

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

September 15, 2006

Office of the Chancellor, World Trade Room, 4th Floor, 30 7th St. E., St. Paul

Minutes

PRESENT: Deena Allen, Cheryl Avenel-Navara, Jim Berg, Frankie Condon, Al Essa, Zala Fashant, Kathi Hiyane-Brown, Louise Hoxworth, Debra Japp, Kathryn Kelley, Tim Kroeger, Larry Litecky, Lynda Milne, Sharon Oliver, Mary Rothchild, Martin Springborg, Cathy Summa

ABSENT WITH NOTICE: Nancy Black, Josephine Books, Karen LaPlant, Raymond Lou, Stewart Ross, Doug Thompson

MINUTES: Dan Merritt and Lynda Milne (▶ denotes action item)

9:05 Meeting Called to Order Lynda Milne noted the low attendance at the start of the meeting, asked whether we had a quorum, asked committee whether we should continue. Committee expressed interest in continuing without a quorum. Eventual attendance, as recorded above, constituted a quorum.

Minutes and Review of Agenda

Minutes were accepted as written. Jim Berg motioned to change the previous (May) meeting's agenda: last bullet on second page should read "identity," not "identify." Committee approved change without discussion

Agenda was accepted as written.

Member Business

Welcome New Members

Three new committee members were welcomed, and they shared their backgrounds in faculty development and interest in serving on the CTL Steering Committee.

- **Kathi Hiyane-Brown**, President, Normandale Community College. Kathi is also co-chair, with Sr. Vice Chancellor Baer, of the Leadership Council's Academic and Student Affairs Committee.
- **Frankie Condon**, Associate Professor, English, and Director of the Center for Excellence in Teaching and Learning, St. Cloud State University. Frankie is also SCSU's CTL Campus Leader.

- **Kathryn Kelley**, Associate Professor, Communication, Metropolitan State University. Kathryn is also a former Faculty Development Coordinator at the Center for Teaching and Learning (1999-2002).
- ► Members requested that the roster and name plates change names to Frankie (vs. Frances) Condon and Kathi (vs. Kathleen) Hiyane-Brown.

Initiatives & Activities Update

CTL 2006-2007 Work Plan (Final)

Members reviewed a third and final version of the CTL Action Plan (discussed in earlier drafts at January and May, 2006 meetings). Members discussed whether Work Plan chart added to narrative should be retained or not. Most did not feel that the grid layout displaying 'x's to demonstrate the integration of CTL and Board values was helpful. Cathy Summa stated her continuing concerns about CTL's work plan not explicitly advancing diversity. Milne assured the committee that she and all of the CTL staff are deeply committed to serving a diverse faculty and students, but that a distinct diversity "program" was not in CTL's charge.

Committee discussed ways to emphasize in CTL communications how Realizing Student Potential and discipline workshops are addressing and advancing diversity. Summa, Kathryn Kelley, and Jim Berg suggested that CTL find ways to *infuse* other CTL programs and services, such as new faculty welcome packets. Kathi Hiyane-Brown pointed out that the chart made it appear that "diversity" was something you add, and of course it's not. Milne also asked for ideas about how CTL can be a more active partner in the national Keeping Our Faculties conference (as when in 2002 it did a follow-up workshop for administrators and faculty of color). Summa also suggested that CTL recruit and develop minority Campus Leaders. Some discussion followed on how to ensure that CTL Leader appointments are done thoughtfully and not "just, 'who wants to do this?'" Milne pointed out that the Steering Committee had revised the language in CTL's brochure for CAOs making leader appointments several years ago, calling for "diversity in appointments over time."

► Recommendations made to revise Activities/Strategies in the Work Plan to better and more specifically mention how CTL serves and advances diversity. Examples:

- Under "Develop and continue programs serving new faculty," add: Include information on student diversity; underscore how CTL values the recruitment and retention of faculty who are people of color, GLBT, and people with disabilities.
- Under "Leader workshops..." include, 5. Advance diversity as a value by helping leaders develop programs that encourage faculty understanding of serving diverse student learning needs, and 6. Discuss with leaders and CAOs

how to plan for leader succession in ways that “encourage diversity in appointments over time.”

- Under “Instructional Development/ Award Grants” include explicit statements that encourage grants that serve the needs of students of diverse backgrounds.
- Under Professional Development/Systemwide learning opportunities,” include workshops on diversity, partnership in the Keeping Our Faculties Conference.

FY07 Initiatives Update

Core Skills Initiative: Milne reviewed progress on this initiative to conduct campus conversations about core graduation outcomes for our students systemwide. We hope to soon hire the Faculty Project Specialists and have identified candidates from Century College and Metropolitan State University.

Berg and Larry Litecky discussed how these conversations might align with assessment initiatives on campus, noting that most campuses are actively concerned with a variety of efforts to learn how we know that student learning has occurred, and that learning objectives have been achieved

BOT Award for Teaching Excellence

Milne advised that the systemwide teaching award would be announced this fall, and shared the draft announcement and guidelines. She noted that most who have reviewed the program (on the Teaching Award Design Task Force, at both Meet and Confers, at Leadership Council) raise questions regarding nomination procedures and committee guidelines (how to set them up). Members raised some concerns about timelines set forth in the draft. Cheryl Avenel-Navara noted that while the SUNY system (which has provided the system and the Task Force with detailed examples) made their announcement in November for an award the following April, our own process probably needed more time, especially as this would be the first time. Would there be enough time for setting up a committee on campus? Milne noted that the guidelines suggest a timeline that allows for that, and also that colleges and universities are invited to use an existing teaching award process if it’s in line with the guidelines.

►Review the number of nominations – seems different in different places in the document.

