



## The FTLC Advisory Board

Agenda

February 3, 2016

### Minutes from the last Board Meeting

Rethinking the Board's purpose this semester: *Lois*

### Old Business

Working group reports: *Various*

Local Issues

Global Issues

Business Model

### New Business:

Suggestion: moving the Teaching Excellence Award: *Lois/David*

Jason's visions: *Jason*

Future direction for the Board

Create new Bylaws?

Next Meeting: April ??



**FTLC Global Issues Subcommittee Thoughts**  
**Lois and George**

Global Definition

College  
Community  
State  
Nation  
World?

<https://www.aacu.org/publications-research/periodicals/faculty-development-challenge-going-forward>

College:

The changing professoriate  
The changing nature of the student body  
The changing nature of teaching, learning, and scholarship

<http://www.facultyfocus.com/articles/faculty-development/flexible-faculty-development-opportunities/>

Flexible development and professional activity

Meta-majors

Topics

Creating of working groups across disciplines  
Interdepartmental/interschool awareness (what are my peers doing?)  
Inclusivity  
    ESL training for all faculty  
Student learning outcomes

Curriculum Committee

General Education Committee

Cross-department sitting committee members

Sitting committee training in general

## **FTLC ADVISORY BOARD**

### **Meeting Notes 2016.02.03**

WORKING GROUPS: Local, Global, Business

#### *Local*

Local principally referring to departmental/discipline/school needs.

Three top High Impact Practice interests at SLCC:

- Learning Communities (42%)
- Service Learning (42%)
- Collaborative Assignments (38%)

In recent surveys, asking FT and PT faculty what they would like to learn more about or are experiencing concerns with, the number one issue seemed to relate to technology. There has been a technology week at SLCC to do just that, but it was not well attended, possibly because of poor marketing.

Such issues tie in with a distinction: what does the faculty need as opposed to what do they want.

Lois: We need a culture at this culture that it is okay to fail at something. It may be that fear of failure is holding faculty back from trying new things, from innovating.

The contract for use of Canvas has been extended to at least 2020. More and more faculty are using it, up to 55% of courses.

#### *Global*

Global incorporates departments/disciplines/schools as an integrated, communicative college, while also enabling faculty/staff to work with the community and even larger realms—the nation, the world.

Issues that impact our global awareness include training and information in:

- peer awareness: what are our colleagues doing? what changes are occurring at the college, changes in the faculty, in the student body, changes in teaching, pedagogy, learning, scholarship?
- meta-majors: what are the least common denominators among these larger major fields? Knowing this should enable us to provide our students with training or education in these common skills and activities/.

#### *Business*

Why do we care about faculty development? Our profession in teaching involves and improves from constant growth and learning, and faculty development should be a means by which we continue to learn and expand and explore new ideas to facilitate the learning process.

How would you like to be rewarded? The principle reward stems from personal growth and student involvement, but professional compensation and recognition are also quite important, obviously.

In business, what is rewarded gets done. Rank advancement and tenure are two means of reward for faculty, and so the FTLC should speak to these goals. How can we incorporate other things into this concept of reward, things perhaps that lead to these rewards, such as our individual faculty goals?

In business, if someone recognizes your peculiar talents, achievements, they might move you from one place to another, but in academia that model does not fit. No administrator would move an English instructor to the Maths Dept just because he is really good in Maths. However, why can't we cross over boundaries? Why couldn't an English teacher teach a Maths class? Currently, there is a very real obstacle to such a thing. In the past, for instance, I could teach Anthropology classes as overload, but now overload is discouraged, so I could not teach Anthro unless it were part of my regular 15 credit work load.

### **Jason Pickavance's vision for the FTLC**

A lot of the attention on the FTLC is on just a few key large events. However, we need more regular, smaller workshops. Jason wants the FTLC to be the place to go to find out what is going on at the college, what faculty are involved in, what innovations are being pursued in teaching. Working closely with eLearning and Learning Advancement.

Randall Base: Don't run away from those areas that administration is pushing to making teaching more efficient and cost-effective, such as technology. Instead, see how we can incorporate new techniques, philosophies, methods to improve what we do. Our goal should be to make teaching efficient, but we should be open to the new.

What can we offer between terms with workshops that will excite teachers to incorporate new things into the upcoming new term?

Lois: The college is committed to the idea that eLearning is our future. We should look more at this, including credentials for teaching online courses.

Jason: We don't want all of this to seem a burden to faculty. We don't want faculty to say, "Oh God, I still have to do my professional development." We need this to remain exciting—a type of play, not a burden.