Minutes of the May 2, 2018 Meeting of the Committee on Teaching

Members Present: Jake Carpenter, Evelyn Donate-Bartfield, Jerrin Cherian, Cynthia Ellwood (Chair), Kristen Foster, Kristin Haglund, Laurieann Klockow, Shaun Longstreet, Susan Schneider, John Su, and Joyce Wolburg

Members Absent: Terence Ow (Excused); Rose Rains

Reflection: Jake Carpenter

Recorder: Cynthia Ellwood

1. Approval of Draft Minutes from April 11, 2018. The minutes of the April meeting were unanimously approved with minor edits.

2. UAS Senate Presentation on IDEA. Cynthia Ellwood, Laurieann Klockow, Shaun Longstreet and John Su reported on the presentation of the Committee’s recommendation to adopt IDEA at the April meeting. At the meeting, Cynthia presented the Committee’s recommendation and reasoning regarding the adoption of IDEA. Laurieann presented results of a “micro-pilot” of the tool in one of her classes. After questions and dialogue, the motion carried with a few abstentions. In the discussion, Provost Myers said that elimination of gender bias in course evaluation was a significant consideration for him. He indicated he would make a decision on the proposal after receiving the Committee’s letter. Cynthia will write the letter and attach relevant research, with copies to members of the Committee on Teaching.

3. Modifications to Process for the Teaching Excellence Awards. Laurieann facilitated a discussion of the Teaching Excellence Awards selection process, continued from the April meeting. She presented a revised draft of the rubric incorporating changes discussed in April, including:
   - Format of three columns: 1) Traits (as noted in the call for nominations); 2) Indicators, including where these might be found in the dossier; and 3) Notes, an open cell for evidence and comments.
   - Added traits: Evidence of critical self-reflection to improve teaching; Reviewer’s identification of a unique attribute that distinguishes the candidate.
   - Paragraph at the top of the rubric offering overall guidance for reviewers.

The Committee added two additional traits (summarized here from the discussion, with final wording to be drafted by Laurieann and vetted with Committee members):
   - Cura personalis (encompassing such indicators as sensitivity to students’ diverse needs, attention to the holistic needs of students, and promoting activities that engage issues of social justice)
   - Inclusive pedagogy (syllabus reflects scholarship and experience of under-represented groups; students encouraged/challenged to interpret subject matter from diverse
perspectives; students asked to share ideas and experiences with others whose background and viewpoints differ from their own)

The Committee made additional small edits to wording, indicators, and conventions.

Laurieann will refine the draft and send it to Committee members for input & approval.

[Some points to keep track of:
  o The Committee agreed in April that they wanted to add language to the nomination call requiring that data about teaching scores should be reported in the standardized format required for P&T.
  o Due to time constraints the committee did not return to the discussion begun in April as to whether and how consideration should be given to ensuring that the awards are well-distributed across Colleges. We will should consider discussing this early in 2018-19.

-- Cynthia ]

4. Topic(s) to Prioritize for Next Year’s Way Klingler Teaching Enhancement Award.
The Committee engaged in extended discussion of how to shape the call for proposals for the teaching enhancement award. We would like the process to:

- Contribute to provocative, creative and critical thinking and action that leads to dynamic, innovative and effective teaching.
- Advance and deepen important initiatives on campus, which might include: diversity initiatives; coursework that reflects the intellectual contributions and experience of African American, Latina/o/x, and Indigenous American communities; the promotion of civil discourse and development of trust across diverse members of the Marquette community; Discovery Tier themes and/or other aspects of the core; the development of badges; and University Strategic Plan initiatives.
- Allow for and encourage a broader range in the types of proposals and composition of proposing teams. One proposal idea, for example, might be the creation of an institute aimed at developing “communities of practice” around a particular dimension of teaching. The institute might consist of a series of workshops led by Fellows (Distinguished Fellows? Faculty Fellows?) and open to all instructors (faculty, instructors, graduate students).

Jake Carpenter suggested, and the Committee agreed, that it is important to make clear that our goal is expand but not limit the proposal ideas and parameters. “The Committee welcomes [proposals on identified topics]” or “The Committee is particularly interested in…”

The call might group these “special topics” under several headings:

a. Proposals supporting the theme of The Marquette Forum: Democracy in Troubled Times
   For example, projects might address:
   - The promotion of civil discourse and development of trust across diverse members of the Marquette community
b. **Support for exciting initiatives underway**

For example, proposals might support:

- The Discovery Tier, Engaging Social Systems and Values, or other aspects of the university core of common studies
- Projects arising from the University Strategic Plan
- Partnerships with the community
- The development of badges


c. **Expansion of the types of proposals and composition of proposing teams**

One proposal idea, for example, might be the creation of an institute for Marquette faculty and instructors aimed at developing “communities of practice” around a particular dimension of teaching. The institute might consist of a series of workshops led by Faculty Fellows and open to all instructors (faculty, instructors, graduate students) who wish to explore and enhance their teaching together.

We will continue to refine the language of this call, led by the chair-elect in communication with Committee members.

5. **Annual Report to the University Academic Senate.**

Cynthia shared a draft to the UAS Annual Report. The Committee counseled:

- Be brief in the discussion of the refinement of the Teaching Excellence Award, e.g., "The committee discussed the process used to ensure that selection decisions for the Teaching Excellence Awards are well-informed."
- In the section on the revision to the call for proposals for the Teaching Enhancement Award, draw from today’s discussion and minutes to begin to generate information and excitement about the revised call.
- Jake indicated he would send Cynthia copies of his Annual Report (2015-16) as one model.
- There was discussion of what Cynthia called Dan Meissner’s “chair commentary” paragraph in the 2016-17 report. It was decided that we would not reference this in the report nor include a similar chair commentary. However, the issues he raised bold thinking about next year. In short, we may want to explore and make recommendations regarding the role that teaching has in workload reports and calculations, FAD reporting, and similar university processes.

Here is Dan’s paragraph from the April 2017 Annual Report to the UAS for the collective memory and future consideration of the Committee:

*The current chair will suggest to the committee that they continue to examine ways to recognize – and improve – the quality of teaching at Marquette. As the university climate shifts toward a greater emphasis on research and publication, faculty may feel pressured to reassess the time invested in teaching. Recognizing that instructors must devote energy and effort in order to hone students’ critical reading, writing and analytical skills, and even more time to probe questions that*
spark a truly transformational education, the committee should investigate additional means to promote and defend teaching excellence. Moreover, the committee should take a concerted stand on behalf of instructors who invest extra effort in guiding and mentoring students through personal conferences; correcting (rather than merely grading) assignments and exams; using various forms of teaching (powerpoints, images, lectures, discussions, community service, workshops, labs) and assessment (reflection papers, essay exams, participation, quizzes, lab reports); and challenging/inspiring students to personal growth through consideration of complex ethical issues. Beyond recognizing excellence in the classroom, the committee should play a more active role in ensuring that teaching effectiveness not be undervalued nor allowed to decline, and that student aspirations for a transformational education not be shortchanged.

6. Election of Incoming Chair. The Committee elected Laurieann Klockow to the position of Committee Chair for the 2018-19 Academic Year.

7. Conclusion of the Year. John Su and Chair Ellwood thanked the members of the Committee for their tremendous commitment, thoughtful deliberation and action, and teamwork in accomplishing a particularly ambitious agenda in 2017-18. The Committee acknowledged the important contributions of our departing members, Kristin Hagland, Jerrin Cherain, and (potentially) Kristen Foster.

Adjourn at 5:08 pm – Close of the 2017-18 Academic Year – Thank you for your smarts and service!