

MINUTES
COMMITTEE ON TEACHING
November 10, 2009
Tuesday, 10 a.m.-11:30 a.m., Kerr Hall Rm 129

Present: M. Victoria Gonzalez-Pagani (Chair), Dan Scripture, Hongyun Wang, Gordon Wells, Stephanie Casher (ASO)

Absent: Claire Max, Kate Edmunds (with notice)

Guests: Jim Phillips, Jessica Fiske-Bailey

The minutes of October 27, 2009 were approved.

Undergraduate Educational Effectiveness Task Force

The committee discussed the Undergraduate Educational Effectiveness Task Force report. The committee agrees that determining goals and assessment strategies should remain at the departmental level. The committee also has the following questions/comments:

- Minor programs should be included and encouraged to formulate assessment programs as well.
- Student investment in the course is an important metric that should be included in any assessment program. It should also be examined if the learning method was meaningful to the individual student, as it has been proven that retention of information is connected to the manner in which the information was learned.
- There is a difference between “skills” and “knowledge,” and both should be assessed.
- Is there an “undergraduate experience” component that should be assessed as well?
- Faculty should be encouraged to pay attention to the way they teach, and the preparation of their students for future leadership roles.
- While faculty may be good at identifying the goals of their individual course, they may have trouble articulating how their course fits into the overall goals of the program. It might be helpful to provide an example of an assessment program on which faculty/department’s can model their assessment tools.

Chair Gonzalez-Pagani will draft a formal response for the committee to review at the next meeting.

Joint Senate-Administration EAP Task Force Report

Formal discussion of this item was tabled until the next meeting, but committee members were instructed to review the report with the following questions in mind:

- What consequences would the elimination of the Study Center Director positions have on the quality of teaching and learning?
- Why is the EAP program important to the teaching mission of the University?

Instructional Improvement Grants (IIG)

The committee discussed a preliminary draft of the new call for proposals for the Instructional Improvement Grants (IIG). Committee members liked the idea of making Sakai utilization a *requirement* of the proposals, though they acknowledged that some faculty may need technical assistance in learning Sakai before they are able to formulate their proposals. One proposed solution was to hold a drop-in pre-proposal workshop where faculty could come to get feedback/guidance on their pre-proposals prior to submission.

Ideally, the committee would like to fund one strong proposal from each Division, which could then be used as a model for other departments in that Division. They also would like to see proposals for courses (particularly GE courses) that serve a large number of students, integrate Sakai, and involve multiple faculty members.

COT will continue to work on revising the IIG call at future meetings.

The meeting adjourned at 11:30am.

So attests,

M. Victoria Gonzalez-Pagani, Chair
Committee on Teaching