

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

March 26, 2007
Office of the Chancellor, Board Room B 4th Floor,
30 7th St. E., St. Paul

Minutes

PRESENT: Deena Allen, Cheryl Avenel-Navara, Jim Berg, Josephine Books, Frankie Condon, Louise Hoxworth, Tim Kroeger, Russell Lee, Doug Thompson, Larry Litecky, Lynda Milne, Stewart Ross, Mary Rothchild, Martin Springborg, Yvonne Shafer, Thomas Wortman

ABSENT WITH NOTICE: Nancy Black, Zala Fashant, Kathi Hiyane-Brown, Karen LaPlant, Sharon Oliver, Cathy Summa

MINUTES: Lynne Goldetsky and Lynda Milne (▶ denotes action item)

9:08 Meeting Called to Order Lynda Milne called the meeting to order

Minutes and Review of Agenda

Minutes from the January 24 meeting were approved.

Agenda was revised as follows: to add at end of agenda a discussion to break into small or caucus groups at each Steering Committee Meeting.

CTL 2006-2007 Work plan -

Lynda Milne reviewed the strategic directions and broad goals on handout #3.

Regional Seminars

Lynda Milne informed the committee that in speaking with faculty on campuses there was not much support for regional seminars and asked the committee to think about how to deal with the issue. Martin Springborg addressed Regional Seminars and explained that CTL partnered with NEHED in 2007 in an advisory role that housed the registration and promoted the event. Jim Berg explained it was a cooperative effort among the campuses. The event went well with 90 percent attendance, however, he explained, that in maintaining tradition campus administration ensures the event be held. Frankie Condon identified that at Saint Cloud State, faculty are not supportive of regional events while the administration is supportive of the concept, and she suggested that conversations be held among institutions for closer agreement on the issue. Cheryl Avenel-Navara mentioned a lack of cooperation and competition for resources as reasons the seminars are not in demand. Stewart Ross commended CTL as being instrumental in getting teaching and learning centers at the universities to be very successful on their own and therefore, not so much in need of regional events. Lynda Milne said that for RSP/ITeach a common duty day is designated, which is very important for support and attendance. Russ Lee asked if there is a pattern of non-

participation from regions or is it topic related? and Deena Allen stated for the RSP/ITeach conference there was a campus administrators meeting conflicting with attendance making joint participation improbable and suggested the question of region versus topic should be addressed. President Larry Litecky responded from an administrator's position by saying it's difficult to know if administration is welcome or intrusive at the meetings.

Conferences

Martin Springborg explained CTL met all goals for the planning and execution of the RSP/ITeach conference. Lynda indicated it had the highest number of registrants and an exceedingly well-planned program, and asked the committee to think about the future.

Discipline Workshops

Lynda informed the committee that the disciplines that meet annually (English Composition, Early Childhood Education, Mathematics, and Nursing) are the strongest and have the highest numbers. The committee was asked to think about a more comprehensive use of this program to promote regional participation.

ITeach Center

Lynda informed the committee that the Web site is used both locally and nationally and asked the committee to think about the types of resources to be on the CTL Web site.

Grants

Thomas Wortman informed the committee there are 21 Instructional Development grant applications that the review committee evaluated last Friday, and \$100,000 of grant money will be distributed soon. Lynda reminded the committee they determined only initiative or outside funds will be used for grants.

Leaders

Two key issues were discussed about the Leaders Program:

- CTL wrestles with how to change the Leaders Program to get all campuses to have independent centers, and
- CTL wrestles with getting leaders designated. No progress has occurred in the procedures for designating leaders.

Josephine Books suggested better criteria for the selection of a leaders at each campus, and Martin Springborg announced the key was better relationships with CAO's. Due to time constraints the committee was not able to continue to discuss leaders and was asked to think about the program for the future.

Web Resources

Lynda asked the committee to think about what resources to have on the Web, and informed them that future plans include more online programs.

Special Initiatives

Lynda asked the committee to consider how to deal with these "add ons" by incorporating them into ongoing CTL work or continuing to "staff as needed" and

where they fit conceptually. She informed the committee the BOT Awards Committee selected three awardees to be honored on April 17, 2007.

