

**Faculty Teaching and Learning Center Advisory Committee
2009-10 Report to ECS/UAS
April 15, 2010**

FTLCAC 2009-10 Roster

Elected Members

Sue Edwards, SCB, Chair
*Peter Riemersma, CLAS (Geology), Chair-Elect
Jeanine Biese, CHP
*Jay Cooper, COE
Patrick Gerkin, CCPS
Elena Lioubimtseva, CoIS
Janel Pettes-Guikema, CLAS (Modern Languages)
Aziz Rahman, PCEC
*Ellen Shupe, CLAS (Psychology)
*Ted Sundstrom, CLAS (Mathematics)

*Jodi Tyron, University Libraries
Joy Washburn, KCON

Ex-Officio Members

Christine Rener, Pew FTLC Director
Kurt Ellenberger, Pew FTLC Associate Director of Grants
Tamara Rosier, Pew FTLC Assistant Director

Student Senate Member

Eric Brinks

* Served on the Teaching Award or Grant Committees

ECS/UAS Charge to FTLCAC

(Underlined Items represent proposed continuation of activities for 2010-11 academic year)

1. Assist and support Dr. Christine Rener, the new FTLC Director, in her transition to Grand Valley.

The FTLCAC Chair met with the FTLC Director biweekly to respond to the ECS charge. These meetings ensured that FTLCAC meetings addressed real-time advisory needs and balanced these requests with the governance role of the FTLCAC (see item 3 below). The frequent and open communication between the FTLC staff and FTLCAC streamlined the operations of the FTLCAC and ensured their responsiveness to the teaching and learning needs of GVSU.

2. Support the work of the FPPC as it considers the 2008-09 recommendation of the FTLCAC to update the Faculty Handbook language regarding "Effective Teaching" at 4.02.9.1A.

On October 23, 2009, the FTLCAC, in concert with the FPPC, presented to the ECS the proposed revisions to the language relating to the definition (Administrative Manual – Section 2.9.1.A, pg 70) and evaluation (Faculty Handbook - Section 3.01.A, pg. 50) of effective teaching. Although the definition of effective teaching was approved with minor changes, the ECS requested that the FPPC and FTLCAC revisit the evaluation of effective teaching. The intent of this request was two-fold: (1) to clarify that student evaluations do not serve a primary role in the process, and (2) to make the wording for the remaining methods of evaluation broader and more inclusive. The issue was discussed in both the FPPC and the FTLCAC and a subcommittee of these two groups met to finalize the wording acceptable to both. This wording was presented to the ECS/UAS, and after minor revisions, was approved on March 26, 2010, as stated below.

Administrative Manual, Chapter 4, Section 2.9.1.A (p. 70):

Effective teaching. Effective teaching facilitates student learning. Faculty members teach effectively by challenging and engaging their students, and by supporting their academic and professional growth. Their courses address relevant knowledge together with intellectual and practical skills pertinent to the discipline or profession. They use appropriate pedagogies, including assessments of student learning. They contribute to revising or developing courses and curricula as needed by their units. See 3.01.A of the Faculty Handbook.

Faculty Handbook, Chapter 3, Section 3.01 and 3.01.A (p. 50):

3.01 Faculty Responsibilities and Workload

The primary responsibility of faculty is effective teaching. The role of a faculty member involves an interlocking set of responsibilities to students, to colleagues in both the institution and the wider profession, to the institution itself and its surrounding community, to the advancement of knowledge and understanding in the faculty member's field, and to the ideals of free inquiry and expression. Normally, these are articulated as the areas of teaching, scholarship and creative expression, and service, as outlined in Chapter 4 Faculty Personnel Policies, Sections 2.9.1.

A. Primary Responsibility. The primary responsibility of faculty is effective teaching [as described in Chapter 4.2.9.1.A.]. Effective teaching must be documented by: a) self-evaluation, b) peer evaluation, and c) student evaluations. Evidence of effective teaching is a significant factor in contract renewal, tenure, promotion, and salary increment decisions.

Units should periodically review and clarify course expectations of students. Appropriate course expectations, pedagogies, and assessment vary, depending on the discipline, course level, and class size.

In the 2010-11 academic year, the FTLC and FTLCAC is committed to provide support and guidance to unit heads, personnel committees, and faculty members in the evaluation of effective teaching.

3. ***Meet with the FTLC staff to set goals for the 2009-10 academic year.***

The FTLCAC Chair met with the FTLC Director at the beginning of the 2009-10 academic year to identify the goals for 2009-10. These goals and the FTLCAC's progress toward meeting these goals are listed below.

