

Consortium of State Directors of Centers for Teaching and Learning
November 2, 2012

Introductions

- Georgia Highlands - looking to get a CTL started
- Darton - new director
- Columbus State - new director - regents teaching award winner
- Dalton State - new director starting in January
- Valdosta State - analyzing data about organizing a center
- Georgia Gwinnett - new director
- UGA - new director

Complete College Georgia Conversation

- Overview of the initiative
 - AA is doing a content analysis of the plans submitted by the campuses to identify key areas and areas for collaboration
 - One key area is online learning - reaching underserved populations
 - Another key area is advising
 - Many plans focus on assessment and working with data to determine program effectiveness
 - Next Summit on February 18-19 at Georgia Center
- What is the role of Teaching Centers in the initiative? What are our key needs? How can USG help to organize?
 - Having access to the content analysis would be helpful.
 - Organize a database with various areas of expertise - or post to the listserv if you are looking for someone to come talk about a particular topic.
 - There is a GA-CTL dropbox where members can post materials. Ginger will create a folder for members to post current topics/list of workshops campuses have already offered.
 - Faculty are on overload, also very cynical right now, issues with faculty engagement. How can we encourage and motivate faculty? If we invest money to keep faculty, that will save us costs in the future for recruitment of new faculty. We need to make sure our legislators know that.
 - Few faculty have heard of Complete College Georgia. How can we present this to faculty in a way that does not make it sound like just another thing, an unfunded mandate. One way to make it more palatable is on a small scale with individuals or departments.
 - At Macon State, they are creating infographics on the "gatekeeping" courses. They are getting data to people in the right areas to adapt what they are doing according to that data.
 - Focus on "gateway" Courses.
 - What will USG be doing to evaluate how campuses are implementing their plans? It looks like performance funding will change to focus on retention and completion. It's likely that base budgets will stay the same, but there will be new

metrics put in place to focus on performance measures other than enrollment. Accountability to the CCG plans will likely be woven into the performance funding.

- The plans should be living documents.
- Train-the-trainer - work with faculty who are good teachers in their disciplines and encourage them to then work with others in their departments.
- Culture shift comes not just from training the faculty, but also the administrators. Changes are needed in the reward structure.
- What have institutions done to motivate faculty?
 - Teaching Academy Certificate Program for faculty and TAs
 - D2L Early Adopters Program (\$)
 - Online Teaching Academy (\$)
 - High Impact Practices Programs (\$)
 - iPad Academy - faculty get an iPad and learn to use it for courses
 - Georgia Southern Science dept got a grant to train new faculty, and the experienced faculty challenged each other to attend as well.
 - Some institutions are looking at T&P guidelines
 - Roundtable discussions on topics that may be a little controversial. Everyone gets a chance to share, there's food, and people feel validated when they share and get feedback.
- What can USG do?
 - Workshops on teaching techniques
 - Workshops that are designed for adult learners
 - D2L Resources
 - Provide guidelines or policy to encourage or stimulate innovation in teaching
 - Increase awareness of the Policy on Scholarship of Teaching and Learning
 - Board is looking at a new regents teaching award specifically for online teaching
 - Increase administrator awareness about learner-centered teaching
 - Support learning analytics within D2L - make a learning analytics package available AND provide training for people to learn how to use it

Professional Development for International Faculty

- Handout
- Contact Mary Carney if interested in continuing the conversation

Sharing Resources

- Georgia Southern - A requirement for their teaching certificate is a teaching portfolio. Judith passed around copies of a guidebook and will post it to the dropbox.
- Augusta State - VPAA wanted to celebrate good teaching - advisory came up with the theme, "Celebrating Teaching, Honoring Faculty" and an award, "Caught in the Act of Great Teaching" Nominations come in, then a committee selects winners every other

week or so to receive a certificate and coffee mug that says, "I was caught in the act of great teaching!" Judith recommended submitting it to POD next year for creative ideas.

Desire2Learn Implementation

- Resources on the USG Faculty Development site:
<http://www.usg.edu/facultyresources/d2l>
- Augusta State - faculty + IT teamed up to do the D2L training. A lot of questions about the grade book, requests for drop-in sessions, questions about where to get help.
- Bainbridge - it would be a good idea to track which faculty come to sessions!
- Bainbridge - require students to do a tutorial in the lms. 96% completion, fewer tech support calls.
- D2L is not Vista. It can be helpful to make some comparisons, but try to encourage faculty to use the D2L vernacular and learn about the tools and what the tools can do.
- Ginger is working on some FAQs and best practices
- University of Denver hybrid course for new faculty in the LMS, including "How did you do that?" links scattered throughout that tell faculty how to do various tasks in the
- Judith recommends that each of us teach in D2L so we will understand the faculty experience.
- Judith also recommends open lab sessions to help faculty clean up their migrated courses.

