

**Minnesota State Colleges and Universities
Center for Teaching and Learning
Steering Committee Meeting**

**March 9, 2004
Office of the Chancellor, 304 ETC Building, St. Paul
Minutes**

Present: Michael Berndt, Mike Connelly, Rex Gaskill, James Kaplan, Russ Lee, Larry Litecky, Chuck Lyons, Larry Oveson, Stewart Ross, Karen Thoms, Keith Stover

Staff: Carol Steimer Bailey, Lori Schroeder, Jim Berg, Lynda Milne, Sherri Melvie

Absent with Notice: Deena Allen, Cheryl Avenel-Navara, Debra Japp, John O'Brien

Call to Order:

Milne calls the meeting to order at 9:03. Milne asks committee members to share their CTL experiences since the last meeting as a "sense of the order."

Gaskill: worked the walk-in table at RSP, had only two grumpy people.

Thoms: faculty range from those pleased to have any opportunity to those who are unwilling to do "anything more." They keep themselves away. Most people who were at RSP were really enthusiastic.

Kaplan: the mechanics of the event worked very well.

Keynote speaker was generally well received.

Schroeder: lots of positive feedback, little to no negative comments.

Connelly: Brookfield mentioned having gone to a tech school, brought you in to his talk.

Ross: first session that he gave in the morning was very crowded. Need to find a way to make sure there is enough space for the number of people.

Kaplan: food looked to be too much.

Stover: SCTC in Mankato was able to connect with MSU, Mankato to share a speaker because of the CTL Leaders' connections. SCTC has benefited from the stepped up activity at MSU.

Ross: announces the further development of CTL activities at MSU; the Active Learning Advocate position has helped to leverage the position at MSU. The Vice President wants MSU to be seen as leaders in faculty development.

Milne: a major turn-around from three years ago; new administration has been more proactive; Stewart deserves a lot of credit as well.

Litecky: networking is always helpful at meetings such as RSP. Shouldn't miss the opportunity to promote what happened at the event to Presidents and Vice Presidents.

Milne: Linda Baer asked to have some talking points to discuss the event and CTL at the Trustees meeting next week.

Thoms: invited the director of Student Disability Services at SCSU to present with her at the conference. Was an eye-opener for the director and for student life staff; was impressed with the conference. Push a little harder for student affairs staff to be involved.

Kaplan: dirty little secret of higher education is the classroom incivility and people really want to talk about it.

Milne: hasn't been a secret to us or the faculty. CTL would be happy to encourage any CTL Leader to visit other faculty members campuses to share their workshops.

Litecky: college professional development days are an opportunity to do that kind of activity: alert CTL Leaders and CAOs to the successful sessions and people who are willing to visit other campuses.

Connelly: involved with apprenticeship instructor training: he's a teacher trainer in the summer. Does many of those topics. The camaraderie at CTL events is very important. Teachers learning from each other.

Ross: concerned about the size of the event and what location could accommodate the session.

Milne: back to the agenda.

Minutes from January 23, 2004

Minutes from previous meeting: moved accept: Lyons; second: Kaplan. Passed. Stover corrects the attendance list: he did attend via ITV.

Agenda reviewed:

Note that Stewart Ross *is* in attendance today. Cheryl Avenel-Navara is absent with notice. Moved acceptance—Lyons; Thoms.

Introductions:

Staff Changes:

- a. Sherri Melvie has joined the CTL staff as of February. Previously with MSU Moorhead and University of North Texas.
- b. Lori Schroeder will be leaving at the end of the academic year, not renewing her appointment, will be returning to her campus Metropolitan State University.
- c. Workload issues and the structure of the rotating faculty development coordinators, as well as the soft funding for the Associate Director position, make it difficult to staff the CTL with any surety. Milne will be discussing the issues with Deena Allen and Linda Baer. Little chance of getting more money but there may be ways to provide a better work environment.
 - i. Ross: would a permanent position for the FDCs be an advantage?
Kaplan: the temporary nature makes it an opportunity for professional development for the faculty member.
Lyons: very important to have the faculty involved, permanent staff makes the connection fade; continuity is a problem with the rotating positions. Maybe some combination of permanent staff and faculty rotation.
Litecky: is it important to have all three types of faculty represented, even though it's been lost already.
Milne: important to represent the two faculty associations; survey data confirms

