

**Teaching Center Advisory Center Notes**  
**November 15<sup>th</sup>, 2021**

3 pm – [Zoom](#) (Meeting ID: 829 6455 1863, Passcode: 609612)

In attendance: Davis Oldham, Marcus Leppanen, Victoria Russell, Gonzalo Campos-Dintrans, Jennifer Walker

I. Call to order at 3:01

II. Old business - none

III. New business

- a. Proposal to dissolve TCAC and replace with an *ad hoc* committee. See revised document below
  - i. Committee discussed need for a committee vs. ad hoc committee.
    1. There needs to be accountability, but needs are not ongoing. A fall report and review would help to direct funding and future impact.
  - ii. Discussion about qualifications for committee. Does a list for qualifications skew towards tenured faculty?
    1. When that list was developed there was a concern about overloading individuals who were already overburdened.
    2. There was a push to get representation from all colleges, but business and education are already stretched thin. But, this committee has a more minor standing.
    3. Recommendation from committee member to cut out the prescriptive representation portion of the committee.
  - iii. Additional revisions
    1. We will put this forward, removing the detailed bullet points and add another bullet about reviewing and recommending grant awards.
    2. Committee added bullet “review grant applications and recommend grant awards, as necessary.”
      - a. Motion made to send to UFC with changes; seconded.
      - b. Motion to send revision to next meeting.
- b. Other new business?
  - i. UMW Academy will be back, which will be more teaching and learning focused based on prior academy formats.
    1. Thurs. May 12th
    2. Thinking about themes or tracks.
    3. Lots of calls for mental health and executive functioning – students struggling with organization. Even for faculty. Work around inclusive excellence with JFMC. What else?
    4. Ideas: supporting students with studying; lack of note taking, etc. Profs are having difficulty with transitioning between digital and in person- what to do what to keep what to get rid of. With students-

Need to have more voices all together but not just in smaller rooms. How much can students do online, what is the balance?

5. No grant money.
6. Working on spring calendar.

IV. Adjourn at 3:55

**Motion\*:**

Reorganize the Teaching Center Advisory Committee from a university standing committee to an *ad hoc* committee meeting 1-2 times per academic year.

The committee's proposed duties are to:

- Review the Center for Teaching's annual assessment report and provide feedback about past academic year programming to support goal setting and resource allocations
- Review and provide feedback on proposed Center for Teaching events and program tracks
- Review grant applications and recommend grant awards, as necessary

Center for Teaching staff will recruit members from among the teaching faculty, ~~including but not limited to:~~

- ~~Former teaching center/program leaders~~
- ~~Current and former faculty fellows in the Center for Teaching~~
- ~~Former Teaching Center Advisory Committee members~~
- ~~SCHEV Outstanding Faculty Award winners~~
- ~~University teaching award winners~~

**Rationale:**

Per the *Faculty Handbook*, the Teaching Center Advisory Committee currently has the following duties:

*2.8.10 The committee's duties are to:*

- .1 Support the creation and enhancement of a culture of teaching excellence at the University of Mary Washington;*
- .2 Serve as a resource for the director in planning and implementing programs of the Teaching Center;*
- .3 Promote and participate in the programs of the Teaching Center;*
- .4 Facilitate communication between the faculty and staff and the Teaching Center; and*
- .5 Perform other duties as assigned by the UFC.*

These duties were broadly defined in an effort to best support both an emerging and then rebuilt Center for Teaching. Specifically, the committee in the past has reviewed and reconstructed the

Center for Teaching's website as well as reviewed applications for various teaching awards and grants. Promotion and participation in Center for Teaching events, as well as communication with faculty and staff about the Center, has been uneven over time.

With the removal of teaching awards and the suspension of academic year teaching grants, the committee has not had constant duties requiring regular monthly meetings. In addition, the Center's development into a functioning faculty resource unit working collaboratively with offices across campus has shifted the need for faculty input from 'day to day' operations to long-term planning and feedback accountable to faculty needs. This shift does not require a standing committee, but instead one resembling a true advisory board with more focused and limited duties.

**\*Changes in red and green**