Suggest another thing that USG can do is push adoption of and campus training on D2L Analytics tools

Open Educational Resources (OER)

- Flat World Knowledge
 - Online books are free
 - You can create your own version of the books for your students
 - Students cannot buy from them directly and apply financial aid
- USG web site - <http://www.usg.edu/facultyresources/resources/oer>
- Connexions - cnx.org
- Related -
- MOOCs for credit

More Sharing Favorite Resources

- Epigeum - online courses made of various modules for faculty about teaching and learning.
 - Courses such as Learning and Technology, College Teaching, Course Design, etc
 - modules can be downloaded into any LMS and you can then add your own pages, etc
 - modules on various topics related to course design, pedagogy, etc. Each one is short and easy with learning objectives and various types of associated content
 - 4 schools presented on their experience at POD, all have positive anecdotal feedback

- Licensing is expensive - done by FTE # of students for a campus, would have been \$13000 for Georgia Gwinnett, about \$500,000 for USG system (system has someone who does negotiations like this for them)
- Lydia has login credential she can share for those of us who would like to check it out
- CATME - student provide peer feedback when working in teams. Question based on the literature available and/or write your own - www.catme.org
- Team-Maker - create teams based on demographic data you upload, schedules students upload, etc - www.catme.org
- University of Wyoming system - bus tour for faculty to visit where their students come from and to visit employers many students will be working with after they graduate. Might try this here for folks to get to know USG facilities and people, or other contexts for our local campuses.
- Magna 20 Minute Mentor - videos with ppt slides that come in a DVD which you could use at a brown bag session or similar. Some are better than others. Can also get them in online format (\$1400 or less when goes on sale) and upload to your LMS with access for a certain period of time for your entire campus.

What Can USG do to Help CTL Directors?

- Large-scale transformation - should we require new faculty to get certified before they can teach at all for the system? Discussion about pros (culture shift faster this way, learning will go up and impact other areas such as CCGA, etc) and cons (how support this without resources to make it work statewide, would high quality potential new hires go elsewhere, etc)
- Use Policy Review Task Force as an opportunity for all of us to advance faculty development at state level such that there is automatic support for local CTL efforts.
 - areas of opportunity
 - change language to focus more on growth, less on meeting standards
 - update outdated policy
 - be innovative and explicit about balance for teaching and research
 - Perhaps GA-CTL can make a statement to this effect. (Note that GA-CTL is an official Regents' Advisory Council)

Distance Education Task Force Request

- Relates to Open Source discussion from earlier today
- How/where provide more guidance from USG about helping faculty learn about best practices and resources to support implementation. Task Force needs to investigate in two parts:
 - what faculty development is needed?
 - what resources are available and how best access?
 - how should evaluation of teaching occur (from a USG level perspective)
 - how might policies related to the reward system for faculty be related? Ken Harman heads a USG Policy Task Force already working in this area
- eCore setup and policy is a place to look for ideas

- Issue - your online courses need to qualify as regular courses containing designed interaction with the faculty. Can't be simply a correspondence course or Title IV federal funding may not be available.
- Question - why can't we apply findings from this online environment to face-to-face as well? Most of the ideas for online will translate directly to face-to-face.

Moving Forward

Subcommittee to explore the relevant policies where the most potential impact on our work exists:

- USG policy
 - Pamela M - GPC, Pam - VSU, Lauren Depaula (GSW)
- 8.3.14 policy (below) refers to supplemental document on faculty affairs that was never written -explore what should be in it
 - Deborah, Lydia,

○ **8.3.14 Faculty Development**

In keeping with the University System of Georgia's commitment to excellence, each institution shall have a campus-wide professional growth and development program that supports the continuous improvement of all faculty in their roles as teachers; scholars/researchers; and professionals engaged in service to the institution, the community, and the profession. Each institution's program must be intentionally aligned with the institution's mission, key initiatives, and strategic plan. The program must cultivate and sustain a culture in which faculty professional development is valued and pervasive.

- The program should specify how faculty development is incorporated into each area of faculty performance evaluations. Each institution's program should be grounded in best practices for faculty development (see the Academic Affairs Handbook) to inform faculty of opportunities, empower them to stay current, and reward them for enhancing their skills. The program should be goal-driven, include a mechanism to evaluate its effectiveness, and explain how the information gathered will be used to enhance faculty development. Programs must be endorsed by the appropriate faculty governance process and the institution's president (BoR Minutes, October 2010).
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Spring Meeting Date and Location

Athens on April 3rd in conjunction with USG Teaching and Learning Conference.