College Awards for Excellence / IPESL

Milne shared two reports on the status of these two programs and discussed the reporting process and Web site under development.

Regarding Awards for Excellence, Litecky noted that at Century, there was a perception that the application was a time-consuming process for applying, and because many of their early awards are \$1000 or less, they haven’t produced a strong incentive. Still, Milne noted, Century has made more awards than most of the colleges.

Milne introduced David Laverny-Rafter, Professor, Political Science, Minnesota State University, Mankato. David has worked with CTL for many years on grant evaluations, and has been a Faculty Project Specialist since summer designing reporting requirements and, with Lynda, an online form and database for collecting reports on

both CFAE and IPESL. Laverny-Rafter provided a detailed overview of the proposed reporting form. Litecky asked about already completed projects, and noted that at Century, the process discourages faculty involvement in submitting a report like this. Milne replied that administrators or campus committee members, or even CTL staff upon request, could enter the report data online.

Members suggested several changes. Milne and Laverny-Rafter thanked them for the ideas, acknowledging that all would improve the final version.

- Outcomes section: Move student learning to first; change wording from whether the outcomes were achieved to how were they achieved to get more information than yes or no; ask about lessons learned.
- Principles section: Ask about most important; don't force people to rate a principle as n/a or unimportant.
- Dissemination section: Add classroom or lab
- Permit upload of documents, including budget spreadsheets, accounting reports
- Add more emphasis in the introduction on the scholarship of teaching and learning, and how this information adds to a research base on the system's ongoing efforts to improve teaching and learning.
- Dates: Change language to be meaningful to CFAE and IPESL, respectively. (CFAE: date award approved; IPESL project begin and end dates).

Designed for Learning and Instructional Development Grants

Milne reported that the four D4L projects, like the instructional development grants awarded last spring, were all in progress. She provided an update on the interview process for a new director for grants and said that she hoped to announce a new hire soon.

CTL Operations and Programs Report

CTL Staffing

Milne reported on the positions that had been posted since summer. Interviewing is ongoing on for all below, except for the administrative assistant: a finalist had been identified.

- Assistant Director for Grants
- Faculty Coordinator for Career and Technical Educators Professional Development
- Faculty Coordinator for University Faculty Professional Development
- Faculty Project Specialist for Faculty Award Programs (CFAE, IPESL, BOT Award)
- Faculty Project Specialist for Campus Conversations on Core Skills

RSP / ITeach 2007

Martin Springborg and Zala Fashant presented the Event Information Sheet on the conference planned for March 1-3, 2007. Members discussed the title, "Metro Alliance Annual Realizing Student Potential/ITeach 2007." Milne explained that the Metro presidents had recently discussed the conference at a meeting where she was asked to report on the 2006 conference, and MCTC president Phil Davis had asked for greater prominence for Metro Alliance in conference references. Berg noted that ITeach is a

statewide conference, and that one of the barriers to greater participation by Greater Minnesota faculty is a perception that RSP is only for Metro faculty. Members discussed ways to improve communication about welcome to all.

►CTL materials will provide greatest visibility to “The First-Year Student in the 21st Century,” next to RSP/ITeach, and then to Metro Alliance.

Regional Seminars:Northeast Teaching and Learning Experience

Fashant presented a report on this first regional workshop, attended by 400 faculty in Duluth on August 22, 2006.

Online Course, Summer 2006

Fashant presented a report on “Getting Started: An Overview of Online Teaching,” CTL’s highly successful summer course online for faculty. Milne acknowledged thanks to Rhonda Ficek, Teresa Theisen, and several faculty instructors who have made this course a success we hope to build upon.

Leaders Fall Workshop, Oct 2006

Draft agenda presented and discussed as a meeting in common with CAOs, CSAOs, and deans.

CTL Weekly Update

New online format presented.

1:00 Meeting Adjourned.

- Dan Merritt and Lynda Milne

ADDENDUM

At the November 16, 2006 meeting of the Committee, members approved the foregoing minutes, with the request that a full, bulleted list of changes requested in the IPESL reporting template be added. The list below incorporates the change requests bulleted above on page 4 and is the requested comprehensive list.

- Principles section: Ask about most important; don’t force people to rate a principle as n/a or unimportant. Restrict to ask respondents for top 3-4 principles.
- Teaching and learning strategies: Add active “or experiential” learning.
- Change “Possible Teaching and Learning Strategies” to “What Teaching and Learning Strategies Did You Use?”
- Evaluation Plan: Remove “pre-and post- reporting of grade distributions. Re-order response choices from most to least frequently used. Add student services strategies.
- Outcomes section: Move student learning to first; change wording from whether the outcomes were achieved to how they were achieved to get more information than yes or no; ask about lessons learned. Permit N/A (does not apply) response.
- Dissemination section: Add classroom or lab
- Sustainability section: Ask about student resistance. Add question about long-term sustainability.

- Difficulties section: Change to “Challenges.” Reword items to remove negative suggestions: “Budget inadequate” to “Budget”; “Lack of faculty interest” to “Faculty interest”; “Lack of institutional support” to “institutional support.” Add “reporting requirements.”
- Lessons Learned: Delete “have been changed to”
- Summary Narrative: Permit upload of documents. Encourage 1-2 pages of summary. Use “[NSF FastLane](#)” as example.
- Overall:
 - Permit upload of documents, including budget spreadsheets, accounting reports
 - Add more emphasis in the introduction on the scholarship of teaching and learning, and how this information adds to a research base on the system’s ongoing efforts to improve teaching and learning.
 - Dates: Change language to be meaningful to CFAE and IPESL, respectively. (CFAE: date award approved; IPESL project begin and end dates).