MINNESOTA STATE UNIVERSITY, MANKATO

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

CTL Leader's final report by
Dr. Stewart L. Ross (IFO)

May 31, 2005
The Center for Excellence in Teaching and Learning (CETL) at Minnesota State University, Mankato (MSU) was created in August 2002. In the past three years CETL has grown from an office with a 1/2 time release faculty member with a budget of less than $3000 to next year's office which will include a full-time director, two 1/2 time release faculty, a 20 hour per week graduate assistant, secretarial help as needed and an operating budget in excess of $100,000. The first two years of CETL were remarkable in many ways. However, during the 2004-2005 academic years, CETL achieved a national reputation no one could have expected just a couple of years ago.

Part of the tremendous success of CETL this past year is due to the support of the Active Learning Advocate grant which made Dr. Ross a full-time director of the Center the past two years. By focusing all attention on the Center, new programs were created and organized and the administration quickly took notice. Faculty came to the Center in record numbers and quickly the reputation of CETL at MSU became synonymous with the "excellence" as stated in the Center's title. The programs offered by CETL the past year were based on the needs of the MSU faculty. Through positive word of mouth, creative marketing, and hard word, CETL has become one of the most successful and important programs on campus for not only faculty but ultimately students.

Some of the programs making a dramatic impact on teaching and learning at MSU this past year include: New Faculty Orientation Day, Faculty Teaching Certificate Program, Peer Mentoring Program, Peer Faculty Consultations, CETL mini-grants ($60,000 this past year), various Faculty Learning Communities, two major conferences (technology and course redesign), an improved website, an electronic Faculty Resource Guide of over 100 pages, and many workshops. The year culminated in an invitation by the Higher Learning Commission to have CETL present our success story to over 100 participants including provosts, deans and faculty in Chicago at the annual meeting in March. Due to the success of CETL during the 2004-2005 academic years, the administration granted CETL two ½ time faculty for the next year that will augment the work of Dr. Ross who was hired for a new three year period as the full-time director of the Center.

LIST OF ACTIVITIES AND PROGRAMMING

Date: August 20, 2004
Activity: New Faculty Orientation Day (see Appendix 1)
For many years there was really no new faculty orientation at MSU. During the summer of 2004, CETL was asked to create a special day for new faculty. To this end, a proposal was created and ultimately approved by the IFO and administration that brought together new faculty (31 attended) for a day of activities created to aid participants in better understanding the teaching culture at MSU. Breakfast and lunch were provided and CETL programs were presented to the participants. A panel of faculty members discussed teaching at MSU and took questions. MSU deans discussed promotion and tenure issues along with "article 22" which is the evaluation system used in MnSCU State
Universities. There was a resource fair and a presentation by President Richard Davenport. All faculty who attended were paid a "half duty day" as were faculty selected to be on the panel.

**Evaluation:** Although no formal evaluation was done on the day, anecdotal information clearly demonstrated the success of bringing together new faculty in a non-threatening, teaching-centered environment. By the end of the day, numerous faculty registered for the Mentor Program or the Teaching Certificate Program (or both) which was unexpected. Within one week after the event, 60 faculty were registered for the new Teaching Certificate Program presented at the New Faculty Orientation Day. We have heard from many faculty who attended the event how welcomed they felt to the university. Many also told us that because of the event they were willing to sign up for CETL activities which is evident by the numbers recruited into the Certificate and Mentor program.

**Date:** academic year 2004-2005

**Activity:** New Faculty Mentor Program (see Appendix 2)

MSU has never had an institutionalized program of mentoring for faculty. A few departments have informal mentors and many do not even have this. The IFO at MSU asked CETL to develop and implement a university-wide mentor program that would be open to all faculty during the 2004-2005 academic year. This program was developed carefully during the 2003-2004 year. Faculty mentors were recruited during the spring semester 2004. By the start of the 2004-2005 academic years, 37 faculty were recruited to be mentors. A 1/2 day seminar was held on August 20, 2004 for faculty mentors as they prepared for their work. Each mentor in attendance at the workshop received a 1/2 duty day payment. By the end of the second week of classes, 37 new faculty were registered for the new program. Each new faculty member was assigned a mentor from the same college but different department (a few exceptions did occur). Mentors also received 16 lunch coupons to encourage them to meet with their mentee once a month.

**Evaluation:** A very careful evaluation was undertaken to study the affect of the mentor program on both mentors and mentees. Three focus group meetings were held with mentors during the middle of the spring semester. The data from one of these focus meetings is listed in appendix 2. Based on the evaluation of this program, mentoring was a positive force for both the mentees and the mentors. The administration announced in early May that the program would be continued for the 2005-2006 academic year based on the positive responses from all involved. Mentors commented that they were able to answer general questions such as housing, the best dentist and which grocery stores to visit. At the same time, mentees found it valuable to have someone outside of their department to discuss tenure and promotion issues with without fear that this person might someday be on a committee evaluating their work. A faculty evaluator, Angela Monson, who was on the task force that designed the mentor program, interviewed 10 mentees at random in an attempt to find out how mentees viewed the process. One representative example of a mentee evaluation is part of Appendix 2). Here are two typical emails received recently from faculty mentors demonstrating the power of the new mentor program at MSU:
"Stewart,
I would love to be a mentor again next year. I found it to be a valuable experience that I believe was valuable for the mentee----and myself. Being a mentor was a pleasure. In fact, my menttee from this year are still planning on working together...I am helping her with a presentation she is doing this fall! I would be honored to be chosen as a mentor again next year. CETL has done a great job to get this program (and others) up and running---changing the culture of MSUM."

"Stewart,
I would love to be a mentor again next year! What a wonderful experience! I know both my mentee and I will have a long, productive friendship over our entire careers because of our initial exposure to this program. Thanks for creating and implementing such an opportunity for faculty. Keep up the good work!"

**Date:** academic year 2004-2005  
**Activity:** Faculty Teaching Certificate Program (see Appendix 3)  
During the summer of 2004, Dr. Ross was awarded a Teaching Scholar Fellowship from MSU to develop a year long program for non-tenured faculty that dealt with teaching and learning topics. The program was unveiled at the New Faculty Orientation Day and continued to take registrations through the first few weeks of classes. By the middle of September, there were 60 faculty registered for this new program. Faculty in the program were divided into 7 different groups based on availability. The seven groups were scheduled for two hour blocks of time, once each month during the academic year. Topics included active learning, diversity in the classroom, syllabus creation, course redesign, D2L technology, and faculty and student portfolios. Besides the various seminars, each participant had a peer faculty consultation and completed a capstone project for a course they were teaching.  
**Evaluation:** A massive evaluation was undertaken by Anne Blackhurst, a professor in the counseling program. Each of the seven groups met with Anne for one hour toward the end of the spring semester. Through discussion participants were able to share their experiences from being in the program. A paper and pencil assessment was also completed by nearly all of the participants. An example of some of the finding can be found in Appendix 3. The results were positive and helpful as adjustment are made for the program in 2005-2006. At the end of the fall semester, 100% attendance was recorded for every faculty member and no one had dropped out of the program. Even at the end of the academic year, only 5 faculty had left the program, leaving 55 faculty who received their certificate from President Davenport at a final luncheon. These 55 faculty also had a peer faculty consultation and completed their capstone project. Most of these projects can be found on the CETL web site at: www.mnsu.edu/cetl

**Date:** academic year 2004-2005 (see Appendix 4)  
**Activity:** Faculty Learning Communities  
Beginning last year, a major focus of CETL activities was the Faculty Learning Community (FLC). These types of groups are well-known throughout the country and seemed to be a good fit for MSU. During the 2004-2005 academic year the following FLC’s met: Feminist Issues, Service Learning, and Senior Faculty. The Feminist Issue
group of 11 faculty (including two male professors) is part of a two year grant received by CETL from the statewide IFO. This group has a facilitator paid by the grant and meets approximately once each month. It will continue to meet through March of 2006. The $3000 grant pays for the facilitator, food and refreshments, and books for participants.

The Service Learning Community began as a workshop for faculty in the early fall semester. After a number of faculty showed interest in this type of strategy for classroom teaching, the MSU Service Learning Director came to CETL to ask if a FLC could be formed around this topic. This was done and the group of 7 faculty met periodically through the rest of the year. CETL purchased a book on the subject for each member of the group.

The Senior Faculty Learning Community began in an attempt to recruit faculty who had been teaching in higher education for 15 years or more and were tenured at MSU. A group of 11 faculty met approximately once per month throughout the year. Two books were used for seminars: "The Tipping Point" and "The Courage to Teach."

**Evaluation:** The Feminist Learning Community has been successful in terms of attendance and participation. Faculty in this group have had a dinner together and meet regularly to discuss topics of interest. A final evaluation will not be completed until next year when the two year grant ends. The Service Learning Community had a successful year of discussion and work toward making service learning an important part of many MSU classes. The MSU Service Learning Director has approached CETL to start a new FLC on this topic next year. We are seeing more interest from more faculty who are hearing about service learning from those who participated in the FLC.

The Senior Faculty Learning Community enjoyed discussing topics of interest throughout the year. The first few meetings centered on the idea of competition vs. cooperation at the university. Discussions on the book, "The Tipping Point," were interesting and far reaching. It was pointed out that CETL was attempting to achieve what the book discussed! The Parker Palmer book, "The Courage to Teach," was the most controversial. Although a number of participants found the book valuable and interesting a few felt the book to be negative in nature.

The most important part of the Senior Faculty Learning Community might be the final meeting. A discussion centered on what could be done for tenured, mid-career level faculty through CETL. One suggestion that will occur next year is a Faculty Research Conference. This conference will include not only "pure" research but also the Scholarship of Teaching which has become more and more popular and accepted at MSU since the advent of the Teaching Certificate Program and other initiatives by CETL this past year.