perceptions that the needs of the 4-year and 2-year faculty are different.
Lee: has found the rotating position to be very awkward; only the metro areas have been attracted; continuous hiring has been very tiring and time consuming. FDCs ought to be “hirable” at one of the two types of institutions.
Oveson: any thought of having anything BUT faculty very close to the classroom would diminish the reach of the CTL, would be seen as very bureaucratic.
Milne: a requirement for teaching for the director would be welcome and would keep the currency. Might be other ways to meet the requirement of being an active teacher.
Thoms: supports the idea of being current with classroom teaching—allows for empathy with faculty members when doing one-on-one consulting.
Ross: being a teacher is important for the on campus.
Lee: credibility is important; do you carry with you the credibility—doesn't matter how long ago you've taught.
Milne: staffing varies a lot at different centers, depending on size. CTL doesn't do a lot of the direct service that campus centers do. HR would be happy to turn the FDC positions into staff positions.
Thoms: questions why campuses are hesitant to share their faculty.
Milne: depends on size of program or department and the ease of replacement.
Ross: what about part time appointments, would limit the opportunity to metro area faculty.
Kaplan: IFO can take a leave of up to five years.
Lyons: history of being a teacher is important as well as the fact of going back to being a teacher.
Lee: two opposing values at work: being a teacher, being a professional.
Oveson: what are the jobs like, maybe there are pieces that could be cut out of the jobs.
Milne: a fulltime event coordinator might really lighten the load of the FDC position.
Schroeder: first six months is a very steep learning curve, even having come out of Metro State having done faculty development. Was not familiar with the bureaucracy and procedures. Work has gotten easier and more sophisticated. Being a faculty member does bring some credibility.
Milne: consensus: examine the job function, forge some new combination of staff and faculty positions, perhaps with part time faculty fellows. Reduce the amount of turnover and training. The three-year term has tended to attract people who were looking to make some kind of transition, not going back to teaching. Sabbatical and other temporary appointments should be used.
Oveson: look for one-year sabbatical projects.

Member Business:

Two vacant appointments: 2-year college appointment from tech fields; chief academic officer or dean—not getting results but is working on it. Possibility is Ray Lou, will be asking Linda Baer about appointing him.

Kaplan: expresses concern that we're not reaching out to Fond du Lac Community and Tribal College.

Milne: did a campus visit there in the fall, new campus leader who is getting increasingly interested. The CAO, Sister Theresa might be a good candidate for the CAO position.

Action Item Update:

Virtual Training Center continues to be in development. URL is on the agenda. Encourages members to take a look. Content and structure are coming along.

Virtual Training Center prototype:http://www.sewardinc.com/mfea/code/review/fdc_main.htm.

Adjunct Faculty Work Group:

Recommendations for leadership council

Litecky: much of the recommendations relate to campus culture. Adjuncts need to connect with someone on campus.

Lee: encouraging someone on campus to have the responsibility for adjunct relations: #7; also #9.

Stover: what would be the best approach systemwide for addressing these issues. The first 8 items are not CTL but campus items. Take on number 9.

Milne: Leadership Council will close the circle by asking CTL to do some of the items on the list.

Berg: are their systemwide recommendations; joint appointments.

Gaskill: joint appointments do happen, but not in any systematic way. Deans have discussed an approach.

Thoms: likes the idea of adding a recommendation. Suggests that the recommendations be added to the agenda to the CTL Leaders workshop at the end of March.

Milne: send forward to leadership council (Baer) and the CAO listserv.

Additional recommendation—number 10:

Berndt: motion: seconded by Stover.

Oveson: receive and endorse the document and ask that it be forwarded to the LC.

Lee: IFO would not like a recommendation about hiring more adjunct faculty.

Thoms: agrees, but turning adjuncts into full time probationary faculty is a goal. Many adjuncts don't have the credentials to be hired as tenure track.

Stover: graduate assistants are also used.

Gaskill: committee is not encouraging hiring more adjuncts. We have encouraged hiring fulltime faculty, union needs to be credited for that. How do we treat them?

Milne: add a sentence, "Nothing in this document says that we are encouraging the hiring of more adjunct faculty." As a prefatory disclaimer.

Stover: leave it out the disclaimer.

Lee: union doesn't want to say anything at all about adjunct faculty.

Lyons: "full employment" what is the intent.

Lee: makes it sound like we're encouraging the increase of adjunct hiring.

Stover: labor negotiations shouldn't be addressed here.

Berg: not just a coordinating function, but creating full-time unlimited appointments that are shared between institutions.

Oveson: status is an issue that is not a point to be addressed here.

Stover: why address hiring at all, and just focus on in-service.

Kaplan: agrees with Stover. Fac devel is our job, but not coordinating the hiring.

Stover: encourage faculty development is our role.

Lyons: doesn't want to avoid something just because it get someone mad.

Berndt: trying to help adjuncts both as professional educators and as teachers; hard to get employment without experience.

Litecky: so much is local campus prerogative, maybe it should be sent to the CTL Leaders.

Lee: Lyons move to remove ten. Gaskill opposed. Passed.

? **Move to receive and endorse the recommendations to the LC: passed.**

CTL Programs AY04-05

Moved to after lunch time.

