**Motion (from TCAC minutes, 11.15.21 and passed at UFC meeting, 2.2.22):**

Reorganize the Teaching Center Advisory Committee from a University Advisory Committee to an Administrative Advisory Committee (referenced in Faculty Handbook, Section 2.4.5). The Teaching Center Advisory Committee will no longer report to the University Faculty Council and Faculty Handbook language referencing the TCAC as a Faculty Advisory Committee will be deleted (Section 2.8.10).

As an Administrative Advisory Committee, the TCAC will typically meet one or two times per 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.

**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.