**Date:** academic year 2004-2005  
**Activity:** CETL mini-grants (see Appendix 5)  
One of the most spectacular successes this past year has to be the CETL mini-grant program. During the summer of 2004, President Davenport announced a multi-million
dollar strategic fund to improve the university. CETL applied for $60,000 for development of a mini-grant fund for faculty working to improve teaching and learning. During the fall $30,000 was awarded in grants not exceeding $4000 per faculty member. During the spring semester the rest of the money was awarded to faculty in amounts not exceeding $3000. To date 22 faculty have received grants to experiment with active learning, add technology to their courses and other innovative projects. Due to the success of this program, the university has granted CETL another $30,000 for the 2004-2005 academic year.

**Evaluation:** As mentioned above, the mini-grant program is very popular with faculty. At a time when faculty are experimenting with teaching strategies and course redesign, thanks to the programs and workshops provided by CETL, it only made sense that grants should be available to aid faculty in this important work. The fact that CETL took the initiative to ask for these grants and spent the time organizing and implementing the program, has led to favorable reviews by faculty (even those who did not apply for a grant or who did not receive a grant). The first round of grants gave faculty only two weeks to apply and yet we had nearly 40 faculty ask for over $100,000. The projects completed so far in this program testify to the importance and value of awarding faculty monies for work in teaching and learning. At a time when grant money is no longer available to faculty through CTL, it is helpful that MSU can supply valuable funds to its own faculty.

**Date:** academic year 2004-2005

**Activity:** Peer Faculty Consultations (see Appendix 6)

Peer faculty consultations was one of the first programs initiated by CETL when the Center began. In reviewing the programs of some of the best faculty development centers in the country, it became clear that getting teaching “out of the closet” and “into the hallway” was a powerful force at any university. To this end, tenured faculty were recruited to be educated to do this for MSU faculty interested in the program. During the 2004-2005 academic year, 70 faculty completed a peer faculty consultation with one of 17 faculty prepared to consult in this manner. The first group of 7 faculty consultants had already gone through training in 2003. This year another group was added to form the 17 faculty now available.

**Evaluation:** The fact that 70 faculty allowed a peer into their classroom for observation and discussion with the students demonstrates the degree of trust and interest MSU professors now have in CETL. The evaluations given by those observed were extremely high. Most faculty commented that they were surprised how easy the process turned out to be and how much fun they had working with a fellow professor in the pursuit of improved teaching. The peer faculty consultants also commented how interesting and even inspiring their role had turned out to be as they too learned much from the experience.

Each of the 17 peer faculty consultants had between one and three faculty they worked with, while Dr. Ross ended up completing 10 consultations due to problems of schedules or time commitments on the part of the volunteer consultants. From the evaluations completed by those who had a consultation and from anecdotal information, we learned that peer faculty consultation was one of the most powerful programs initiated by CETL.
With our initial goal of having faculty “talk about teaching” no one program has had more value that talking about teaching across all disciplines and departments on campus.

**Date:** January 12, 2005 and May 17, 2005 (plus individual collaboration with participants)
**Activity:** Diversity in the Classroom Workshops (see Appendix 7)
These 5 hour workshops were developed by CETL through an initiative of the president of the university. Faculty who completed the workshop and project received $250. The capstone projects use diversity in some way in the classroom. These final projects were presented to others in the program and at a workshop for all faculty.
**Evaluation:** With a total of 41 faculty completing this workshop the past year, diversity is now an important topic at MSU among faculty and staff. Evaluations by participants have been extremely high.

**Date:** November 11, 2004
**Activity:** Talking About Teaching and Technology Conference at MSU (see Appendix 8)
From the very beginning of CETL a strong relationship was forged with Instructional Technology Services (ITS). Working with the director of ITS, we developed, organized and implemented an annual all day workshop for faculty interested in the use of technology with teaching. This year the conference featured keynoter, Leslie Blicker along with a number of presentations by MSU faculty.
**Evaluation:** This conference is well-known among faculty now that we have completed three annual events. There were a total of 80 faculty who attended all or part of the conference in the fall. Besides the information gained by faculty at these conferences, an important message is sent to the entire university community that ITS and CETL are working together to aid faculty in developing skills and understanding with new technology as related to teaching and learning. These conferences have increased the interest of faculty in both on-line course development and use of D2L.

**Date:** February 11, 2005
**Activity:** Talking About Teaching and Significant Learning Conference at MSU (see Appendix 9)
The first conference attempted by CETL occurred in February 2003. Titled, “Talking About Teaching and Learning,” the event was successful in bringing together faculty from across the campus in an attempt to discuss the teaching and learning environment at MSU. In February 2005 the third conference of its kind took place. Featuring Dr. Dee Fink, the author of “Creating Significant Learning Experiences,” the conference was instrumental in providing faculty with exciting information related to both active learning and course redesign. Many faculty had read and owned Fink’s book, having been in a Faculty Learning Community on significant learning the year before. The faculty in the new Teaching Certificate Program had also spent time working through some of Fink’s ideas.
**Evaluation:** The conference drew not only a number of MSU faculty but also MnSCU faculty. There were over 40 MSU faculty and 37 MnSCU faculty in attendance (some coming from as far away as Virginia, Minnesota. The MnSCU faculty represented many
different institutions. Faculty who attended the conference came away with helpful new ideas and strategies for improving classes and teaching. Of particular significance was the “scratch off quiz form” that Dr. Fink demonstrated. Many faculty are now using these quiz forms that are supplied free of charge by CETL. The forms were also demonstrated to faculty in the Teaching Certificate Program for those who did not attend the conference. Although many faculty already had Dr. Fink’s book, 10 more copies were sold at the conference. With the increased support for CETL by the administration it is hoped that this event can continue to serve not only MSU faculty but all MnSCU faculty who are interested in attending.

**Date:** Various dates during year  
**Activity:** Counseling Center Workshops (see Appendix 10)  
This series of workshops began as a one-time workshop at the request of CETL. The MSU Counseling Center works only with students. However, they were interested in presenting a workshop for faculty to better understand the problems and issues of students on campus. Due to the success of the first workshop in 2002, other workshops were presented over the next two years. During the 2004-2005 academic year, the Counseling Center presented a series of workshops including topics such as: Student Depression/Suicide, Professional Burn-out Prevention.  
**Evaluation:** The workshops presented by the Counseling Center for our faculty and staff proved to be popular and successful. With an average of 15 at each session, those in attendance found many useful ideas and strategies. Some faculty have even commented that the ‘burn out’ sessions should be required! Clearly, CETL plays an important role not only in the narrow definition of teaching and learning but also in the health and well being of faculty along with the need to understand fully the students being taught. During the “Burn Out” workshop, one faculty member broke down crying. She later contacted CETL to thank us for the series of workshops and the support she subsequently received from CETL and faculty who attended the workshops.

**Date:** Various dates during year  
**Activity:** As part of the Teaching Certificate Program, a number of workshops were organized by CETL (see Appendix 11). These workshops had a dual role. They augmented information presented to faculty in the Teaching Certificate Program and served as “stand alone” workshops for faculty that were not in the program. The various workshops included: “Baby Steps in Active Learning,” with Michelle Neaton from Century College; “Electronic Portfolios,” with Lynda Milne of CTL “MERLOT” with Deb Proctor, and “Active Learning Strategies” by Stewart Ross at the MSU Professional Development Day which CETL helped organize.  
**Evaluation:** High ratings by faculty who attended the various workshops were the norm. Attendance averaged about 10-15 for each workshop. There were over 60 faculty who attended the two active learning workshops by Dr. Ross at MSU.

**Date:** July 12-15 and July 18-21, 2005  
**Activity:** Teaching Academy Course (see Appendix 12)  
After seeing the power of the Teaching Certificate Program at MSU this year it became clear that this type of course would be valuable to other faculty throughout Minnesota,
especially MnSCU faculty. After a meeting with Lynne Groves at SCTC, it was decided to move ahead with a plan to create a two week workshop for the summer of 2005. Dr. Warren Sandmann was positive to the idea as was Larry Lundblad at SCTC. Lynne and I spent many hours creating a course that would be of aid to all faculty teaching at any college and in particular new faculty just starting their careers in higher education. We also hoped that some public school teachers would be interested in the workshop. The course is now open for registration through the Experiential Education department at Minnesota State University and Lynne and I are the "team teachers."

**Evaluation:** Because the course would not begin until July there is no evaluation at this point. However, we have heard many positive comments from faculty at the CTL Leaders workshop in St. Paul recently. Hopefully, the positive comments will turn into registrations.

**FACULTY DEVELOPMENT LEADERSHIP (Stewart Ross)**

Served on the following committees at MSU 2004-20045:
- Faculty Development Committee
- President’s Task Force on Undergraduate Education
- Faculty Association Executive Committee (treasurer of IFO at MSU)
- Professional Development Committee
- MSU Staff Appreciation Committee

August 10, 2004
Facilitator for 37 Peer Faculty Mentors (Seminar at MSU)

August 24, 2004; November 12, 2004; February 4, 2004; and May 27, 2005
The Collaboration for the Advancement of College Teaching Diversity Colloquiums (invited participant)

September 9, 2004
Facilitator for 16 Peer Faculty Consultants (Seminar at MSU)

September 14, 2004; November 18, 2004; January 15, 2005; May 3, 2005
Attended CTL Steering Committee meeting in St. Paul

September 17, 2004
Presenter at CTL New Faculty Developer Seminar in St. Paul

September 22, 2004
Presenter at Century College: “Active Learning Strategies”

October 19-23, 2004
Presenter at the National Community College Conference in Kansas City, MO
(presentation on active learning—referred invitation)

October 27, 2004
Attended Professional Development Programs Seminar in Rochester, MN
October 28-30, 2004
Attended CTL Leaders workshop in Brainerd, MN

October 30, 2004
Attended CTL Saturday Seminar in Brainerd, MN

November 19, 2004
Presentation on active learning at the Collaboration Conference in Bloomington, MN

January 7, 2005
Two active learning presentations at SCTC in Mankato
January 12, 2005
Two active learning presentations at MSU for Professional Development Day

January 12, 2005
Facilitator for Diversity in the Classroom 5 hour workshop for MSU faculty
January 26-30, 2005
Attended AACU Conference in San Francisco, CA

February 3, 2005
Presentation on active learning at Metro State University

February 16, 2005
Two active learning presentation at Northern State University in Aberdeen, SD

February 18-19, 2005
Attended the Collaboration Conference in Bloomington, MN

February 28, 2005
Two active learning workshops at Dakota County Technical College in Roseville, MN

March 4, 2005
Two different active learning presentations at the CTL Realizing Student Potential Conference in Minneapolis, MN

March 17-20, 2005
Attended the AAHE Conference in Atlanta, Georgia

March 31-April 1, 2005
Attended the CTL Leaders workshop and did presentation on Backward Design (St. Paul, MN)

April 2, 2005
Attended CTL Saturday Seminar
April 8-12, 2005
Attended HLC Conference in Chicago, IL and did presentation on CETL success story

April 14-17, 2005
Attended AACU Conference in Washington, D.C.

