

ACADEMY OF DISTINGUISHED TEACHING SCHOLARS

Office Of The Provost
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Meeting Notes

Date: December 17, 2010

Place: 239A Tigert Hall

Attendees: Distinguished Teaching Scholars: Prof. Laurence B. Alexander, Prof. Barbara A. Barletta, Prof. Linda Behar-Horenstein, Prof. Sanford V. Berg, Oscar D. Crisalle, Prof. Sidney Homan Jr., Prof. Gail P. Kauwell, Prof. Douglas J. Levey, Prof. P. Howard Louthan, Prof. Ranga Narayanan, and Prof. Marianne C. Schmink.

Guests: Provost Joseph Glover, Dean and Associate Provost Kathleen Ann Long

The *Academy* met on this date to discuss with the Provost our recommendation for the creation of a university-wide teaching center. Other business issues were also addressed, as indicated in the itemized list given below. The meeting started at 10:00 AM and adjourned at 11:20 AM.

1 Discussion with Provost Glover regarding the creation of a Teaching Learning Center (TLC) at the University of Florida

Background

On November 15 the Academy presented to Provost Joseph Glover a *Recommendation for a Campus-Wide Teaching and Learning Center*. He shared our recommendation with college Deans, acquired feedback, and discussed the project with President Machen. The Provost attended today's meeting to share with us his analysis of the recommendation and to appraise us of its disposition.

Discussion Scope

In today's meeting Provost Glover announced that the university recognizes the value of this proposal and is prepared to act on our recommendation, and that he will coordinate the required effort to launch an initiative by appointing a TLC Task Force, possibly to be chaired by Kathleen Long, with the specific charge to launch the project, defining the scope of the undertaking, and drafting a road map.

The Provost stated that the President will support the operation of the Teaching and Learning Center (TLC) from a strategic-initiatives fund for a period of three years. It will be expected that during that period of time the TLC should establish a verifiable record of accomplishments, and that the funding structure beyond the three-year horizon would be redefined at an appropriate time based on the TLC's performance, RCM parameters, and the university needs. He envisioned that the Academy would play a role as an advisory body, and also could assist in the process of drafting performance metrics for the center.

The Provost indicated that the fastest path to implementation of the project would involve leveraging resources already present in our campus. The Academy members agreed with his assessment.

The Provost pointed out that there may be several effective models for incorporating currently available services under the umbrella of the TLC. As an illustrative example he mentioned a scenario based on a subcontracting model that would enable the TLC to draw on campus expertise to provide support to the rest of the university on a short time horizon.

The Provost proposed that Associate Provost Kathleen Long lead the TLC Task Force. Dr. Long indicated that there had been some discussion with the Provost about the group consisting of representatives from the Provost Office, two members selected by the Faculty Senate, and two members of the Academy who have experience with the pedagogical needs of the university and would be able to identify the gaps that the TLC would need to bridge.

The task force might address issues related to the TLC director (interim and long-term), space allocation, and priorities for the TLC, tentative budget, and recommendations for appropriate distribution of points of service within our large campus

The Academy proposed that the TLC undertake as one its first missions the coordination and execution of the university-wide Student Learning Outcomes (SLO) Assessment project, as a most valuable and also a most feasible activity in a very near future.

The Academy members expressed their opinion that representatives of established teaching programs already present on campus should be consulted for the purpose of identifying their current strengths and for ensuring their endorsement of the TLC.

After the meeting, the Academy asked Kathleen Long to convey to the Provost our request that at least three of the members who lead the Academy's *Teaching and Learning Center Committee* be included in the advisory group because these individuals have accumulated a wealth of knowledge on our internal resources and on the best practices of peer universities. Thus, their participation would be of crucial value to the undertaking. We also asked that the two remaining members of the Academy's committee be included as informal participants in all deliberations. Dr. Long agreed to discuss our request with the Provost, and recognized that the inclusion of three Academy members may be a good compromise that would not interfere with effective scheduling of activities.

The Academy members were pleased that the university made the decision to undertake this initiative, and we stated our commitment to continue to play a supporting role to the Provost in this endeavor at any state of development, including participating in future communication tasks, such as addressing the Faculty Senate.

2 Miscellaneous issues

- 2.1 Prof. Berg pointed out that our current list of committees is more heavily oriented towards teaching-related activities, and that we need to include more research and scholarship related committees to better reflect our mission and vision.
- 2.2 Prof. Schmink suggested that we define an appropriate number of Standing Subcommittees, to ensure the annual continuity of core activities of the Academy. These would be of a perennial nature, in contrast to Working Subcommittees that would have a life span determined by the extent of completion of their specific missions.
- 2.3 Prof. Homan suggested that we appoint an Academy mentor for each new inductee. The mentor's role would be to meet informally with the mentee during the first semester of activities for the purpose of clearly conveying the objectives, philosophy, and aspirations of the Academy, and equally important, conveying a set of expectations of the new inductee's role during his/her first three years of activities.
- 2.4 Prof. Narayanan shared some challenges associated with the mechanics for establishing joint-degree graduate programs with international partners. It was suggested that we invite Dr. Anne Donnelly to attend one of our Spring meetings for the purpose of learning about her experiences in establishing international educational agreements.
- 2.5 It was suggested that we post a list of our working committees in the Academy web site. One purpose of this exercise would be to better illustrate to future induction applicants the types of activities that fall within the scope of the academy, and to assist them in preparing better-honed application packages. Another suggestion included posting a sample application package (or relevant parts of a package) to serve as an illustration for candidates.

Respectfully submitted by

Prof. Oscar D. Crisalle

Chair, Academy of Distinguished Teaching Scholars