

MINUTES OF THE GEORGIA CONSORTIUM FOR TEACHING AND LEARNING

Location: Georgia Perimeter College, Clarkston Campus, Jim Cherry Resource Center

Date: June 20, 2008

Present:

Dorothy Zinsmeister (System Office), Pamela Moolenaar-Wirsiy (Georgia Perimeter College), Linda Noble (System Office), Irene Kokkala (North Georgia College and State University), Nelson Hilton (UGA), Tom Pusateri (Kennesaw State University), Chaudron Gille (Gainesville College), Joan Darton (Darton College), Rosalyn Jones (Albany State University), Deborah Vess (Georgia College and State University), Steven Rayberg (Georgia Tech), Jim Owen (Columbus State University), Peter Lindsay (Georgia State), Robert Harbort (Southern Polytechnic State University), Stella Smith (Gwinnett College), Richard Nordquist (Armstrong Atlantic State University), Barbara Tucker (recording, Dalton State College)

Meeting began at 9:00 with welcome by Pamela Moolenaar-Wirsiy.

Linda Noble presented the greetings from the System Office and discussed the 2008-2009 slate of faculty development workshops for the system. We were encouraged to register as soon as possible. The Sept. 19 meeting at KSU for Centers of Teaching and Learning is focused on directors of new centers.

Linda recognized Dorothy Zinsmeister with a remembrance for her service to the University System now that she is retired.

Introductions were made.

The group collaborated on the by-laws, including the mission and purpose of the Georgia Consortium for Teaching and Learning (GA-CTL). Concerns in the revision process included the following:

- The need for each institution to support a Teaching and Learning Center and the GA-TLC to advocate that.
- In terms of membership, discussion focused around the number of voting members from each institution.
- Another concern was the inclusion of private colleges; it was agreed to include them as affiliates but that that information not be included in by-laws due to the nature of the group as a committee of University System.
- In terms of the make-up of the Executive Committee, the consortium discussed concerns about quick turnaround of decision-making; equal representation in terms of two-year, Bachelor/Masters-granting, and doctoral-granting institutions in the primary offices of chair, chair-elect, and immediate past chair of the executive committee; and rotation/length of terms as well as when the elections and terms of service should be held.

- In discussing the duties of the three officers, issues such as the two-way nature of the communication between officers and Board of Regents and the need for sector representatives were addressed. It was concluded that sector representatives were unnecessary since the three executive committee members represent the sectors.
- Under Article V, Meetings, it was decided that some flexibility in terms of times of meeting was needed, but that the requirement of two official meetings a year and language implying the possibility of other meetings would be retained. Also addressed were the definition of quorum and the need for such a clarification in the bylaws; the method of voting (in meeting only or by listserv); and ensuring that one vote per institution is maintained and yet that significant voting and pre-voting discussion is maintained, either by face-to-face meeting or electronically.
- In terms of reporting, it was agreed that minutes be posted within two or three weeks on the GA-TLC website <http://www.usg.edu/academics/comm/ctl/>

The final approved version of the by-laws are attached.

After the break, issues in teaching were addressed, i.e., what do we as a consortium want to do to affect matters such as student learning outcomes. A list of brainstormed ideas is attached.

Lunch was served at 12:00 and meetings resumed at 1:00.

In the 1:00 meeting, Mike Rogers from Advanced Learning Technologies explained ALT's role in the system and presented the various resources available to USG faculty. North Georgia College and State University offers an online course in teaching online that is available for \$300 and that can be offered within other institutions without fees. The website is <http://www.alt.usg.edu/learn/flo.phtml>. Mike also introduced GeorgiaOnMyLine, the portal for all distance learning programs in the USG.

In the 2:30 meeting, nominations for the three offices were made:
 Donna Llewellyn, Georgia Institute of Technology, for Past Chair
 Pam Moolenaar-Wirsy, Georgia Perimeter College, for Present Chair
 Deborah Vess, Georgia College and State University, for Chair-Elect

Handouts highlighting the activities of various Teaching and Learning Centers were passed around.

Pam brought up the issue of having a common theme throughout the system. There is also a desire for a speakers' bureau.

Tom Pusateri announced that the Annual Georgia Conference on University and College Teaching would be held February 13 and 14 at Kennesaw State University. Also, there will be a conference there on October 3 and 4 about best practices on using technology in

teaching psychology. The SoTL Commons Conference at Georgia Southern University will be held March 11-13

Irene Kokkala shared her website about Second Life.

Dorothy encouraged our use of the academic calendar of the USG to decide on scheduling conferences and for teaching and learning center directors to be open to establishing regional groups to share resources and speakers.

Several members advocated the use of Google calendars for communication and scheduling; as a GA-CTL resource, a link to Google calendar could be provided through the organization's webpage on the USG website, perhaps with only the executive committee having access.

The use of newsletters was discussed. Kennesaw State's online version was shown. The *Tomorrow's Professor* from Stanford is a good source for articles but permission must be gained and the full article must be used. Newsletters should be archived. North Georgia College and State University's newsletter is 30 pages long but functions more like a journal. Innovateonline.info is a good source for newsletter materials. Georgia Southern University's ISOTL is a free and open access journal.

The meeting adjourned about 3:15.

