October 24, 2011

MINUTES: TEACHING LEGACY TASK FORCE

Present: Kathy Albertson (Chair), Christine Draper, Hemchand Gossai, Stacey Kluge, Daniel Rivera (ex officio), Sonya Shepherd, Raleigh Way (ex officio), and Candace Griffith (Recorder)

Gap Analysis
Clarity was sought on the team’s charge. How much of the team’s effort should be spent on (1) reviewing the missions and current organizational structures of the CTLS, COL, and CATS and recommending a new or enhanced structure/mission to support and ensure continued teaching excellence; and how much effort should be expended on (2) preserving the institution’s teaching ethos by creating a foundation for a long-standing committee to be the representative voice of faculty and their teaching needs? The consensus appeared to be that the majority of the effort would fall under the first area, but that it was critical to understand the teaching ethos to inform what the team ultimately recommends for an organizational structure.

Next, team members considered questions for the gap analysis.
- What is it in the three centers that needs to be refined and/or developed to support teaching excellence?
- Are these centers helping faculty achieve student success? How do the centers know?
  - CTLS has no direct measures of student impact other than SoTL scholarship run through the center.
  - Measuring student learning impact is not a part of CATS’ mission. CATS focuses on how to use the technology.
  - COL supports faculty online course development which ultimately impacts student learning, but not does measure student learning directly. COL focuses on instructional design, helping faculty understand Bloom’s taxonomy, backwards mapping, and how to set and assess student learning outcomes (instructional design).

- Are centers providing student support?

- Does CATS need to be part of this new “meta” center? Not necessarily. CATS is filling a need, but there is an additional instructional technology need that is not currently being met. Rather than pull CATS into the new meta center, we might consider recommending that the new meta center simply develop an instructional technology branch.

The team also reflected on what is meant by teaching excellence? What is our current evidence of excellent teaching?
- Evidence of meeting COE conceptual framework (for COE faculty)
- Evidence of student learning
• Student Ratings of Instruction
• Peer assessments

What teaching related professional development is currently provided?
• Human Resources workshops
• Library workshops
• CTLS activities
• COL activities
• TechExp
• Information Literacy Conference
• SoTL Conference
• British Commonwealth Conference

[GAP: Communication
In this discussion, it became readily apparent that there exist a variety of institutional initiatives of which many of us are not aware or do not know how to access. From that perspective, the impact is limited.]

What prompted CTLS to change its name? The change was recommended to reflect the center’s emphasis on SoTL scholarship and also to reflect the focus on research at the institutional level.

Meta Center
It was suggested that to encourage creative thinking (outside the box) the team might envision the structure that they would recommend if there were no other centers. Such a meta center could provide teaching, learning and scholarship support to all members of the university community including students. Students need to develop technological fluency and proficiency, yet there is no systematic way of developing these skills in students currently.

It was stressed that developing such a meta center would promote synergy of the areas working under this broader umbrella—an organic connection with each other.

Adjourned: 4:20 p.m.

Next meeting
Friday, November 4, 2011, 10:30 a.m. – noon, AD 2002

Agenda:
1. Sub-committee reports
2. Continue work on gap analysis