University Council on Teaching
Meeting of Tuesday, December 8, 2020
12:30-2:00, Zoom Meeting
Meeting Minutes

Attendees: Billy Soo, Jeff Cohen, Julia Devoy, Kathleen Bailey, Kristin Heyer, Patricia
Tabloski, Sara Castricum, Shaylonda Barton, Stacy Grooters, Kim Humphrey, Robert
Bloom, Jessica Black, Dan Daly, Sylvia Sellers-Garcia

The meeting opened with a discussion of the launch of the CTE’s virtual Course Preparation
Retreat to be held January 11-14, 2021. The retreat will provide structure for faculty and
teaching fellows to work on course preparation for spring semester in conversation with
colleagues. Given the high level of interest, the CTE has increased the number of spots and a
waiting list is being generated. UCT members agreed to spread the word about the retreat to
their departments and schools.

The committee then moved to discuss TAM grants and assessment related proposals. The
committee had previously agreed to allow assessment proposals to qualify for TAM awards and
added language to that effect to the website. The question was debated whether to add examples
of assessment projects for clarification. It was decided that two examples would be added to the
TAM website. It should be clearly explained that these examples are not meant to be an
exhaustive list of grant proposals, so as to not disincentive faculty from suggesting other
projects.

Stacy Grooters offered gg�唀rssခ㄀ጐı0ᘃ隗ñ癏ကᝤ䠀 tacѰ pos�M
announcement will be made in the next CTE newsletter.

The committee also agreed to extend the deadline for TAM proposals to March 1
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altered academic calendar. The deadline for chairs and division director evaluation will be
extended to March 8
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, and deans evaluations will be due by March 15. The TAM subcommittee
will announce approved projects by April 1
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The meeting then moved to the UCT’s focus over the past several months: teaching modalities.
A survey was sent to faculty in mid-November and six focus groups met in the weeks thereafter.

Much of the discussion from the focus groups was centered around the difficulty of establishing
community during Covid and its importance in the life of both faculty and students. Faculty
agreed that community is what makes BC unique and modalities achieve this community very
differently. Most instructors felt that fully remote or fully in person modalities were better than
hybrid classes in building a sense of community.

Another faculty focus group found that the more efforts the instructors made to build sense of
belonging in particular units or classes, the better the outcome seemed to be. The academic
performance of students seemed to improve when there was an emphasis on building

collaborative experiences. Most faculty felt that they had learned more technical skills
throughout the semester and that next semester may be much better as far as technology is
concerned. Faculty also experienced significant stress regarding whether students are engaged
enough and what can be done to increase engagement. Switching modalities was very
challenging among both faculty and students.
Another committee member shared that the focus group she facilitated discussed ways in which
the current academic situation has forced them to come up with more creative teaching methods
and these non-traditional forms have been successful. Several instructors commented that they
would continue some of these non-traditional methods even after Covid. Many instructors
expressed a need for more opportunities to talk about similar challenges and stressors and share
ideas about what works. Many committee members agreed that faculty who attended focus
groups were grateful that such sessions were convened. More discussion groups of this sort could
be created for instructors to share ideas on teaching in Covid, compare notes on best practices, or
simply support one another.
A question was raised regarding whether the volunteers for the focus groups were too heavily
populated by especially-active teachers, thus not reflective of the wider faculty body. It was
confirmed that 211 faculty responded to the survey out of a thousand faculty. In addition, it was
confirmed that the respondents were proportionate to the distribution of faculty among school.
One common concern expressed by many focus group participants was the difficulty of using
technology especially in hybrid/hopscotch courses. In response, a committee member suggested
that more technological support for faculty teaching in this modality should be offered. This
might involve someone from IT or Classroom Support coming to classes to assist in setting up
Zoom, projectors, power point and so on. Another difficulty faced by those teaching hybrid
courses is the lack of engagement of the students on Zoom. One focus gt trstrticipants�head bhet m䝥怅　asiomessfor thA怕怄耀 m㴀oom. Oware convӀst igai iogernNhat ttudents oԐ sts s�␀