting, everyone contribute their unit definitions/guidelines for effective teaching, excellent teaching, and how evaluated.

## IV. New Business

### A. Other business

- None discussed.

### B. December Meeting (Dec. 11<sup>th</sup>)

- Due to the date falling in Finals week, we won't meet on December 11.

## V. Adjourn

- Adjourned at 2:56pm.

Respectfully submitted,  
Betsy Williams