May 17, 2005
Facilitator for Diversity in the Classroom Workshop at MSU

**TIMELINE OF PLANNED ACTIVITIES**
**FOR 2005-2006**

New Faculty Orientation Day (all day workshop prior to start of school year)
Recruitment for the following programs:
1. Certificate Program for non-tenured faculty
2. Mentees for the Mentor Program
3. Faculty Learning Communities (Classroom Assessment—new for next year, Department Chairs—new for next year, Senior Faculty, and Service Learning)
4. CETL mini-grants ($30,000 for either active learning or course redesign)
Continue the following programs:
1. Certificate II Program (22 returning faculty from the Certificate program from 2004-2005)
2. Peer Faculty Consultations
3. Active Learning Consultations
4. Two major conferences—Teaching and Technology in the fall and Teaching and Assessment in the spring

New Programs:
1. Faculty Research Symposium (including the Scholarship of Teaching) in collaboration with the Graduate Department. Scheduled for March or April 2006.
2. Possible “Conversations 2020” in fall and spring to continue the dialogue begun at the “Conversations 2010” this past year.
3. Possible Teaching with Technology Learning Community
4. Possible Teaching Academy—year long program for tenured faculty

**REFLECTION**

Back in August 2002, CETL was started with much interest but just as much trepidation. Could a faculty development center be successful at a university that had no history of institutionalized activity and initiatives in this area? Would faculty rally around programs that stressed innovation and quality teaching or would they stay away in large numbers? Finally, how would the administration, including college deans, support a faculty development center which began more from a push by the IFO than by the administration and deans?
In retrospect these questions quickly were answered by the amazing response of the entire MSU community from the new president through the first year fixed term faculty member. Faculty, especially non-tenured faculty for which most programs were tailored, have supported CETL more than anyone could have imagined. Throughout my 28 years at MSU I had complained to the administration and other faculty that we needed programs to aid teaching and learning. At one point I even asked for a meeting with the Vice-president for Academic Affairs only to be rebuffed at the meeting that is just was not something that the budget could support.

When the faculty association finally pushed so hard that faculty development issues could no longer be denied, the previous administration finally relented and agreed to a ½ time faculty member in a faculty development center with almost no resources other than the office, computer and furniture. Through good fortune, hard work, and a new administration, MSU is now positioned as one of the leaders in the state and the country in terms of faculty development. In only three years, CETL has developed numerous programs and initiatives that are needed and desired by the faculty. As busy as these educators are, (12 credits loads each semester, committee meetings, advising, and research requirements) large numbers of faculty have attended and supported CETL. So much so that new resources continue to be awarded to the Center with each passing year. The overall budget has gone from just thousands of dollars to over $100,000 in a three year period—and this does not count the over $90,000 for teaching/learning grants available to faculty.

CETL is an amazing success story that was made possible by many different circumstances coming together at exactly the right time. First of all, having a Center for Teaching and Learning for MnSCU made possible my quick transition from Director of Bands to Director of CETL. Without this outside support and information the success we have seen would have taken much longer. At the same time, it seems to be sheer fate that I was forced to end my career as a music director at the same time the new Center was looking for a director. Other factors include: the timing of the Active Learning Grant that created a full time director. A new administration on the scene as the Center first began—President Davenport actually coined the title of the Center at a welcoming reception in the summer of 2002 when I first met him on campus! Just as important to CETL’s success was the hiring of Dr. Olson, Vice-president for Academic Affairs, just prior to our second year of existence. Dr. Olson is a firm believer in faculty development and set as a goal for MSU’s CETL to be a leader in the country someday in this area. Little did I know when he told me this at our first meeting that we would achieve this status by the end of only three years (presenting our success story at the HLC meeting in Chicago in May put us in the national spotlight).

I have been told by many people on numerous occasions that I need to take credit for the positive change in the teaching climate at MSU. It is true that I have worked very hard; dedicating many extra hours to the position in order to get where we are today. However, hard work alone does not account for the phenomenal success we have witnessed. I am truly honored to work with such a wonderful group of faculty and administrators. The future is bright with the hiring of two new faculty for CETL. All of our existing
programs can continue and new programs can now be added. For the first time in our existence we can consider programs for tenured faculty instead of concentrating only on new and non-tenured faculty.

As anyone who does faculty development for a living knows, it is truly a labor of love. There can be no other position at a university that can play such a pivotal role and leave such a long lasting legacy for teaching and learning. I look forward to the future with continued optimism and excitement as we encourage our faculty to “talk about teaching and learning” and work to improve student learning at MSU.

BUDGET STATEMENT

The $675 given by CTL to CETL was used to help pay for some of the costs associated with the final luncheon for the Certificate Program in May. The $1500 travel allotment supplied by CTL was used by Dr. Ross to help pay for trips to AACU conferences in San Francisco and Washington D. C.

Of note is the $5000 awarded to CETL from the Faculty Association and MSU Administration for the purchase of books on teaching and learning topics. These books are now available in the MSU Library for faculty use and are listed on the CETL website under "Resources." Each book has an annotated entry to help faculty decide if this is a book they might be interested in reading.
APPENDICES

Appendix 1: New Faculty Mentor Program

THE CENTER FOR EXCELLENCE IN TEACHING AND LEARNING AND THE COLLEGE OF GRADUATE STUDIES PRESENTS NEW PROBATIONARY FACULTY ORIENTATION DAY
Friday, August 20, 2004
8:00 a.m. to 1:00 p.m.
CSU Ballroom and CSU 253-4-5

Schedule

8:00-8:30 a.m. Breakfast
CSU 253-4-5

8:30-8:35 a.m. Welcome: Warren Sandmann, Assistant Vice-President for Undergraduate Studies or Vice President Scott Olson

8:35-9:00 a.m. Welcome, Introductions and Information from the Center for Excellence in Teaching and Learning: Stewart Ross, Director

9:00-9:20 a.m. Diversity Issues: Michael Fagin--Dean of Institutional Diversity

9:20-10:00 a.m. Panel of tenured faculty discuss their professional life at MSU (with Q and A)

10:00-10:15 a.m. Break
Appendix 2: New Faculty Mentor Program

FACULTY MENTORING PROPOSAL
Minnesota State University, Mankato

BACKGROUND
The Center for Excellence in Teaching and Learning has been asked by IFO to develop a mentoring plan for new faculty beginning fall 2004. To this end a task force was formed to draft the mentoring proposal. The proposal was presented to the IFO Executive Committee and subsequently referred to the Faculty Development Committee for review. The following is a proposal for the development and organization of a mentoring plan for the university.

GOALS
The goal of the faculty mentor program is to assist new faculty, those in their first two years of teaching, to achieve their full potential through collaborative involvement with a senior faculty member who has already developed a successful career in higher education. The faculty mentor program is strictly for faculty development purposes. A faculty mentor will not participate in the evaluation of a new faculty member unless requested by the mentee. The faculty mentor program will be voluntary. Only new faculty requesting a mentor will be involved in the program.

The program is designed to aid new faculty in:
- setting goals,
- learning about the "big picture",
- sharing visions for the future,
- reducing isolation, and
- developing an ongoing friendship with a peer faculty member.
CONFIDENTIALITY
The faculty mentor program is strictly for faculty development; therefore, the relationship between the new faculty member and the mentor is confidential and will not be disclosed by CETL unless requested by the mentee. Mentors will be cautioned that it is up to their mentee to make their relationship public.

PROCESS

Faculty Mentors
The CETL will begin recruiting volunteer faculty mentors as soon as the program is approved. It is anticipated that approximately 30 faculty, perhaps more, will be needed to serve as mentors each academic year. Faculty mentors must be tenured, full-time faculty. Faculty interested in serving as a mentor will complete the faculty mentor application process which will include: an explanation of their interest in serving in this program; a letter of support from another faculty member of their choice; and an interview with the director of CETL. For the first year only, mentors will be selected by a faculty group selected by the CETL director. In future years, the Faculty Development Committee will select mentors. Once a list of mentors is official, the faculty will be listed in a brochure explaining the faculty mentor program. The names of faculty mentors will also be posted on the CETL website.

Mentors will attend a three hour mentor seminar on the Friday afternoon prior to the beginning of duty days in August. Active mentors will also be required to attend three one hour discussion seminars during the academic year. Those unable to attend will have an individual meeting with the director of CETL. The discussion seminars are for mentors to share how they are approaching mentoring activities. It is anticipated that mentors will meet with mentees at least once per month. At the end of each semester mentors are required to write and submit to the CETL office a short narrative describing their mentor activities.