Respectfully submitted,

Barbara G. Tucker

Bylaws for Georgia Consortium for Teaching and Learning (GA-CTL)

Article I. Purpose and Function

The Georgia Consortium for Teaching and Learning (GA-CTL) supports the educational mission of the University System of Georgia (USG) by advocating quality faculty development and strategic uses of resources that expand access, enhance student learning, and enrich opportunities for faculty and students. GA-CTL will serve as an advisory body for faculty development issues, programs, policies, and proposals that have system-wide significance and advance the USG strategic plan. The committee's purpose is to support and strengthen quality teaching and learning through the coordination of policies, and programs that support faculty development across the University System of Georgia.

GA-CTL aims to provide both a forum for discussion and development of faculty development collaborative and the exchange of information about elements of good practice across USG institutions.

As a standing advisory committee of the University System of Georgia, GA-CTL members serve important roles as the GA-CTL Campus Coordinators for their institutions.

Article II. Membership

Membership consists of one voting representative from each USG institution to be appointed by the institution's Chief Academic Officer (or his/her designee). The GA-CTL member should be the institution's primary point-of-contact who is in a position to be informed on all current and developing faculty development initiatives at his/her institution (e.g., the Director of the Teaching & Learning Center). Membership will also include an ex-officio liaison from the Office of Academic Affairs in the University System of Georgia.

Article III. Executive Committee

GA-CTL has three primary officers-the Chair, Chair-Elect, and Immediate Past Chair. These officers serve as the Executive Committee for the purposes of planning meetings, conducting elections, and submitting recommendations. The Executive Committee Members will include one from Doctoral granting institutions, one from Bachelors/Masters granting institutions and one from Associate degree granting institutions. Elections are held during the fall with service starting immediately. When an office becomes vacant during a term of service, the Executive Committee shall select an appropriate representative to complete the specified term of office.

Article IV. Duties of the Executive Committee

The duties of the Chair are:

- * To provide leadership for the GA-CTL Committee and the GA-CTL Executive Committee;
- * To initiate and monitor all elections of officers;
- * To coordinate and facilitate GA-CTL meetings;
- * To convene the Executive Committee as needed;
- * To serve as the point of contact with the BOR ;
- * To inform GA-CTL members of system initiatives related to faculty development.

The Chair-Elect serves a three-year term as an officer of GA-CTL-one year as Chair-Elect, one year as Chair, and one year as Immediate Past Chair. The duties of the Chair-Elect are:

- * To serve on the Executive Committee;
- * To compile and distribute accurate records of GA-CTL meetings to all members and to submit approved minutes for posting on the GA-CTL (USG) website;
- * To facilitate the involvement of new GA-CTL members; and
- * To work closely with the Chair in identifying issues and preparing agendas for GA-CTL meetings.

The duties of the Immediate Past Chair are:

- * To serve on the Executive Committee;
- * To facilitate the change in leadership upon the election of the Chair-Elect; and
- * To compile and disseminate accurate records of all Executive Committee meetings.

Article V. Meetings

GA-CTL meets twice per year or as needed. The dates of meetings are circulated via the GA-CTL listserv well in advance, so that agenda items can be gathered and sent to GA-CTL members prior to each meeting. GA-CTL meetings may include others who have been invited by the voting delegate. Notification of an alternate is to be made to the Executive Committee two weeks prior to meetings.

Article VI. Voting

These Bylaws may be amended, when necessary, by a two-thirds majority of GA-CTL members present and voting at meeting.

Proposed amendments must be submitted to the Executive Committee for review. All proposed amendments are to be distributed to the full membership prior to a vote. The Executive Committee may, for good cause, offer support or non-support for an amendment

Voting will be limited to one vote per institution by the appointed GA-CTL member or the member's designated alternate at a given meeting or electronically by the institutional representative to GA-CTL.

Article VI. Reporting

After approval by the GA-CTL membership, all minutes of meetings, reports, studies, and recommendations are to be submitted by the Chair to the Assistant Vice Chancellor of Academic Affairs in BOR office. All minutes of meetings will be posted on the GA-CTL website.

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Approved, as amended, by GA Consortium of Teaching and Learning____, 2008.

The following represents the brainstormed ideas in the 10:45 session.

Prior learning assessment

- military training and experience transfer to credit (Bologna accords)
- transferability of credit for courses and relationship to student learning outcomes and the need for faculty to discuss this in departments
- how to motivate a particular faculty member or members as a whole to teach by learning outcomes and really assess by outcomes (slowly grow the culture, intensive workshops, etc.)
- use of outside people (probably more persuasive to use peers) Good idea, a final exam question where the students have to explain what and how each part of the class addressed the learning outcomes)
- Alverno model – competencies that are addressed and publicized campus wide (but not totally applicable due to Alverno’s small, private, non-coed nature)
- incentives/motivation for faculty to teach by assessment, is it harder or easier?
- do outcomes limit academic freedom
- discussion has to focus on how teaching and learning are improved, more than how others stakeholders are affected
- use of outcomes assessment to get grant funding
- avoid the clichés and terms that might turn off the faculty (outcomes, assessment) use instead what do you want them to learn? How will you know they did?
- motivation for getting faculty to submit applications for “Best Practices, et.) Many directors said to handpick or really do a lot of the work for the faculty.
- how should the TLC be involved in the teaching award?
- GSU’s Thank a teacher program online