Committee on Teaching
Minutes of the Jan 16, 2019, Meeting

Members Present: Jake Carpenter, Cynthia Ellwood, Jill Guttormson, Julian Hills, Carolyn Hurlburt, Laurieann Klockow (Chair), Paul Martin, Sarah Peck, Susan Schneider and John Su

Excused: Evelyn Donate-Bartfield, Joyce Wolburg, Ellie Hope

Guests: Jacki Black, Joya Crear, Anne Deahl, William Welburn

1. Agenda reorder – to accommodate the panel discussion, the agenda was reordered.
2. Panel Discussion – The panel discussion opened with short presentations from each of the guests followed by a question and answer segment. The following material is a summary of these items.

Summary of comments from Anne Diehl, Associate Vice Provost for Academic Support Programs and Retention
Ms. Deahl opened her remarks by giving us a demographic snapshot of our students: for example, 20% are first generation; 25% are diverse; 1/3 are from out-of-state, 7% are commuter. From the freshman class, 11% do not speak English at home, 6% have a reported disability, 40% have demonstrated high financial need and 25% report being worried about money. Performance metrics for the overall undergraduate population are (1) retention to sophomore year historically ranges between 89-90% and (2) 6-year graduation rate is around 85%. However, for those students falling into any of the above “at risk” categories and particularly for those students who fall into multiple of these categories, these percentages can be as much as 10% lower. Our job is to look for strategies to provide opportunities for these students to succeed so they believe that they do belong at university.

Summary – Jacki Black, Associate Director for Hispanic Initiative
Ms. Black gave some insight into the Latinx Student Experience. Latinx students report that they are not always comfortable here. These students often fall into multiple of the at-risk categories described by Ms. Deahl. There is a great need for more positive experiences in which they see their identity incorporated into the classroom instruction/course. These students also describe experiencing micro-aggressions in class, which, when seemingly ignored by the instructor, make the student feel even more alienated. They have difficulty with “system navigation” – particularly 1st generation students; personal contact with a faculty member and/or academic advisor helps with this.

Summary – Joya Crear, Assistant Vice President for Student Affairs
Dr. Crear briefly described a new program just added this year to provide an introductory experience to Marquette and Milwaukee for diverse students. The residential program runs 2 days just before classes start in fall. Activities are provided to create a community and to allow the students to connect to faculty, to the university, and to the city. The faculty panel was one of the identified highlights of this first experience. The extended families of the students were also invited so that they, too, can see what their student will be doing.

Summary – Dr. William Welburn, Vice President for Inclusive Excellence
Dr. Welburn asked the “big question” – To what extent can faculty be encouraged to modify content and/or pedagogical practice (to support inclusion)? Some of the successes include the hiring of faculty as part of the diversity and inclusion. These young faculty need their
department’s support. The faculty need to respect these new faculty as they bring in new disciplines and new approaches.

*Question/Answer session*

**Q:** Where can faculty be directed for resources to increase their knowledge of these issues and/or to find guidance on how to address them?

**A:** (JC) CTL provides programs and workshops

(WW) Seek out the opportunities generally provided by ones’ national discipline organization. Join that group, participate in their activities.

(WW) When speakers visit campus to address diversity issues, it might be possible to set up some type of conversation in which the faculty can talk about pedagogy with the speaker (if appropriate).

**Q:** How to start a culture change for the faculty or students?

**A:** (JC) One way to start is through the syllabus... Phase 1 would be to document university-wide standard requirements for the minimum information which should be given to every student. Phase 2 would be to introduce a “climate feel” to the syllabus by suggesting entries which address disability services, how the holiday observances can be addressed. These types of entries “opens the doors” for diverse students so they do not feel anxious about speaking with the faculty. Another way is to provide some guidance to faculty on what to do in the first 20 minutes of the first class --- telling the students how the faculty member wants to be addressed and to invite the students to reciprocate also adds a welcoming note.

(AD) There is a faculty self-analysis form available on-line. She will send the link to the chair for distribution to the CoT.

(WW) Create opportunities to promote and support student chapters of the minority professional organizations.

The panel ended with thanks and promises that links to additional material for the CoT members to consider will be provided.

3. **Approval of Minutes:**

The minutes of the December 5, 2018, meeting were unanimously approved.

4. **Continuing Business**

*Way-Klinger Teaching Enhancement Award (WKTEA)*

The ranking report of the committee member evaluations of the WKTEA proposals was discussed. As a result of the discussion, consensus was reached on the proposal to be awarded the 2019 WKTEA.

5. **Other**

Laurieann Klockow will organize and send out all materials promised to the committee by the panel members.

It was recommended that the committee continue to discuss diversity/inclusivity/equity at the next meeting.

Discussion of the memo to the provost regarding IDEA was tabled until the next meeting.

The meeting was adjourned at 5:05 pm.

Respectfully submitted,

Susan Schneider