Management/Administration

Lynda informed the committee the CTL staff is almost complete, except for the University Faculty Coordinator position, which she asked the committee to think about how to fill. She commended the staff for being a great collaborating team.

Jim Berg commended CTL for a job well done.

Larry Litecky commented on the appropriateness of topics on the CTL agenda using logical implications in what topic areas are proper for the CTL Steering Committee to discuss and which are not. He suggested certain topics or parts of the topic would be better served being addressed in other committees meetings to avoid bringing up grievances.

2005 Surveys

The Committee was asked to break out into caucus groups to discuss the 2005 Faculty Development Surveys and came up with the following responses:

What services and resources do faculty need that CTL could provide (or improve)?

- Increased adjunct faculty having teaching improvement programs.
- Academic Advising and Teaching -how to do effectively, what are the boundaries, ethical issues, the nexus between advising and teaching (not rated high area of interest by college faculty in survey)
- Mentoring of faculty developers - CTL to coordinate
- CTL - coordinate traveling speakers' bureau for tech programs, bring in industrial experts.
- Web site list resources , allow faculty to post resources and experience with discipline workshops.
- Discipline-specific, improve convenience of resources and events. Make them easy to use/attend.

What topics are faculty most interested in?

- Conducting research, writing for publication
- Student retention and achievement
- innovative curriculum
- student learning
- student motivation, writing across curriculums
- critical thinking
- information literacy
- teaching online (in 2005 between 37% and 44% high)
- instructional technology (at tech colleges 45% in 2005)

- drop topics that have LOW rating
- provide resources that help faculty find help

Are there services and resources that faculty need which CTL could help campuses provide?

- improve quality of discipline workshops, campus workshops, leader-organized events at campus level
- increase opportunities for two-year college faculty to make personal connections with university faculty especially in same disciplines
- provide help to faculty and deans with developing professional development plans and advise both on how specific CTL programs can support professional development
- help raise the profile of, conversation about, scholarship of teaching and learning (Boyer model) among deans and CAO's.
- help campuses use teaching portfolios effectively for professional development (and promotion and tenure processes)
- help faculty to write better, find research funds, and publish
- help faculty with ways to document teaching effectiveness
- help prepare and train graduate teaching assistants
- help faculty with new demands of graduate teaching, both master's and doctoral program
- help faculty understand use of contractual professional development funds, other resources ... AND connect to PDPs.

What questions did we not ask that we should ask in 2007?

- survey doesn't clearly identify career/tech and general ed faculty at tech colleges
 - Do you teach primarily in a career or tech program at a college?
 - Do you teach primarily in a professional program at a college?
 - Do you teach primarily in a professional program at a university?
- ask about student contact hours per day
- how valuable is it to offer the opportunity to connect with colleagues around the state.
- how do you stay current in your discipline?
- how do you stay current in teaching and learning processes?
- have you been denied approval to attend professional development sessions? Why? (funding, time, importance of topic)
- ask faculty to identify/analyze membership in protected groups
- does your college / university value participation in CTL for P & T?
- what are the specific needs of adjunct faculty?.

In discussing professional development plans there is confusion among faculty about uses of professional development dollars and how to make faculty better informed on uses for teaching and learning activities.

RSP/ITeach Conference Update

Lynda passed out RSP/ITeach folders and explained CTL talked to all partner organizations to determine if they would be willing to continue to partner for a reschedule. An e-mail poll of all registrants to determine the likelihood of rescheduling on May 22 and 23 was done. Responses from 60 percent of the respondents were unable to attend and given the calendar of conferences that week CTL made the decision not to reschedule the conference but instead to work with planners to place their presentations on a D2L course with synchronous text interaction. The committee commended CTL for their work.

CTL Strategic Plan and Directions

Lynda reviewed the Action Plan for Minnesota State Colleges and Universities, and asked the Committee to consider these questions in thinking of a strategic direction for CTL: What does system say it wants in professional development and how should it effect CTL's work? Instructional Development and Designed for Learning Grants focus partly on STEM and where is diversity in CTL programs?

Discussion first centered on the diversity issue and Cheryl Avenel-Navara suggested placing more effort in working with the K-12 age group to maintain and keep higher numbers of children of color in school longer. Frankie Condon stated predictors for people of color to stay in school is directly related to the number of faculty of color, and suggested that help for targeted communities is difficult because the community is sometimes skeptical of perceived or short-term benefit. Tim Kroeger emphasized sustainable relationships--especially with high school faculty--is very important.