A faculty mentor will be assigned only one mentee per year. Active faculty mentors will sign a contract with the CETL office stipulating the role and expectations of a faculty mentor. Payment of the $500 stipend will be received at the end of the academic year. Payment is contingent upon: 1) completion of the mentor seminar at the beginning of the fall semester, 2) completion of two semester reports, and 3) participation in the three mentor discussion seminars conducted by the CETL director during the academic year. Should a problem develop during the academic year, a new mentor will be assigned by CETL. In this situation the original mentor would receive half of the $500 stipend if this occurs during the fall semester and the entire stipend if it occurs in the spring semester. The replacement mentor would receive the full $500 stipend if assigned in the fall semester and half of the stipend if assigned in the spring semester.

Mentees
New faculty will be given the first four weeks of the semester to decide if they want to be in the program. Brochures explaining the program will be distributed at the new faculty orientation each fall. New faculty can sign up for the program by contacting CETL. New faculty are defined for the purposes of the faculty mentor program as: all first year
faculty, regardless of years of prior experience elsewhere. Only full-time tenure track probationary or fixed-term new faculty will be eligible for the program. Mentees will be accepted into the program on a first-come first-serve basis. First year tenure-track probationary faculty will be given priority for the program, followed by second year probationary faculty and first- and second-year fixed term faculty. If the program is successful, it is strongly suggested that adjunct faculty be included in future years. Mentees will complete an evaluation form of the program at the end of the academic year.

**Mentor/Mentee Matching**
Mentees may request a mentor from the mentor list or CETL will assign a mentor. The director of CETL will interview both the mentors and mentees and will attempt to make the best match. Mentors will not be allowed to mentor new faculty from their own department. Mentees will be encouraged to select a mentor from their college. CETL will attempt to match mentees with a mentor from their college, but not from their department.

***BUDGET AND NARRATIVE***

<table>
<thead>
<tr>
<th>Item</th>
<th>Expense</th>
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<tbody>
<tr>
<td>Stipend for 30 mentors</td>
<td>$15,000 ($500 x 30)</td>
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<tr>
<td>Stipends for 2 replacement mentors</td>
<td>$  1,000 ($500 x 2)</td>
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<tr>
<td>1/2 duty day mentor seminar</td>
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<td>14 lunch coupons</td>
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<td><strong>Total</strong></td>
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**Stipend.** Each active mentor will receive a payment of the $500 stipend at the end of the academic year. Payment is contingent upon: 1) completion of the mentor seminar at the beginning of the fall semester, 2) completion of two semester reports, and 3) participation in the three CETL mentor discussion seminars (or with the director of CETL if unable to attend). Cost estimated for 30 mentors is $15,000 dollars.

**Stipend for replacement mentors.** While it is not expected that replacement faculty mentors will be needed, funds are allocated for two replacement mentors.

**Mentor seminar.** The three hour mentor seminar conducted at the start of the school year would be a 1/2 duty day for mentors who would be paid for their preparation accordingly. Cost estimate for 30 mentors is $6000 dollars.

**Lunch coupons.** Each mentor will be given 14 lunch coupons for use with Chartwell's food service so that the mentor and mentee can meet for lunch once each month of the academic year. Cost is estimated at $84 for each mentor/mentee pair at a total cost of $2,520 dollars.
MENTOR-MENTEE PROGRAM FOR MSU  
2004-2005

<table>
<thead>
<tr>
<th>Mentee</th>
<th>College</th>
<th>Mentor</th>
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<tbody>
<tr>
<td>1. Allen, Gale</td>
<td>SET</td>
<td>Lee Cornell</td>
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<tr>
<td>2. Asomani-Boateng, Ray</td>
<td>SBS</td>
<td>Kellian Clink</td>
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<tr>
<td>3. Bell, Sue</td>
<td>AH &amp; N</td>
<td>Dawn Larsen</td>
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<tr>
<td>4. Black, Candace</td>
<td>A &amp; H</td>
<td>Rea Mingeva</td>
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<td>5. Booker, Queen</td>
<td>Business</td>
<td>Johnson Afolayan</td>
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<td>6. Brown, Christa</td>
<td>A &amp; H</td>
<td>Mary Johnston</td>
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<td>7. Burnett, James</td>
<td>SBS</td>
<td>Stewart Ross</td>
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<tr>
<td>8. Cady, Kate</td>
<td>A &amp; H</td>
<td>Marshel Rossow</td>
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<tr>
<td>9. Cooper, Brigette</td>
<td>AH &amp; N</td>
<td>Steve Bohnenblust</td>
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<td>10. Corley, Chris</td>
<td>SBS</td>
<td>James Robertson</td>
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<td>11. Darboe, Kebba</td>
<td>SBS</td>
<td>Gwen Griffin</td>
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<td>12. Drescher, Nancy</td>
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<td>SET</td>
<td>Cyrus Azarbod</td>
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<td>14. Filter, Kevin</td>
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<td>Yeuh-Ting Lee</td>
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<td>15. Finocchiaro, Paul</td>
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<td>16. Hadley, Mary</td>
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<td>Norma Krumwiede</td>
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<td>21. Lassiter, Andrea</td>
<td>SBS</td>
<td>Fred Slocum</td>
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<td>22. Luebke, Keith</td>
<td>A &amp; H</td>
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<td>23. Mackie, Paul</td>
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<td>27. Peters, Victoria</td>
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<td>30. Sabongi, Farid</td>
<td>SET</td>
<td>Gregg Marg</td>
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<td>31. Sewell, Matthew</td>
<td>A &amp; H</td>
<td>Ann Blackhurst</td>
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<td>32. Speidel, Michelle</td>
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<td>35. Truesdale, Sherrise</td>
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<td>Rajiv Kapadia</td>
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<td>36. Waskul, Dennis</td>
<td>SBS</td>
<td>Perry Wood</td>
</tr>
<tr>
<td>37. Wilkerson, Forrest</td>
<td>SBS</td>
<td>Patrick Sexton</td>
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</table>

Mentor Program Evaluation Individual Mentee Interviewed  
March 9, 2005  
Facilitated by Angela Munson
Alright. Well, if you want to just share, what do you think has been rewarding about participating in the Faculty Mentoring Program?

It's helped…well, it's given me a new friend. My mentor and I…our schedules are just completely opposite. We don't see each other very often. But she is a great, great person and we've become…I mean, even thought we don't see each other very often, we hit it off right away. And we just feel really good about each other. And so, I mean, she hasn't really done, like, mentoring..."you should do this in this situation", or dah, dah, dah. But she's so supportive and she's so warm and encouraging that it's just been great. She's just like a boost whenever I see her.

How long have you been at MSU?

This is my first year in a probationary position.

And how long as fixed-term?

Well, I was adjunct for many, many, many years. I did that for about 8 years and I got fed up, quit for a year, and then I came back. Many, many, many years.

That's just for me…(inaudible). Anything else that you can think of that you think has been …(inaudible) learning. We'll come back to it, too. How about…do you think participating in the program has affected your decision to stay at all at MSU?

No. No.

Independent of that?

Yeah.

So in thinking…this it a piggyback, then, to number 1. Your personal satisfaction, it sounds a lot like the new friends, supportive, warm...

Oh, yeah. It's very…I'm very, very satisfied.

How about professionally? Has she been able to help you at all with anything professionally? Did you need any help?

I don't think I needed any. She was very encouraging of me to apply for a Faculty Research Grant. She's an artist and I'm a writer so we both understand, kind of the…we both come from the same place and we both understand, sort of, that creative artists are a little different maybe than academic professors, so…
So, you thought it was a good match?

Oh, yeah. She understands...you know, she understands what it's like to be a creative artist in an academic setting. And, so she encouraged me to apply for a faculty research grant...

Were you able to get one?

Yeah.

Excellent.

Yeah. Yeah. I'm going to gone on a research trip in June.

Good for you.

I'm excited.

That will be fun.

Yeah it will be. I'm going to France.

Oh, wow!! How about the match of mentor/mentee. Let's just talk about that a little bit. Do you think if you would have been paired with somebody like me, or from science, do you think it would have impacted your...maybe don't use me because I'm too personal...but, you know, a biologist or a chemist or somebody that would have been hard core science.

It might have. I mean, just...I mean, I think the idea of pairing people within the college but not in the department is really, really good because even though she's different than me, she is very similar. So she understands the demands, you know, on my time and how that impacts my art. I mean, in a way that...well, I mean, actually, you know, a scientist might because his teaching...his or her teaching...might impact on the amount of research they're able to get done. But...it's different.

It's different. Good. Any other things than encouraging you to apply for a research grant that she was able to help you with? How about, like, organization of your PDP or anything like that?

No, I didn't...haven't asked her. I get a lot of support and advise from within my department on that, so I didn't have to.

You have a lot of internal support?

Yes, I have tons. I mean I am given an unofficial mentor from the department.
So of those two, if you were to compare them...the unofficial mentor from your department with this one that you received ...(inaudible), could you just describe the differences a little bit?

Well, the unofficial one from the department...I mean, they...that person knows everything about the department, how it runs, when things are due, what things should look like, what's really necessary, what's not, what I should worry about. They know the students that I am dealing with, and my opportunity to see that person and talk with him is much...much more constant. I see him all the time and we talk all the time. I mean, not only in a work setting, but because we're both writers we go to readings, we hang out at parties, I mean, we see each other a lot. With my assigned mentor, I mean our schedules just don't jive at all. And, so, we email a lot. When we see each other, you know...sometimes...sometimes I'll come to my office and there's just a cup of coffee by my door...

Oh, how nice.

...and I know it's from her. Maybe there's a post-it note, you know, "Hi!" So I know she's thinking of me, but we don’t see each other that much, so it's kind of a broader support as opposed to specific.

Do you think both were good?

Yeah. Yeah. Oh, yeah.

Would you be willing to give up one or the other?

No. No I wouldn't. And I think to have that mentor from the college...I mean, it hasn’t happened yet...I mean I do have something I want to talk to her about that I can't talk to my unofficial...and it's a gender thing, and I just...I just haven't had a change to talk. But I waited...because I...you know, she's that...she's a step removed. So I feel like I can talk to her about it.

Good. Okay, so if you remain here and become tenure, hopefully...

