

**Approved 4-22-15**  
**Teaching & Learning Committee**  
**April 8, 2015 (Meeting #12)**

Present: Ann Bergeron, Scott Boyle, Nick Dalton, David Edmund, Sheryl Grana, Sarah Hatfield, Paul Kiprof, Lara LaCaille, Jerry Pepper, Janet Pribyl, Burke Scarbrough, Julie Slowiak, Junhua Wang, Weiquing Zhang

Excused: Cindy Christian, Jessi Eaton, Nathan Ernst, Char Harkins, Daniel Hoff, Mackenzie Liebl, Mary Ann Marchel, Angela Sharp, Julia Williams

Guest: John Atella, Sue Darge Lombardo

The minutes from the 3-25-15 meeting were approved.

**Report from UCC**

The Student Educational Experience committee is discussing a minimum sanctions policy in regard to sexual assault. The Faculty Council has issued a recommendation to UCC regarding UMD Seminar. The Curriculum committee also discussed this topic and issued a recommendation as well. TLC members were in agreement that this committee should review the various findings, including the report from the UMD Seminar Advisory Committee, at an upcoming meeting.

**Assessment**

The committee continued discussion on the scope of the committee; determined that cataloging assessment activities was outside the scope of the committee. The committee is discussing developing a survey for next year of the PALS program.

**Lib ed – no report**

**Information Technology & Library**

The last test of the system upgrade went much smoother than previous tests. They do expect minor glitches; patience and understanding will be required as we move through this transition. Tom Ambrosi gave an overview to the ITL committee of the Personal Librarian initiative and various apps that students can use to reference information and assistance.

**Policy clean up related to ESUP**

Minor changes to the Withdrawal policy, Prerequisite policy, and the Teaching & Learning policy were presented to the committee for information. These changes are to align policy language with the system changes happening in the ESUP upgrade. A motion was made and seconded to approve all changes as presented. Motion approved.

**Center for Teaching & Learning**

Shelley Smith asked to attend the meeting to discuss the report she drafted on recommendations for future support of teaching, learning and faculty development. The report was sent to the committee with the agenda. Shelley noted that this committee needs to make sure that faculty development remains a priority on this campus, and that technology and teaching and learning cannot be separated in the 21<sup>st</sup> century. It is important to maintain a small advisory group for guidance with faculty who are interested in innovation and creativity. A committee member asked what commonalities exist among other institutions that have Centers for Teaching & Learning. In general these include a sense of clear commitment; inclusion of faculty fellows; inclusion of distinguished teaching members; having grants and assistance with writing grants; and have all the resources in one place. In Shelley's conversations with faculty the two things faculty were most supportive of were: 1) support for early career faculty and 2) individual consultations

and focused feedback. This can be difficult to deal with in individual departments. A decentralized model could mean giving every college their own funding to do what they want, although there may be duplication of effort with this model. A committee member noted that not everyone realizes or agrees that there is an overlap in teaching excellence among different areas; great teaching translates across all disciplines.

#### Student sale of course material

Several instances have come forward recently of students selling their class notes online. This is a violation of the academic integrity policy but the rules are not necessarily clear to students. It is not acceptable for students to sell their notes from a lecture, or sell a recording of a lecture, or sell an instructor's distributed materials. A faculty lecture and course material is the intellectual property of the faculty member. Members were reminded of the existing policies on the [Appropriate Use of Class Notes and Course Material](#) and [Recommended Policy Statements for Syllabi](#).

#### TLC leadership & elections

Previous discussions indicated a preference for the vice chair to move in to the chair position. The committee was in agreement that we continue with this model. It was suggested that the vice chair be determined by the new committee membership at the first meeting fall semester.

#### Student writing quality

Members noted that the feedback from colleagues regarding student writing quality was generally "yes it's a problem." A common complaint was that there are not enough sections of advanced writing, and often students end up taking it in their last semester when it is too late for them to utilize these skills. Some faculty noted that students aren't being taught the kind of writing that was needed in their discipline, and would prefer to have more discipline specific writing. A committee member noted that she spent a lot of time teaching basic elements of writing when the class is actually supposed to focus on research methods. It was suggested that we get the numbers on how many students take advanced writing in their senior year to gauge if this is a widespread problem. The lib ed task force recommended to move the minimum credit limit for advanced writing from 60 to 40 credits, but the writing studies department rejected that proposal.

Meeting adjourned at 4:30 pm.