The question of how CTL can be aligned with Action Plan goals triggered discussion of the Leaders program. Frankie explained the CTL director position at Saint Cloud State is a bridge or translator position that works with faculty, administration, and the Office of the Chancellor to build long term relationships of understanding and to get things accomplished. Jim Berg said CTL can work with key faculty members on campuses to make better known the programs and services of CTL. Deena suggested a survey to both campus leaders and administrators about the leaders program to determine value and betterment suggestions.

Mary Rothchild suggested CTL could look at the quality of instruction and explore program design for faculty not on a tenure track. Also, CTL could connect with administrators in terms of faculty evaluations and become more engaged with deans in the evaluation process for promotion and tenure.

The Committee was asked to break out into caucus groups to discuss 2007-2008 strategic directions for CTL and select one outcome for 2008. They came up with the following responses:

Teaching and Instructional Development

- CTL programs will provide support for campuses to better serve newly hired and ongoing adjunct faculty (teaching development, engagement in community, and evaluation).

- Encourage administrators to add work with adjuncts in faculty evaluation processes
- Identify and aid adjunct faculty, especially those teaching slightly out of field
- Take traveling workshops to campuses just for adjuncts
- Offer ongoing, sustainable resources for supporting access and readiness.
- Seek external funds that would permit us to develop ongoing, sustainable projects with marginalized groups.
- Help campuses in “increasing the success rate of students of color”.
- Help campuses “improve the fall-to-fall retention rate for entering students”.

Research, Scholarship, Professional Development

- Infuse everything we do with a research “attitude,” i.e., everything we do has to ask and answer empirical questions. For example, in grants, require proposals to identify pre-post measures. Do the same with discipline workshops: measure attitudes pre-workshops and post-workshops on diversity.
- Employ research methods, and narrow everything to some answerable questions. For example, conduct post-workshop surveys asking faculty how they employed what they learned in their teaching.
- Gear programs at retention of faculty members: measure involvement of retained faculty in faculty development courses.

Service (to Students Institution, Profession. System)

- CTL programs will provide support for faculty as they
 - Engage themselves and their students in service-, applied-, and experiential-learning opportunities
 - Use innovative teaching strategies to promote student involvement and connection with their institution and community
 - Strengthen faculty members’ contribution to their institution, professional, and local communities For example, a grant round focus on community service methods, measure student outcomes from service-learning activities; discipline workshop planners could be encouraged to incorporate these topics in their sessions; online resources could be improved to support these areas; leaders can be encouraged to support faculty in these areas)
 - Possible measures:
 - Increase support from external funders
 - Increase alumni participation in student service-learning opportunities
- Help campuses “improve the fall-to-fall retention rate for entering students.”
- Support campuses in meeting system strategic directions via professional development
- Assess CTL Leaders program by asking Leaders about roles, administrators about Leaders, Leaders program

Recruitment and Retention

- Encourage recognition of and reward for faculty for excellence in teaching

- Make BOT Award a core function instead of initiative (use portfolios as a core means for documenting excellence in teaching)
- Continue grant programs and use them strategically as a retention tool (they are great confidence builders, help faculty apply for next levels of grants)
- Help campuses recruit and retain faculty of color as a necessary precursor for recruiting and retaining faculty of color.
- Help campuses recruit on the basis of strong faculty development resources.
- Involve, target administrators for CTL engagement.

Small Group Breakout Discussion

The committee unanimously agreed the use of break-out groups for this retreat was very beneficial, and they agreed an annual Steering Committee Retreat is a very good idea. Russ Lee suggested an opportunity for small group discussion based on topic or need be provided but not at every Steering Committee meeting. Jim Berg stated from the ITV perspective it loses its impact, and Cheryl Avenel-Navara said caucuses tend to deal with union issues and should not be a part of the regular Steering Committee Meetings. The overall consensus was: the role for break out meetings can be based upon topic or by college type when necessary and does not need to be a part of the regular Steering Committee Meetings.

3:59 Meeting Adjourned

- Lynne Goldetsky