Cross my fingers.

Yeah, you and I are in that same spot. Would you consider becoming a mentor for new faculty?

Yeah, I would.

Why would you?

Well, as a way, you know, to give back what I was given. If I could help make somebody's first year go smoother I would like that and would feel like I was doing a good thing. And, too, I don't expect my relationship with my mentor to stop in May. I think we'll stay in contact, I think...probably not treat me like, "oh, we have to."
But I know that she'll be there, and I know that I can talk to her about anything. So, you know, kind of just as a way of forming, not alliances, but forming friendships across the campus.

Were you able to take advantage of the food tickets with your mentor?

No, because our schedules just didn’t work.

So most of your contact, you said, was by email?

You know, we'll... she'll drop by my office, and we'll, maybe, have, you know, a half hour chance to visit, chat.

Okay, great. Alright. Suggestions for improving?

I suppose it depends on, you know, the pool of people who are willing to be mentors. I mean, it might be nice if you had the luxury of several people in a college...

To be able to pick?

Well, not be able to pick, but...if...whoever is, sort of pairing people might say...I mean, you have their schedules so that they can say, "Oh, look. They're both on campus and not teaching a class, you know, this block of time. That might be a time that they can meet." I don't know if that was done with my mentor and I. In the long run it didn't really matter.

(inaudible)... lunch tickets and things together...

Yeah, and, I mean, if I wasn't a first year teacher and I was new to Mankato in addition to being new to MSU, you know, I might want more formal help from a mentor than I needed this year. But I've lived in Mankato for 20 years...

And if you didn’t have your mentor in your department, would you agree that you would've needed more help?

Yeah, I think so.

Let's see so matching within the pairs...schedules, especially....

Yeah, schedules, but...

How about the structure of the relationship. It was left intentionally facing wide open. Did you like that or would you prefer...

No, I did. I wouldn't enjoy feeling that I had to do X amount of things X amount of times. I liked that we were free to set up what worked for us.

Other comments that you can think of?
No, I mean, because I'm real happy how it words out.

So personally, you would definitely describe it as a success?

Oh, yeah.

For you.

Yeah, yeah, yeah. Big success. I am blessed in that my department is so supportive that I have that support here. But...so...my mentor...official mentor was icing on the cake. And that was nice.

Great. Well, super. If you don't have anything else...thank you.

Mentor Program Evaluation February 17, 2005
Facilitated by Angela Munson

Center for Excellence in Teaching and Learning
Minnesota State University, Mankato

Okay, our very first mentor participant group interview...You can just go ahead and look at question number one. So, this past year when you think back to how you felt about Minnesota State Mankato and the support of faculty prior to the innovation of this program. How would you describe those attitudes? Do you think that administration/the environment was in support of...essentially what we are asking or looking for is if your attitudes have changed at all since the implementation of this program.

I think originally...I think last year new faculty were just kind of left to whatever chance happened to occur. There was...the department took care of them, great. If they, individual faculty members that had took an interest in them, that was great. But, it could just as easily be that there wasn't anybody like that and there was no sort of oversight to see, you know, "is there somebody that's giving them a hand or not?" You know, it's just random.

That's important. Anybody else have a different opinion or agree with that opinion?

I've talked to a couple of other new faculty who have had mentors this year who think that this was a very positive program. So this mentoring program whether it helped the old, you know, faculty who were already here or not, that I do not...I cannot judge too well. But for the new faculty this is really very helpful...those who signed up...(inaudible).

Okay. How about you guys as individuals... Just being part of this program, do you think it has changed your attitudes as you reflect on MSU campus? In other words, just because you participated in this program do you feel differently about your job or what you are able to do? Were you...did it provide you any satisfaction to be able to help somebody?
I think it provided satisfaction, certainly. I don't know if it really helped me do my job, per se. You know...we...that its...you know, when I first came it was a sink or swim. It was, you know, sort of happenstance if somebody in your department kin of took you under their wing or answer questions. So it's nice to be able to give something back to somebody else...

I think that just formalizing the process. I mean, otherwise also, you know, most people who are here would be willing to help, but this just formalizes the process a little more, saying, that, oh okay you are the person.

I, you know, would say that as participants we now appreciate the nuance of the program, the potential benefits of it, but if you're asking about the general perception across campus...It might be a good idea to somehow share the results of this first year or really make it known to other faculty that there are these benefits because it may have at least an indirect effect on morale in general. Even if you're not one of these faculty members who needs a lot of help, you might say, "Well, at least they're supporting faculty.

(Other agreeing while he is talking) It's a supportive environment.

I think another thing to, when you were asking these questions about our participation in this specific one and our attitudes...I think it's also, I know you have to for this study, but making the separation between this particular program and the other things that are going on makes it kind of difficult to get a really good idea of how we think things maybe have changed. Because this is one part of a variety of things that are going on, and to just focus on that one thing, while it is important, maybe takes away from a bigger picture of some of the other things that are going on as well, too.

Do you think the pieces as a whole have made a difference? How does everyone feel about that, as you know, he is talking about all the different things that have been initiated by the CETL and others. Do think as a whole it's made a difference for the campus climate of faculty? Not just new faculty, but the faculty that are already here. Especially yourselves, because you're ones who do know about the program, you're right, right now until it's shared more openly. Or not, really.

I think I have some people (?) that participate and pay attention to it. You know, anywhere you are there's a faction of people that, you know, after a while, or the personality, whatever, gets so jaded to things that they say, "aayh, that's not going to do me any good," you know, "that's not going to change anything" and not want to try it. But the people that are involved with it, whether it's the book clubs or whatever else is happening...the peer teachers, that sort of stuff. I think that it's a positive (inaudible).

I think that the nice thing about this particular program, again, is that it doesn't necessarily...a lot of faculty can see the value because it's not like, "Oh, this makes you a better teacher, this..." You know, none of the...sort of like...how does...it's real practical. Like, when I fill out a leave form and it says "disposition class," do have to, like, attach a two page thing that tells the whole lesson plan for that day, or can I just write in that so-in-so is covering my class for me? And, I think everybody here, regardless of, you know, how jaded they may be, which is a good observation, says, yeah there's value in having somebody who can answer that. Because you don't really want to go to the dean with that question (group
laughs), and…you know, you don't really…maybe even your peer person you don’t really want to ask about that. And so if there hasn’t happened to have been some faculty member that's taken sort of an interest in you, you know…this is, this is…I mean, I answered a lot of questions like that where it would have been really nice to have somebody. And I think everybody appreciates just the sort of practical nature of…you know, I wonder how much secretaries have been mentoring new faculty, as well, especially on things like that.

Oh, yeah!

Have any of you heard…do other people in your departments, or in your areas, that have heard about the Faculty Mentoring Program and have made any comments to you about it? Or do you think it's only known, like you've mentioned, to those that are participating in it?

I mean there was a broad email, right, to all faculty requesting if you're interested. So, you know, that would be one time that they would have been exposed to it at least. Whether they read that email or not, I'm not sure. And do they know that you’re a faculty mentor? Have you shared your experiences with anyone other than…

I think some of them do. I mean, like, my mentee will come up and we'll be headed off to lunch and I'll introduce him to the couple of people across the hall from me or something else, and whatever, and… I think informally that information gets out to a few people, which is fine, I don't know that there necessarily has to be a big announcement. I think a few people…(inaudible).

Just curious. Okay, moving on to question three, because I think that's pretty good for one and two. And we've touched on this already a little bit, but, did you feel…can you describe any personal satisfaction because you've participated in this?

I know I've certainly enjoyed meeting with my mentee. We had some nice conversations. It was nice to see actually somebody else's perspective on campus. It was somebody from a fairly different area than my own. So, yeah, I enjoyed it a lot. It was pretty satisfying.

For example, you being a new parent (most of you probably know I just had a child)…one of the neat things about having children is that you get to see those things for our first time again through those children's eyes. So did any of you experience that at all with your faculty mentee where you maybe got excited about something that they were excited about or thought was neat or special about the university because you saw it through their eyes? Or were they only coming to you with problems and maybe not sharing what they were excited about campus?

Well, we had a good mix of, you know, things that he was excited about and things he liked about the campus and the people here. So, there was a good portion of that in our interactions. And, so to that extent, yeah. I remember having a certain…(inaudible). And then a few, you know, practical issues and a couple of, you know, how would you deal with this, political kinds of issues, which I think are good to talk about. So to that extent, I felt satisfaction, you know, that we talked about that.
It's interesting how you can see really small details, really simple things where it used to you would say...You know, to a new person it's a big frustration. Just look this way...Bonk! That works fine. And you are like, "Oh, I remember..." You know, there are so many things that look like walls you run into. And then, oh there's a door over here and everything is easy and it's nice to see that person...the light come on and then all of a sudden they're happy about and they say, "Good, I can get back to doing my job instead of worrying about this.

The person I've worked with, he's a night owl. And he was all unhappy because he was parking after 2 in the morning. And it was real convenient because Dave Collin was sitting right next to us. And I said, "Hey, Dave, can you help here?" And he said, "Yeah, you can buy an overnight permit. It costs 20 bucks." Problem solved.

Anybody else think of anything they want to share?

I think to me it's been a mutual benefit for each other. I went to my mentee's class, he's a psychologist, and I went to his class and had a class visit and I think his ideas (within?) his class very... (inaudible). And I enjoyed his presentation.

Super.

I know that originally the plan was to put people in similar fields, similar colleges, that sort of thing. I didn't have somebody in my college and I liked that. I thought that that brought in a different perspective and it helped me see other colleges and meet other faculty across campus. So I think that could be a consideration in the future...is to look at possibly...some people might have that interest, some people might want to stay within their own college or their own discipline, or whatever.

I'm curious to see how the group feels about that. How many of you agree that it was nice to have someone in a different college? Just raise your hand, maybe. (Counts 7)

And were the others here, then, felt like maybe it would have been better to have someone with more similar interests in a similar college, do you think, or just indifferent?