Initiatives and Activities Update:

Liberal Arts/ Liberal Education conference:

Workplan based obligation of the OC to be done in 2004. Looking to develop campus-based conversations before offering a systemwide conference on the topic. Milne met with MSCF academic affairs committee: liberal education is not as sensitive an issue although it is still an issue. Question why we need a conference. Holding campus conversations will not solve the problems either. No clear decisions, but an agreement to move forward with the conversations about what the system should do with this charge—will recommend that the CTL go ahead with the campus conversations, looking for a sense of what is the current status of the liberal arts, liberal education, a fact finding conversation. Scott Magnusen-Martenson from Normandale has been approved for a sabbatical project to help facilitate campus conversations, based on the Normandale model of discussing a campus philosophy of liberal education. will be done on a limited basis this summer with two institutions, perhaps expanding the conversations in the fall. One possibility is that RSP could adopt a theme of liberal education next year.

Kaplan: pit-fall in the subject is that it can seem very amorphous; must be grounded in reality.

Milne: transfer may be the issue that grounds the conversation in reality, but a philosophical discussion of the liberal arts may help provide context for those practical decisions.

Oveson: big action may be coming on the Minnesota Transfer Curriculum; has to be prefaced on an understanding of what general education is on our campuses.

Litecky: if one aim is to distinguish general education from the liberal arts and what general education means for the transfer curriculum. We don't do a good job as a system of defining the benefits of a liberal education.

Milne: discussed with MSCF a statewide public forum showcasing what the system does for general education.

Gaskill: the language the various institutions use is very different on liberal education.

Litecky: Newman's *Idea of the University* was helpful in starting the conversations about the Transfer Curriculum.

Stover: from the tech college perspective, we're talking about the general education credits being required of the technical programs by NCA. Tech colleges struggle as well because of the requirement that technical programs have advisory committees sign off on program changes.

Ross: faculty perceptions haven't changed in his experience but student perceptions have changed.

Stover: where does the K-12 piece fit in this discussion, may want to invite them into the discussion.

Gen ed teachers feel like the "gate keepers" for graduation, creates some tensions on campus.

Lyons: combined schools often have more collaboration and trust between the general education and technical education sides.

Systemwide teaching awards:

compilation of other system's teaching awards, has been sent to Linda Baer.

Stover: when he joined the system, the board and the whole system was focused almost solely on administrative and financial concerns. The current Board is now more focused on the academic issues.

AACC Conference – April 25-27:

On the 26th, CTL staff and others will present a systemwide faculty development workshop

CTL Operations & Programs Report:

RSP Review & Celebration

Schroeder: over 1000 people attended; increased attendance from greater Minnesota (double last year's number).

Milne: have discussed a common faculty development day statewide for a real statewide event.

Schroeder: 56 concurrent sessions were offered, 107 system faculty presented; 31 of 32 institutions were represented.

Kaplan: the formats of the sessions differed: from lecture to facilitated discussion. Suggests making an inventory of the possible format of the sessions and suggest formats for particular subjects.

Milne: this is a new model for our CTL statewide meetings: in the past invited sessions was the norm; moving toward peer review of proposals.

Kaplan: what was the draw for the ad hoc sessions?

Schroeder: glbt was the most successful. New opportunity may need time to build.

Kaplan: technical support was very good at MCTC.

Grants

Jim Berg provided a summary of this year's grant proposals and review sessions. 73 proposals reviewed in February. Notifications going out this week. Grant writing workshops are available. Currently, only using outside money (Bush) for awarding grants.

Events, March – April

Spring Leaders Workshop end of March. Will include training on using the eFolio Minnesota tool for campus CTL sites.

Discipline workshops: ten applications for fall. Attended the electrical instructors workshop in Hibbing last week, well planned and well attended. Encourage technical programs to organize discipline workshops. RSP discipline groups worked well.

ITeach, April 15-17, Hennepin Technical College, Brooklyn Park campus: Tony Bates, UBC, keynote speaker; David Krause, Columbia College in Chicago for a Thursday evening speaker

Systemwide Practices and Goals in Professional Development

Milne: What if CTL did only one conference next year?

Lyons: would like to see on one large conference, but what process would we use to facilitate that?

Milne: down to one conference anyway—given that both are in the same semester, weeks apart.

Lee: one conference would tend to be a metro conference. Advantages and disadvantages.

Stover: would have to change the perception that it is a Metro Alliance conference; initiated by the MA, but not as a conference.

ASA Workplan for 2004-05

Goal 3: addition of language submitted by Milne. "Establish an annual report on the effectiveness and scope of systemwide and campus-based faculty professional development programs."

Lee: healthy next step for the CTL to add an evaluative component to the CTL work with campuses. Valuable in a new way.

Kaplan: not an unmixed blessing.

Motion to adjourn: Lyons, Thoms.

Meeting adjourned.

Next meeting – May 6, 2004. All meeting dates listed at

<http://www.ctl.mnscu.edu/about/committee.html>