

Teaching Academy Executive Council Minutes

January 22nd, 2021

Members Present:

Angela Lumpkin, Courtney Meyers, Bob McDonald, Tara Stevens, Dominick Casadonte, Patrick Hughes, Carla Lacerda, Ali Duffy, Suzanne Tapp, Susan Tomlinson, Mitzi Lauderdale

Members Not Present:

Brie Sherwin

Approval of Minutes:

Bob McDonald requested two friendly amendments. In the proposed changes to the Chancellor's Council Distinguished Teaching Award, the word abridged was added to the sentence, "Abridged curriculum vitae emphasizing teaching contributions". The words "excerpts from" were added to the section for optional support materials, "written verification such as excerpts from a course syllabus". Bob McDonald moved to approve the minutes from November 20th; Dominick Casadonte seconded. The minutes were approved.

Updates:

Departmental Excellence in Teaching Award

Rob Stewart requested that the application deadline be delayed due to the spring semester's later start. The new deadline is February 5th.

Lawrence Schovanec Teaching Development Scholarships Report

Robert Cox, selection committee chair, gave a report of the scholarship selection from last semester. There were six applicants and each was awarded a scholarship. Shane Blum was selected as the committee chair for next year. The committee also proposed the changes listed below:

1. The announcement/advertisement doesn't describe very well the criteria on which the committee evaluates each application. We propose therefore to revise the application instructions to more clearly align with the evaluation rubric.

The committee evaluation rubric is currently described as:

Please rate the following items on a 1-5 point scale, with 1 being the lowest and 5 being the highest for a total of 10 total points per application.

Clarity of potential impact of conference on applicant's teaching effectiveness
Comments

Clarity of ideas for development of post-conference workshop presentation
Comments

We propose that the Application Instructions be modified to read (proposed changes indicated in "track changes"):

“In addition to information related to expenses, applicants will provide the following information:

1. Conference details (including title, location, dates, etc.). Please note that travel must be completed by the end of the 2020-2021 fiscal year, which concludes on August 31, 2021
2. Two statements:
 - a. Briefly describe your teaching experience, and then describe how you expect this conference to improve your teaching effectiveness, e.g., specific ways to improve your pedagogical strategies, curriculum, intervention strategies, etc.
 - b. Describe a specific workshop or poster presentation you will plan to present at the TLPDC sharing the knowledge, skills, and values you learned as a result of attending the conference.

2. The rubric itself should be provided as part of the application process, so applicants can see how they will be evaluated.
3. Provide a link to recordings of post-conference presentations so that applicants can see what is expected of them.
4. Consider amending the rules to allow more than \$1500 per applicant. This will allow some flexibility for expensive conferences, etc.

Dom mentioned that virtual conferences may be more common and asked if the committee considered dividing the funds into categories for in-person and virtual conferences. Dom considered that virtual conferences might not be considered as valuable and could effect that application.

Robert noted that they made adjustments based on the needs of each applicant, but the committee did not divide the funds. Robert shared that type or platform of a conference was not a factor in the selection process, and the focus is more about what the specific applicant expects to gain from the event.

Ali asked if the committee considered giving some of the scholarship funds to faculty who wanted to organize their own conference, especially if there are extra funds due to more virtual conferences. Robert said the committee has not considered it. Ali mentioned that for her area, there is only one conference and would like to create opportunities for more events focused on smaller fields of study.

Suzanne shared that the funds were set up originally by President Schovanec to offer faculty teaching development opportunities. Robert also mentioned that the funds are limited each year. Angela asked if the Internal Catalyst Grant could be used to create a new conference. Ali thought that could be a good idea.

Suzanne asked if there were rules about how often faculty could receive the award. Robert said there were not any rules about that. Courtney suggested added wording to say that preference would be given to those who haven't already received the scholarship. Courtney also noted that the applications could be lower this year due to many in person conferences being cancelled.

Angela thanked Robert and the committee for all their work. Robert thanked the TLPDC staff for the help in facilitating the process.

Angela mentioned that she wanted to send thank you cards to each committee for their work.

The council discussed the proposed changes to the scholarship and decided to approve them. Courtney moved to approve the recommended changes; Bob McDonald seconded.

Angela noted that the fourth change did not include a specific amount of money and asked if the committee wanted to specify. Dom asked what the annual funds were. Suzanne confirmed that they receive \$9,000 each fall. The committee discussed and decided to keep the maximum individual amount at \$1,500. The council decided to make a friendly amendment and add the wording, "Preference will be given to those who have not previously received this scholarship" to the eligibility. The council voted in favor, and the changes were approved.

Teaching Academy Commitment Initiatives Update

Ali Duffy shared updates from the new faculty mentoring group. Ali asked for feedback at the end of the semester. The responses made it clear that the mentor process would need to start earlier, before the beginning of the fall semester. Ali asked if we could get contact information before the start; Suzanne confirmed that would be possible. Ali would like to follow up and try to fill in any gaps after New Faculty Orientation. Several people requested checklists and recordings to help answer questions. She also shared that the preference for number of meetings in a semester varied. She will reach out to the pairs this semester and invite them to continue meeting as much as they would like. Angela shared her experience as a mentor and the challenges of working with new faculty who were at a distance. Angela also mentioned that this semester, there are more new faculty who need to get connected with a mentor.

Dom shared updates from the student mentoring group. Many students reached out, and the mentor group was able to respond to each. Dom plans to send a letter to students again and would like the theme to be H.O.P.E- Help if you need it, optimism for reduction in number of cases, partners in your learning adventure, and empathy for the difficulties that you are going through in life. Dom said the brown-bag lunches were small but seemed to be extremely beneficial for the few students who attended. They set up good connections with MentorTech and First Gen. Dom would like to reach out to RaiderReady instructors this semester. Dom would like to reconsider the approach to social media and listening groups.

Courtney shared updates from the teaching evaluation group. The committee will break into two subcommittees—one for defining teaching excellence and another for peer evaluation of hybrid and online classes.

Advancing Teaching & Learning Conference

This year the conference will be held virtually on Friday, March 5th. The topic will revolve around how to define quality teaching, and Ginger Clark will be the keynote speaker. The University of Southern California has an effective program for teaching evaluations and the TLPDC would like to use their model as a guide. The keynote will be followed by a panel of

chairs talking about how they've implemented self-reflections section in Digital Measures in their annual reviews.

Discussion:

Angela asked the council how the Teaching Academy can play a role in the teaching evaluation process. Dom mentioned that those who will use the self-reflection process are already those who are working hard to improve their teaching. He said it would be beneficial to make this appealing to those who would not be as interested in self-reflection. Susan Tomlinson mentioned that the best way would be to develop a culture on campus of self-reflection for newer faculty and to incorporate this into mentorship.

Dom noted that the questions are too general and not helpful for specific groups of faculty. For example, questions for newer faculty, questions for senior faculty, etc. Bob agreed with this and mentioned that some faculty do self-reflect, but in a different way that may be different that the format in the annual review. Bob would like to continue to create different tools for the self-reflection portion to make it work for every area. Dom would like to model this by having a panel session of faculty reflecting on their teaching to give examples of what reflection could look like.

There was a technical issue and the conversation will continue at the next meeting.

Adjourn:

Angela adjourned the meeting.

Minutes respectfully submitted by Molly Jacobs.