I don't know if it really mattered too much.

Indifferent?

I didn't raise my hand because my person, in fact, is in my college. It has nothing to do with whether I preferred it.

I see.

I think, you know, to avoid conflict of interest it's good to be in a different college because (inaudible) in the same department, same college, they know each other, and some issues they are not willing to share. But if its different colleges, and, you know... (inaudible).
On the other hand, if they're in the same college, then I know what our dean expects. You know, that, this is what I've done, and this has been acceptable and the dean has liked it done this way. Whereas if they were in a different college I wouldn't necessarily be able to say that. I'd be able to say, "Well, you probably better check with someone over there." I could probably help them by finding somebody in that college that would sit down and answer that question, what their need is. But, I don't know, I'm kind of...there are...I'm doing the Peer Faculty thing...classroom observation...that's a different college. Man, I love that! That is so much fun to go in and watch somebody in a different classroom where I haven't been in a classroom, you know, like a psychology classroom, for...more than two years. (laughs) And that is just a blast! So, I think that there are probably a couple of...

...there are probably pros and cons to both ways.

Yeah. The fact that we change deans here like we change clothes...

Okay, how about job satisfaction...That's pretty close to the personal satisfaction that we just talked about. Were there any days that you went home and you felt better about your job because you were able to help somebody in this mentoring program?

Did anybody have any really impactful moments like that with their mentor, where they...For example, did any of you feel that you may have helped your faculty mentee with some bigger issue on campus that maybe impacted their choice to stay here or not.

Sure, my mentee didn't realize she couldn't be ordered to teach overload. She was shocked. That she had a voice in that...that her opinion mattered on whether she taught overload.

When you left that day, then, did you feel good about sharing that with her.

Sure. And Article 22--what counts as scholarly activity and creative activity. You know, that huge elephant in the middle of the living room around here. Sure, we talked about some good...I would think very serious...

That's like the biggest impact was for most of us in the beginning during the first semester talking about how to fill out the Article 22, development plan, things like that. That is where the biggest impact was for most of us on the mentee. Because they don't know. They have...(inaudible).

Okay, just to get consensus on that...Is that what...How many people felt that the biggest impact they probably had with their mentee was talking about Article 22 please raise your hand...or at least one of the biggest. (Counts 7) Okay, good. Thank you. Any other big impact things that you did that made you feel good about when you went home?

One more thing on that Article 22 is that they're university-wide things, okay. That those have been created in such a way that they won't dissatisfy any dean. So every thing that every dean might possibly want to see is in there and it doesn't really in a lot of ways help the faculty member because, you know, it's like the worst possible scenario on all of these things...where I think it would be...you know, maybe that's one of those more college-
specific things, or...you know, I don't know...I mean...but it's related to Article 22. I think you're right that that was a pretty big area. You know, it's tied to promotion, it's tied to tenure, it's tied to your continued existence on earth...

(Laughs)

But, no, I mean, it's the big thing and they get hit by that right away when they get on campus almost, and so I think it is a pretty big impact.

It's a pretty big concern for them, certainly.

Yeah.

I felt great because I connected my guy with another guy I know on campus whose research interests could, I don’t know if it's really worked out, but I actually had both of them over for dinner and they could talk about, you know, the project that would connect their two areas of research, and that felt good.

How about others? Did anyone else try to help their mentee find social connections on campus and felt like maybe they had a good impact with them.

No time.

I think the biggest impact for me was trying to hopefully mellow him out and reduce some stress because his first semester on campus he's already teaching overloads.

Okay, so time management?

Yeah, he hadn't even had time to unpack his house 'til Christmas. So trying to get him to hopefully see the bigger picture a little bit more, too, and not live in the office.

Yeah, because otherwise he doesn't want too stay here. I mean, if your job is your life…

…yeah, exactly, he's going to be burned out before he even comes up for tenure.

I had to help my mentee in going...you know, finding places right here in town telling him that if you want this you go over here in town you go there in town, etc.

We've got three relatively new female faculty members in my department. My mentee's a new female faculty member. So, all of us went out to lunch one day and she didn't know them and was very quiet...

(Laughs)

No, we had a really nice lunch and she had no idea that there were three other young women, new women, in the college because they are not in the program. So I had a luncheon with us at Maggie's and it was nice.
You know, this comment about the overloads…I think, you know, and all of a sudden I'm seeing sort of a pattern and also I didn't put together…And I think some of…that's happened in ours, I think the deans may think, in some respects, that they are doing them a favor: here's this person, they're coming out, they need a few extra dollars, and so on and so forth, and they aren't at all. Because we have a person that almost was done because he was given 12 credits of overload the first summer he was there. I mean, summer assignment, with the assumption that, you know, look that this will help bring your check up and from …he had no break. I mean, he was right one academic year into the next academic year with no break in there of any kind at all and the amount of additional pressure, then, that he felt, I think, was really counter productive. And I really don't believe that the deans are trying to punish new faculty, and so I'm going, maybe this is their way of saying, "Lookit, you know, you're a new person. I can give you a few extra dollars here, maybe make the transition easier" when you need the time more than they need the dollars.

Any other final comments about anything related to how you felt or how you helped?

Well, my mentee is going to pursue a…she's already got her PhD, she wants to go back and get another masters in a different field and she needed a reference for the master's program and she asked me to do a reference for her. And I was a safe reference because I was in her department and I knew what she was doing (inaudible).

Great. Another way to help. Super.

And my mentee, actually a fixed-term, and impacting …(inaudible) I helped him to pursue the career both on campus and elsewhere. And he has received a few interviews, okay, both on campus and off campus. And of course I recommend MSU. It's true, I mean, in terms of different aspects of it. So, in a way …(inaudible) I read some of his articles and we talked and I wrote a recommendation for him and he finds jobs on campus.

Super. If you think of something and you want to add just comes back to it. I'd hate to cut anyone off. But I do want to keep going so I can get you out of here in time. This is one of the first times that I know, but I have not been here very long, this is my 4th year here, so…where there's been a program like this where there's actually been some financial incentive for faculty to participate which, I thought, was a big deal. I've done some research on other faculty mentoring programs--sometimes they are rewarded financially and sometimes it's completely voluntary. So, I am interested in hearing your guys' feedback on how did that impact your choice to participate, and if it wasn't here do you think you still would have participated?

I think what it did for me, was, I mean, $500 over a year, I mean…

It's not a ton. No.

…you don't notice that at all. But what it does is it shows that the institutions value rather than just expecting you to do one more thing free. So I think that made a difference. It wasn't the money, it was the value behind the money.
How many people feel that way? How many people feel that shows the institution value? Is it everyone, it looks like? Unanimous. Thank you. Any other comments about that then?

I think if you don't, just my opinion, I think if you don't do it the program might stay around for a little bit but eventually it's just going to fizzle and die because people are saying, "I just don't have time to do that."

And I think it ties in, too, the budget contract stuff. If they're cutting your healthcare, it's already sort of a, "We don't think you're worth quite as much as you think you're worth" kind of thing. And if they start...you know, this is just...it's not a lot of money, I mean it's a recognition, I would say, it's an acknowledgement that you're doing something that has value and that we perceive as having value. I think it ties into the other aspects of salary and compensation, too. I don't think it's necessarily just a separate thing. Because if I were getting 15% next year as increase I might be willing to do this for nothing just because it would be fun and I realize that the institution thinks a lot of me.

Yeah. Because $500 is not much. But it is, at least, a token. How many of you then, let's say, there wasn't funding, and obviously your names are not attached, but, how many of you thiink you would do this again next year without the $500?

Without the $500?

Yeah.

I would probably, but I can't say that I would continue that indefinitely.

Yeah.

I think it's a kind of commitment from the university.

I think providing the lunch tickets is nice as well, because then it gives you a real good solid reason and place to get together. That's a really important thing I think.

How many really valued the lunch tickets?

It was just a way to get together and not have an excuse to not get together.

Right. And everybody's got to eat. So if we've got lunch, then let's use this to get together and talk and…

How many of you struggled getting together with your mentees? (Counts 5)

And in my case it was because of her schedule. She is in public schools and she makes me tired thinking about what she's doing.

How about the rest of you who struggled, was it mostly, you think, your mentees that were more busy or was it that your schedules that didn't jive?
It was my mentee that was more busy.

My mentee was fixed-term. She knows she's just going to be here one year. She's really looking for another job, so a lot of it was helping her look for another job. Her husband lives in Wisconsin…(inaudible) and she was gone all the time anyway. And so…I have to admit my schedule is pretty crazy.

Okay.

Mine was a lot like _____'s and that's a theme I want to come back to later. Mine was also fixed-term. Not only fixed-term, but also a clinical person. Never on campus, plus commuting, you know? And that made it really difficult. Without lunches it would have been impossible. With the lunches it made it at least possible but difficult to do so.

I have that as a potential question, so let's just flip to that now, it's not on your guys'! How many of you had a fixed-term person or someone that's not… (Counts 4) And how did you guys feel about that? I know you thought it was beneficial, it sounds like maybe he might even teach at MSU potentially, he or she, I'm not sure, but, how about the others?

My person was fixed-term but it got converted to tenure-track…(inaudible)…

Wouldn't they do a nation-wide search for it though?

Well, the affirmative action office has said that you could take someone in that position and get that person is qualified and you’re satisfied with them and you're not under affirmative action target.

Yeah, we'll include it, but with that…

It's actually one of those rules that's…depends on who’s asking and because there is absolutely…(inaudible) absolutely no consistency as far as the enforcement of that in…(inaudible).

So for those fixed-term people, do you think that was beneficial for them? Do you think that's something that should continue for this program, or do you think that's not wise use of the funds of this program because it is actually one of the more expensive programs. Obviously, as you can see, there are 37 mentors at $500 a piece plus the lunch tickets. So for administration, when they're always looking to tighten the belt…

Well, were tenure-lined people turned down for the program?

