**University Council on Teaching**

**Meeting of Wednesday April 29 2015**

**Meeting Minutes**

**3:00 PM-3:40 PM (or so) –Presentation**

*Presentation and discussion by Jessica Pearce, Manager, Faculty and Academic Affairs-Office of the Provost.*

*Presentation Topic: This study surveyed and interviewed full-time faculty at BC (and another research institution) to understand their perceptions of teaching development/support on campus. The main goal was to help the teaching center and the administration learn what can be done to help increase faculty participation in these programs. The qualitative data also helps understand how important faculty perceive teaching is on campus.*

**Presentation Notes:**

Framing the Issue:

* Increased emphasis on accountability for student learning outcome
* Competition for more consumer choices
* Faculty trained in subject area

*Research Question:*

* What are faculty members attitudes toward and perceptions of professional development for teaching on Campus

*Methods:*

* 2 Research-intensive Universities in NE (Tufts, BC)
	+ Surveys
	+ Interviews

*Response Data:*

* Representative of the overall population at both universities.

*Results:*

* Major Findings
	+ Awareness of Programs -97%
	+ Attendance of Programs – 74%
* Preferred Formats
	+ Collaboration was a major theme across the data
	+ Technology, Training was also a major theme
* Preferred Topic
	+ New pedagogical practices ranked highest.
* Demographics
	+ Tenure status and gender were significant variable on overall outlook and participation in professional development. Women are significantly more likely to be involves in PD sessions.

*Messages from the Institution*:

* Perceived lack of institutional support for reaching
* Support varies by school/department; professional schools vs. A&S
* Incentives/Demonstrates Value (incentives are key for participation)
* Mixed messages.

*Critiques of Professional Development:*

* Concern over who is in charge
* Too intellectually situated, no practical
* Too low level
* Technology is overdone
* Critiques of colleagues

*Recommendations for Practice:*

* Teaching Centers
	+ More collaborative programs
	+ 1-2 hours, food
	+ Target tenure track and males
* Administration
	+ More visible support
	+ Incentives
	+ Value in promotion, tenure, annual reviews
	+ Communication
* Academia
	+ Graduate school preparation
	+ Raise value of teaching overall

**Post-Presentation Discussion**

* Interaction across disciplines would be hugely beneficial in terms of Professional Development for
	+ *Needs to be a mix:* departmental focused sessions combined with cross-disciplined sessions.
* Programming for Mid-Career of Senior faculty for teaching
* Key areas to target based on Jessica’s research
	+ Publish/Promote awards and grants needs to be a focus moving forward.
	+ Targeting the groups that we know are not coming
* Key Challenge: We lack a clear vocabulary for talking about teaching
	+ Only measure we have is student evaluations. This is great for providing data, but not a useful evaluation tool by itself.
* Department Chairs need to be involved in development as it relates to evaluations. The sense is that this is not currently happening
* Professor of Practice vs. Professors of research
* Peer to Peer Evaluations
	+ Senior Faculty evaluating junior faculty and vice versa?
	+ Inter-departmental mentoring?