

Minutes of CAS Faculty Senate meeting, April 16, 2018

Present: J. Alcantara-Garcia, E. Bell, M. Dominguez Torres, D. Galileo, P. Gentry, J. Gizis, A. Hicks, T. Holden, M. Johnson, S. Kaufman, Y. Leung, D. Lopez-Gydosh, J. Martin, B. McKenna, S. McKenna, J. Morgan, J. Morrison, O. Olabisi, S. Patel, R. Rawat, K. Rosenberg, A. Sarzynsky, T. Seraphin, D. Smith, L. Timmins

Also present: A. Barrier, C. Cucciare, K. Pusecker

- I. The meeting was called to order at 4:04PM.
- II. The agenda was approved.
- III. The December 2017 and March 2018 minutes were approved.
- IV. Senate President Remarks
Senate President S. Kaufman made no remarks
- V. Dean's Remarks
None. No representative was present.
- VI. Presentation "Class Size Matters" (C. Cucciare)
C. Cucciare, director of the composition program, made a presentation about ENGL110 and class size. She discussed the program in light of professional society recommendations and results at peer institutions. Smaller class sizes are desirable for learning outcomes and faculty workload. Changing from 22 to 19 students per section would demonstrate a commitment to student writing. Slides with specific numbers are attached. Following the presentation, there was a discussion. The proposed section size of 19 (as opposed to 22 or 18) was discussed. Money is the major factor. The section size of 30 for second writing requirement was discussed; it is high but up to the individual department. The number of pages required is less important than working with students closely. Cucciare noted that instructors should be certified for teaching writing rather than classes. Finally, it was noted that relatively few full time TT faculty teach ENGL110.
- VII. Report from Educational Affairs Committee (A. Barrier)
It was noted that curriculog does not allow minor revisions. To make any change, the process must be restarted. 95% of proposals are considered in a short time window. The main goal of revising second writing requirements is to make requirements clear to avoid unnecessary iterations. We hope for a vote next meeting. Barrier emphasized it is important to have requirements in the syllabus.
- VIII. Report from COCAN (J. Morgan)
For the most part, there are now enough candidates for the committees. A proposal to allow a second term on the P&T committee is being prepared. A red-line copy of the bylaw revisions was requested.
- IX. Presentation from CTAL (K. Pusecker)
K. Pusecker gave an overview of CTAL services, including a demonstration of "Instant Feedback" scratch off forms. The slides are attached.
- X. New Business

J. Morgan suggested that the senate executive committee request an update on the status of the work of the university budget committee from the Dean.

XI. The Senate adjourned at 5:11PM.

Class Size Matters

Christine Cucciarre
English Department
Composition Program

What we have now:

22 students

- An average of four formal, out of class paper assignments totals 88 papers.
- 2-3 drafts for each of those papers is 176-264 papers per semester.
- An average of 20 minutes for substantive comments on each draft totals about 65 hours.
- One mandatory conference with each student (20-30 minutes) is more than 9 hours.
- Annotated bibliographies, proposals, peer letters for 2-3 papers (5 minutes apiece) is another 11 hours

What we have now:

- Weekly response papers, weekly blog or discussion board posts; reading and short responses each week is another 25 hours.
- Three hours a week of class time 45 hours
- 2 hours per week of prep time 30 hours

That's a grand total of 185 hours for one class.

(Workload says one class should take up about 150 hours)

Multiply by three classes

- An average of four formal, out of class paper assignments totals 264 papers.
- 2-3 drafts for each of those papers is 528-792 papers per semester
- An average of 20 minutes for substantive comments on each draft totals about 220 hours.
- One mandatory conference with each student (20-30 minutes) is more than 9 hours.
- Annotated bibliographies, proposals, peer letters for 2-3 papers
- (5 minutes apiece) is another 33 hours

Multiply by three classes

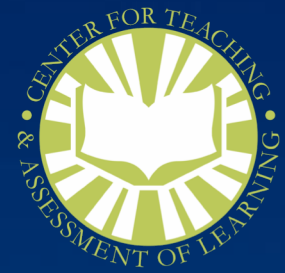
- Weekly response papers, weekly blog or discussion board posts; reading and short responses each week is another 75 hours.
- Nine hours a week of class time is 135 hours
- 2 hours per week of prep time (same class) about 30 hours
- 502 hours in a semester's work that really should only be 450 hours long for three classes.
- Nine hours a week of class time is 135 hours
- 2 hours per week of prep time (same class) is about 30 hours

That's a grand total of 502 hours per semester for a workload that is supposed to be about 450 hours long.

Questions?

Thank you!

CAS Faculty Senate



Agenda

- Introduction to CTAL (pop quiz!)
- Identifying inclusive *teaching* excellence
- Documenting teaching
- Resources

1. CTAL is an abbreviation for:

Immediate
Feedback
Assessment
Technique
Series A-006

“IF-AT” Quiz

- a) Center for Telling About Learning
- b) Center for Teaching & Assessment of Learning
- c) Center for Talking About Leaving
- d) Center for Teaching & Advising about Learning

2. Which of the following services is *least likely* to be used to support assessment?

- a) Help with creating logic models and evaluation plans for grants
- b) Supplying travel grant money to attend a teaching conference
- c) Curricular mapping for programs
- d) Help with creating rubrics to assess student learning outcomes

3. What sorts of resources does CTAL provide in their office in 212 Gore Hall?

- a) Coffee, teas, hot cocoa, and other pre- or post-class pick-me-ups
- b) Private and confidential consultations, review of teaching documentation, and teaching support meetings
- c) A library (physical) with teaching books, one-sheet handouts for teaching questions, a website with rubrics and other teaching materials
- d) All of these items within the list

4. Which of the following steps, in order, should you take to set up a productive classroom observation:

- a) Ask a colleague to come to your class, have them stay for 20 minutes, meet a month later to discuss
- b) Contact CTAL-info@udel.edu , schedule observation during an exam period, skip post-discussion, request documentation without review
- c) Contact CTAL-info@udel.edu, schedule a pre-meeting to focus on a few objectives, conduct a typical class during the observation, meet within a week to discuss, review documentation
- d) Ask a colleague, your chair, and CTAL to come to your class at the same time, schedule a pre-meeting to focus on 8 separate objectives, meet within a week to discuss

5. CTAL events are

- a) Open to everyone who is interested in teaching and focus on relevant, timely teaching issues
- b) Held at 8:00PM on Saturday evenings without food or beverages served
- c) Based on fads, random ideas, and other non-scientific approaches
- d) Lecture-format presentations where participants must sit silently and memorize facts without context

Muddiest Point

- What are you interested in learning more about?
- If you wish a private consultation please provide your email on the card and a CTAL representative will contact you.