No. The reason it was opened up…it was originally not opened up for fixed-term, but there was actually not enough…there were more mentors (which, I hinted to Dr. Ross, he did not believe me, that that could happen) than there were people that wanted…so then they opened it up and then they filled it.
What I found is just that there were very different needs. I mean we were talking about Article 22. My person could care less. Article 22? I'm here a year. Maybe I'll continue, but even if I continue I'm fixed-term...(inaudible)...I don't care...

It might be good to fill the slots for the tenure-track people first, just to make a suggestion, I don't know how the others feel, and then go with fixed-term if there's room.

How many others agree with that statement to fill the tenure spots? Unanimous.

...(inaudible)...betterment of the university overall long-term. Now there is some value in supporting the fixed-term because conversions and... let's face it, we rely on fixed-term a lot and we want them to come back. Those four years could be very valuable to the university so I am not diminishing that but I am saying in terms of...if you have to make a decision, if you're forced into it, that would be the recommendation.

Well, I think if you get into some of the other questions, I think a lot of what...and I think its valuable. It's not MSU, it's academia, it's university...and I think they're very valuable whether they're her for 9 months or they're here for 90 years. You know, I think it's really valuable no matter where they're at.

As supporting the profession?

Yeah. (Many agree)

That whole university profession. But I think some of the specific kinds of training, like all the discussion about Article 22 had nothing to do with me...and the person I was mentoring... and... you know, and I think we brought it to bigger issues about teaching and what's happening with economics of politics how that's impacting the university climate, whether it's MSU or Harvard. You know, I think that...it's good, and I know that's what it's here for to enhance our faculty. But I think it could be a lot more...(inaudible)...the process.

This is a kind of double-edged sword. And on the one hand I agree with you guys, okay we focus on tenure-track and the professional practice and on the other hand this is a very good way to recruit faculty into permanent or provisional status. And also some of them...in our college...some of them will hide...(inaudible)... in fact they may even have a good chance to become fixed-term. So I think that would help them to...(inaudible)...rather than, you know, think about health care.

And it never hurts to make a good impression. I mean, if these are people that are going to end up at some other university, maybe one of their grad students is going to be looking for a position and say, "Boy, I was treated well at MSU. You should take a look at them." I mean, I don’t see that there is any down side, only if the money crunch gets hard, then you go to the tenure-track, but as long as you can support this, I mean, I think that there are a whole bunch of benefits that make it worthwhile.
I asked you already if, even if there wasn't the $500 if you would participate, and I think everyone responded yes. Is that correct? Everyone did? So assuming that the $500 will continue next year, is anyone not planning to continue? This is an actual...you know, assuming everything stays the same...is everyone assuming they will participate again? Okay. Does anybody want to comment as to why they'll participate again? What motivates you to be part of this program?

I do...it's a very vague level of satisfaction. But I, to some extent, like just contributing to the machine and how it operates. As one individual maybe you could make or break something...*(inaudible)*...just the overall contribution.

I guess I would, you know, the broad umbrella of social justice issue. I think I got taken advantage of and I didn't know it at the time. And If I could sort of be an advocate, or sort of a social justice advocate for a young person who might not know. They might not be young, but new person. Yeah, that's part of my motivation.

A lot of people seem like...*(inaudible)*...that we have absolutely zero support, you know, it's a very much sink or swim and if you are female if you're minority, just totally forget it. And plus that, you got paid a lot less than males did. So there was a lot, you know, there's a lot of stuff and the social justice thing is very...

Or if you were a white guy, but you weren't in the good ole' boys club...

*(Laughs)*

And I think even beyond that, it does give, which is varied from 1 year, 20 years, 30 years, 5 years. And it was just really difficult to get to know faculty who aren't in the office next to you. I mean people don't interact and don't get to know faculty in other departments, in other disciplines, in other places in the university. So I think that also adds a little more in that social support, for the new faculty and for the old faculty, as well. That it encourages that, and I think it's been...I think discouraged, not even not encouraged, it's been discouraged at this university for a long, long time.

Curious on two things...the social justice or prevent your mentee from being taken advantage of...How many of you felt that that's one of the reasons that you feel good about that? (One, two, three, four for sure.) And how about faculty interaction...how many of you feel like you really enjoy the faculty interaction of that? (All)

And just to...just the whole idea of getting out of your area.

Yeah. *(Many agree)*

Because it's so easy to sit there, shut your door, and be in your office and stay there and never leave and all you see are the same people every, every day. And so that's so important.
It's interesting though. There really isn't anything here that's done at the university. There's nothing at the university that encourages any type of social interaction, academic...you know, there was a convocation with 8,000 people on the first day...

(Many laughs)

Where you sit in your little department...

(More laughs)

...where you sit with the rest of your department because you don't know anybody...but, I mean, there just aren't...

There's the chili.

(More laughs)

Ah, there's the chili thing. I missed it.

Yeah, people go together from their department. They sit with their departments.

There really isn't. And I think, for me, that's one of the biggest things, too, is...you know, there's a lot of great people on this campus that you never get to meet or even see because everybody is busy doing their own thing. So this is at least another way to get out and meet some other faculty and learn some other things that are going on in other departments and programs.

I think it's personal initiative. _______'s been great all these years. Like she mentioned hooking mentee with...she knows everybody in the library and it's just really great. But there is no university support for that.

They could hire me full time to just do parties.

That would be fine. She's a good cook, too.

Frankly, this meeting, from 1-2 today on Thursday, when I looked ahead at my week this weekend, was one of the things I was looking forward to this week. Just *this* meeting. For the very same reason of what you're saying.

Yeah, I don't want to push you forward to the next question, but in the next question you are asking if any suggestions...We were told, okay, by email, this is your mentee--go meet them somewhere. If there were a mixer where everybody was introduced, that would have been much better.

How many of you feel like you would have enjoyed a social mixer where you introduced your mentee to other mentees and you interacted? How many of you?

We could have it at my house.
(Laughs)

We did. I mean, Stewart did something like this two years ago and we had all the new faculty out at one spot to meet all the other new faculty.

Do you think it's just once a year would be enough, or would you like to see something more?

Once a semester.

Once a semester, maybe?

Yeah. (many agree)

Yeah, and I think that especially the very first time in the fall, everybody is a little hesitant about…

People are shy

you know, who are all these other people and that kind of thing. And that by…you know, another one in January…

Appendix 3: Faculty Teaching Certificate Program

Faculty Teaching Certificate Program
Center for Excellence in Teaching and Learning
Minnesota State University, Mankato

FACULTY TEACHING CERTIFICATE PROGRAM (FTCP)
The FTCP consists of 16 contact hours, divided into eight, two hour seminars scheduled once each month beginning in the final week of August. Participants will also have a peer faculty consultation during the year and will visit another faculty member’s classroom as part of the program. A final capstone project is required to receive the certificate.

A final luncheon for all participants is scheduled for May 2, 2005 in the Student Union Ballroom. At the luncheon faculty who complete the program will receive a certificate from President Richard Davenport.

REQUIREMENTS AND REGISTRATION INFORMATION
Faculty can apply during the summer and first couple of weeks of the academic year to be a participant in the FTCP. The deadline to apply for the 2004-2005 FTCP is September 17th. Faculty in the program will be notified no later than September 24th as to who is in their group and when the group will meet throughout the year. The first seminar for all groups will take place the final week of September. Beginning in October group meeting times will vary according to availability of faculty in the program. Faculty will be
assigned a group based on availability for that time slot. It is anticipated that each group will average from 6-10 faculty.

Faculty are required to attend 7 of the 8 seminars in order to receive the certificate. Should faculty need to miss one of their scheduled seminars they can make-up the missed seminar by joining another group for that seminar. All participants will receive a list of all groups and their meeting times. Faculty are cautioned to not volunteer for the program if they think it may be impossible to attend 7 of the 8 seminars during the school year. All college deans support the FTCP at MSU and will count the certificate and capstone project as part of “continuing preparation” in article 22 for promotion and tenure. It is for this reason that faculty cannot drop in and out of seminars. The certificate and capstone project will be evidence of important continuing preparation as teaching faculty and therefore attendance at seminars is a required part of the program. Besides regular attendance and classroom observations, a capstone project is also required to receive the certificate.

CLASSROOM OBSERVATION
One other component of the FTCP is that of classroom observation. Paired participants in each group will be asked to visit each other’s classroom for observation once each semester during the academic year. It is hoped these observations will lead to rich discussions concerning the act of teaching at MSU. All participants will also be required to schedule one peer faculty consultation through the Center for Excellence in Teaching and Learning. Theses observations will be done by one of our trained faculty who will observe a class, talk with students, and present findings with the faculty member in an encouraging, supportive environment.

CAPSTONE PROJECT
As part of the FTCP, faculty will be required to complete some type of capstone project that can be used in the classroom. This project might include a new teaching strategy, restructuring a class, adding technology to a course or any other project deemed important to the faculty member. The capstone project will be shared at the final seminar with other participants. The capstone project must be submitted in written form in order for the certificate to be awarded. A template will be provided for this purpose. The capstone project has a two-fold goal. The first is to motivate participants to try something new and innovative in their teaching. The second goal is to provide deans with evidence of innovation in teaching that can lead to improved student learning at MSU.

CURRICULUM FOR THE FTCP
Participants in the FTCP will attend eight seminars during the 2004-2005 academic year. The seminars are designed to assist faculty members early in their careers to develop and enhance their teaching skills and establish a foundation for a lifetime of creative and engaging teaching. Participants will meet with their group members in monthly seminars (two hours each) as they explore teaching/learning topics together in an active learning
environment. All seminars will include a mix of presentations, discussion, and reflective thinking on the part of participants. Participants will receive a “Faculty Resource Book” complied by CETL along with articles to read prior to seminars. The seminars and topics for 2004-2005 are listed below.

**Seminar I—meets final week in September**  
Creating a Quality Syllabus and Grading System: “Getting started on the right foot.”

