Committee on Teaching
Approved Minutes
October 12, 2011


Members Absent: Kristina Ropella, Heinz Schelhammer

Call to Order: Meeting called to order at 3:37 pm.

Approval of Minutes: The minutes for the September 14, 2011 meeting were approved.

Meeting Agenda

I. Announcements and Information

The Chair introduced a new member of the Committee on Teaching, Alan Burkard, Department of Counselor Education and Counseling Psychology, College of Education. He replaces Heidi Schweizer.

II. Continuing Business

A. Discussion Regarding Providing Students with Additional Course Information Before Registration and How to Provide that Information in a Format that is Readily Accessible for Students

Committee members had an extended discussion regarding the information students need to select their courses and when, where, and how to provide that information in a readily accessible and efficient manner. The discussion regarding when to release the information to students focused on the students’ desire to have the information before registration begins and the inability to provide information in advance for courses with emerging content where the professor cannot finalize the syllabus until sometimes just days before the course begins. The discussion of what information to provide focused on the fact that students seem to be most interested in learning how a course will be assessed. Comments by committee members acknowledged that when students plan their courses load and schedules, they find it helpful to know in advance whether the section of the course they select will use multiple assessment measures over the course of the semester and whether they will be required to coordinate with other students to complete projects. Committee members also acknowledged that in some departments and colleges, only one section of a course is offered and that it is consistently taught by the same professor. In that situation, students have no choice between alternative sections of a course.
or the professor who teaches it. Nevertheless, advance notice of the assessment measures could help the students who must take a particular course in a particular semester make decisions regarding sequencing their other courses, especially if they are trying to balance multiple responsibilities such as jobs and family responsibilities.

Gary Meyer offered to invite someone who manages Snapshot to a COT meeting in order to explain whether and how Snapshot could be used to provide students with information regarding courses, including teaching methodology and assessment.

Terence Ow offered to create a first draft of a “check the box” form that could be used by instructors to furnish information regarding their courses. For example, the form could include assessment and pedagogical categories such as group work, homework, planned quizzes, pop quizzes, term papers, blended and/or online formats, multiple tests, take-home tests, and midterm examinations, and final examinations.

The committee members agreed that the Committee should have student input before finalizing the mode of delivery and the content of the information that will be provided to students to assist them with the course selection decisions.

B. Development of a Rubric for Evaluation of the Way Klingler Teaching Enhancement Award Proposals and Procedures for Reviewing Proposals

Committee members reviewed a rubric for evaluation of Way Klingler Teaching Enhancement Award Proposals (attached to the agenda for this meeting). The rubric was adopted by the Committee with one correction – delete the statement regarding the project’s budget that was inadvertently included in the section of the rubric that covers faculty involvement.

The deadline for submitting proposals will be December 1, 2011.

After reviewing the proposals, Committee members will rank order the proposals and submit the rankings to Gary Meyer no later than January 10, 2012.

The Committee will discuss the three proposals that receive the highest combined ranking at the January 18, 2012 meeting of the Committee. The nature of the discussion will depend upon whether the rankings indicate that one proposal is clearly superior to the others or whether each of the top three proposals needs to be discussed by the Committee as a whole before selecting the proposal that will receive the award. If the top three proposals are discussed, the Committee may need to discuss each category on the rubric and reach a consensus regarding how they should be applied in order to select which of the top three proposals receives the award.
C. Discussion of Campus-Wide Survey of HIPs (High Impact Practices) Survey and Identification of MU Strengths and Gaps

The AAC&U report on *High Impact Educational Practices* was distributed to committee members. This report recommends that students have one high impact educational experience early in their academic career and then another as a capstone experience.

A consensus was reached that the Committee should conduct a survey to find out what high impact experiences currently exist within the curriculum. Chairs of Departments may be asked to answer the questions on the survey instrument and Associate Deans may be asked to compile the information their Chairs provide. Finding out information regarding current practices can improve advocacy regarding resource allocations. Ultimately, the Committee should determine whether a student should have an annual high impact experience.

Heather Hathaway, Kristin Haglund, and Shaun Longstreet agreed to work with Gary Meyer to create a survey instrument and determine to whom it should be distributed.

D. Other Continuing Business

All remaining continuing business was continued until the next meeting of the Committee on Teaching.

E. New Business

1. Chair-elect for AY2011-12: Continued to the next meeting of the Committee on Teaching

The meeting adjourned at 5:02 p.m.

Respectfully submitted,

Patricia C. Bradford
Recorder