- a. *Rubric for the review of FTLC Grant proposals* – A rubric was developed by Kurt Ellenberger and presented to the FTLCAC for consideration. Revisions were suggested and the revised rubric was approved by a unanimous vote of the FTLCAC on February 8, 2010. The approved rubric was first used to review the February 2010 round of FTLC Grant proposals and will be used on an ongoing basis.
- b. *FTLC Needs Survey* – A Needs Survey was developed by the FTLC staff and reviewed by the FTLCAC during October 2009. Revisions were suggested and the revised survey was implemented during the 2010 Winter Semester. Initial data from the survey were reviewed in the FTLCAC. Further analysis of this data to identify potential action items for the 2010-11 academic year is ongoing.
- c. *Target Group Identification* – The FTLC Director was interested in identifying potential target groups for program development activities. Faculty members involved in online teaching were identified as an initial target group. The FTLCAC invited Glenna Decker and Barbara LaBeau to attend an informal discussion of the current activities and issues surrounding online teaching on October 26, 2009. As an outgrowth of this discussion, it was recommended that the FTLCAC revise its membership to include a representative from Information Technology, serving ex-officio and in a non-voting capacity. Action regarding this recommendation is ongoing. Future target groups may include part-time, mid-career, or senior faculty.
- d. *Faculty Development Hotspots* – The previously mentioned Needs Survey will aid in the determination of these hotspots and the associated action(s) necessary.
- e. *FTLC Website* – Volunteers from the FTLCAC have agreed to provide feedback regarding proposed changes to the FTLC website during the Spring/Summer Semester of 2010.
- f. *Assessment of FTLC's Activities* – A report of the FTLC Activities for the 2009-10 academic year will be provided to the FTLCAC membership in April 2010. The committee provided comments to the FTLC Director for improvements to the assessment activity.

g. *Interaction with CSCE* – The FTLCAC and FTLC continue to support activities promoting the scholarship of teaching and learning (SoTL). Along with internal teaching grant opportunities, regional and national SoTL conferences were publicized during the year. Additional activity is ongoing.

4. ***Assist ECS/UAS and FPPC in considering policy revisions concerning the use of student evaluations of teaching at GVSU based on the FTLCAC report submitted to ECS/UAS and FPPC in 2008-09.***

A report on the results of a Unit Head survey on SETs conducted by the FTLCAC in 2007-08 was prepared by the past FTLCAC chair, Christina Yalda, and Tamara Rosier. Those data were included in a 2008 report prepared by the Provost's Task Force on Student Evaluations of Teaching (PTF-SETs) and presented by PTF-SETs Chair, Tamara Rosier. It was determined that any additional action on SETs could not be completed until the faculty agreed upon the definition and evaluation of effective teaching. As this language was not approved by the UAS until March 26, 2010, no action was taken during this academic year regarding this charge. In the 2010-11 academic year, the FTLC staff and FTLCAC is committed to provide support and guidance to ongoing activities regarding SETs.

5. ***Support the work of governance in its consideration of the action items in the report submitted by the 2008-09 Academic Integrity Committee as it applies to teaching.***

Support was not requested by the Academic Integrity Committee for the 2009-10 academic year. The Academic Integrity Committee has requested the FTLCAC be available to provide support during the 2010-11 academic year.

Additional items addressed by the FTLCAC during the 2009-10 Academic Year

1. *FTLCAC Expectations and Procedures* – A set of expectations and procedures was initially developed by the 2008-09 FTLCAC Chair Ellen Yeziarski. The committee determined that these guidelines should be amended to be made appropriate for any academic year. The revision was approved by unanimous vote on September 28, 2009.
2. *Pew Teaching Excellence Award for Part-Time Faculty (revision)* – A biannual award was established for full-time, non tenure track employees of Grand Valley who are also part-time faculty and have taught at GVSU a minimum of 6 semesters. This new award will allow administrative personnel teaching at Grand Valley (currently 98 employees) to be recognized for excellence in teaching.
3. *Teaching Award and Grant Committee Membership* – The Provost asked that the FTLCAC revisit the membership on these committees to ensure that faculty members are elected rather than selected to serve. A proposal was made to have the members of these subcommittees drawn from the Advisory Committee. Concern was voiced regarding the allocation of time between the regular FTLCAC meetings and these committees. This issue will need to be addressed in the charge from the ECS for the 2010-11 academic year. The proposal was accepted by the FTLCAC on March 22, 2010 (6-yea, 2-nay, 2-abstentions).
4. *Chair Selection Process* – The FTLCAC Chair was previously elected in the last month of the academic year. As this timing did not allow for a smooth transition between Chairs, the election date was formally moved forward to January.
5. *Liberal Education Academy* – A proposal to revise the Liberal Education Academy was reviewed by the FTLCAC on January 26, 2010 and suggestions were offered for improvement.
6. *2010 Fall Teaching Conference*

Respectfully Submitted on April 15, 2010

**Susan M. Edwards, Associate Professor of Finance
2009-10 Chair, FTLCAC**