**Seminar II—meets in October**  
Active Learning Strategies for the Classroom: “What do you do when you are the only active learner in the classroom?”

**Seminar III—meets in November**  
Diversity in the Classroom: “Celebrating our differences to improve teaching and learning at MSU.”

**Seminar IV—meets in January**  
Teaching with Technology: “Technology, a curse or blessing?”

**Seminar V—meets in early February**  
Classroom Assessment Techniques: “Moving beyond the mid-term, final exam and year-end course evaluation.”

**Seminar VI—meets in late February**  
Course Development/Restructuring: “The most important change faculty can make in their teaching might be influenced by the organization of the course itself.”

**Seminar VII—meets in late March**  
Faculty and Student Portfolios: “Although different in nature, portfolios for both students and faculty have great potential for improved teaching and learning at MSU.”

**Seminar VIII—meets in April**  
Capstone Project Presentations: “A time to share the various capstone projects developed by participants in the FTCP.”

**FINAL LUNCHEON FOR PARTICIPANTS**  
An important part of the FTCP is the final, wrap-up luncheon for all participants at noon on May 2, 2005. At this free luncheon, President Davenport will thank the faculty who complete the program and present them with a framed certificate and a certificate that can be added to Article 22 materials for deans. This celebration will be a time to congratulate faculty who participated while reflecting on what was accomplished during the program.

**QUESTIONS AND ANSWERS ABOUT THE FTCP**  
*What will I do during the year if I participate?*
Please read above under the heading: “Requirements of the FTCP.” In a nutshell, participants will become a part of a small (6-10 faculty members) learning community
that will meet for two hours, once each month during the academic year to discuss and learn about issues that can aid teaching and learning at the University. Besides the seminars, participants will also have a peer faculty consultation at least one time during the year and will be paired with a faculty member from their group in observing each others classes. Over the year, participants will also be developing their own capstone project that can be used the following year in their own classes. Finally, your work will be celebrated at a luncheon in your honor, hosted by President Richard Davenport, where your certificate will be presented.

*How can I fit one more thing into my already busy schedule?*

Good question. The FTCP is designed to place a limited burden on your time while providing substantial benefits for your teaching. Participants learn how to be more effective and efficient as teachers while making teaching more fun and less stressful. In addition, college dean’s have unanimously supported the FTCP and will give credit to faculty who receive the certificate for continuing preparation as part of Article 22. The capstone project will be further evidence to department chairs and college deans of the faculty members interest in innovative teaching and desire to improve student learning at MSU.

*Who should enroll in this program?*

The quick answer is any faculty member teaching a course during the academic year who is interested in talking about teaching with other faculty and learning more about teaching at the University. In practical terms, however, the program is designed especially for faculty in their first five years at the MSU who are responsible for the design and teaching of at least one course per year. First and second year faculty are especially encouraged to register for the program. Those who complete the program not only gain a certificate that will aid tenure and promotion but also learn more about teaching and meet other faculty from around the University in a safe, supportive environment.

*How do I register?*

That is easy. There are many ways to register. One way is to fill out the form below these questions and send it via electronic mail to the CETL office at MSU. Another way to register is to fill out the form on the FTCP brochure and send it to CETL through intercampus mail. One other way to register is to go to check out the CETL website. Make sure you bookmark the site for future reference. All contact information is listed on the last page of this brochure.

*I am interested in participating in the FTCP but need some time to think it over. What is the deadline for applying?*

Faculty can register for the program anytime through midnight, September 17th. Faculty groups will then be assigned based on available times. All participants will be notified of their group and meeting day and time by September 24th. The first seminars will occur the final week of September. If you wait to apply, make sure you set a reminder so that you don’t forget to register by the deadline date of September 17th. Because of the need to form groups of faculty we cannot accept applications after that date.
How much will it cost to be a participant in the FCTP?
The FCTP is designed and implemented by the MSU, Center for Excellence in Teaching and Learning which is supported by the Academic Affairs. Therefore, there is no financial cost to faculty participating in the program. Faculty will receive articles, resources, refreshments, and lunch at the final celebration—all paid for by CETL. There will also be a special area in the MSU library for checking out many new books on teaching and learning issues recently purchased by CETL through a donation by the Faculty Association and Administration.

APPLICATION FOR FTCP FORM

Name_________________________________________  Office Phone_____________

Department___________________________  College____________________________

FACULTY TEACHING CERTIFICATE PROGRAM
ROSTER FOR 2004-2005

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<td>26. Handler, Beth</td>
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<td>27. Hanel, Rachael</td>
<td>6417</td>
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<td>A &amp; H</td>
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<td>28. Hein, Sarah</td>
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<td>A &amp; H</td>
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<td>29. Jenkin, Christina</td>
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<td>30. Jesseman, Deborah</td>
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<td>32. Kawabata, Eiji</td>
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<td>33. Kiefer-O'Donnell, Richard</td>
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<td>34. Kim, Changjoo</td>
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<td>35. Krumwiede, Norma</td>
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<td>AH &amp; N</td>
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<td>36. Kuyper, Chad</td>
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<td>A &amp; H</td>
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<td>38. Mackie, Paul</td>
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**MINNESOTA STATE UNIVERSITY**

Faculty Teaching Certificate Program 2004-2005

Capstone Projects

Allen, Gale—Using the Feedback Tool introduced in the Certificate Program, he used the special scratch-off test forms three times with a science class. With only one exception, students valued this method of understanding electronic communications.

Allen, Wayne—Working to put course on MavDisk and transition to efolio for students. Developed a template for students to use in creating electronic portfolios and finds they are now learning from each other more often.
Arnold, Jacqueline—Developed a multi-genre research paper in her children's literature class. Came up with a rubric for research paper along with check list. Presentations have improved in class since beginning this work.

Barr, Jill—Developed a learning assessment for her introductory course is Epidemiology. Used voluntary assignment that was completed by 78% of the class. Found it to be a win-win situation where both students and professor learned how class was going for students.

Baumgart, Brian—Worked to use D2L in a hybrid English 101 writing course. Liked the ability to use small groups with others locked out, the chat function, and being able to put all course contents in one place for the class to check.

Black, Candace—For an advanced English class, students were required to post a two page document about a contemporary writer on D2L. This assignment helped both the students and their instructor become better versed in D2L while exposing students to more contemporary writers than the text required in class.

Brabec, Timothy—Redesigned an Aviation course where he is the captain and the class is on his flight. Added active learning to the class.

Booker, Queen—Created an on-line version of a traditional business marketing course. Emphasis on active learning strategies with virtual team exercises and reflection papers.

Brennan, Paul—In a business class, he is working with students to develop portfolios. He is also using case studies which can be added to portfolios.

Brown, Christa—In a speech communications course she used CATs to develop more assessment than mid-term and final. She was concerned that students were not reading the textbook and now uses the "muddiest point" and other CATs techniques. Using discussion questions over textbook material to encourage students to read material.

Burnett, Jim—in a sociology course, he integrated an imovie into requirements. Each student had a different role in making the movie with an end project of a DVD. Students were excited about the project and the real life aspects of work created very high evaluations for the class while the instructor learned much about how students dealt with issues of making the imovie.

Carlson, Barbara—Worked to incorporate active learning into a health science class. Had students use pair-share to conduct interviews on each other and had students write-up the formal assessment for their "client." This included recommendations for treatment if necessary. Students found this to be a valuable learning experience according to the assessment.
Cooper, Brigette—Developed professional portfolios for a Dental Hygiene class and plans to move into electronic portfolios for the students next year. Plans to have students go to computer lab to work on portfolios.

Corley, Chris—In a history course, due to unhappiness with traditional research papers, he found a way to connect the research more closely to the class itself. For four weeks, he used film first, then had students read the book. Class spent time in teams, developing ideas concerning film versus books and articles on historical subjects. Research was no better than before, but all other aspects were much better (more interest, students talking to each other, etc.).

Darboe, Kebba—For this project, students were asked to historically examine the lifestyles of four main disadvantaged racial and ethnic groups in the U.S. The main goal was for students to use critical thinking in looking at these issues and exploring the patterns of racial oppression, etc.

Drescher, Nancy—Has worked to incorporate case studies into the classroom. Wrote some case students for her English class and had students trouble shoot them. Students tended to use common sense instead of drawing on material learned in class. Instructor learned what was clear to students and what they were/were not learning and those doing nothing. Will continue to refine use of case studies.

Eckert, Louisa—The title of the project was, "A Humanistic Approach: Listening for Social Change." Working with the issue of diversity, the students worked with assignments built upon critical thinking and values. The course, Speech Communications, continues to be assessed and she will be a participant in the Diversity in the Classroom workshop at MSU on May 17th.

Filter, Kevin—With his Psychology course, he is working on concept of grading students based on improvement rather than performance. He is beginning to use pretests and readministering tests throughout the course.

Finocchiaro, Paul—Developed a special assignment for his Introduction to Theatre course where students, in groups of about 10 create their own play or musical. They have two weeks to complete this along with a journal of their experience. Stresses "why" throughout the process.

Freking, Marge—In a graduate editing class, she had students work with real situations and real people. A company agreed to let students edit a manual for a company. She reports that students came alive working with a 'real-world' situation and that it brought meaning and value into the classroom.

Goudas, Alexandros—Teaching English 101 or Composition to freshmen is a challenge. This instructor developed a collaboration writing activity that injected interest, humor, and excitement into the course. He took what is traditionally considered boring and made it a significant learning experience while students viewed the assignment as "fun."
Hadley, Mary—In an attempt to use guided inquiry, she provided NO lectures and had students work in groups of 4-5 students. Several problems quickly developed and changes were made for the spring semester. She continues to work this approach for Fall 2005 since the value of student's being responsible for their learning is crucial to their success.

Handler, Beth— Completely restructured her master's class, Special Education Research Methods, using ideas from the Certificate Program. The course is now rigorous, but with a sequence of valuable research activities not previously available to students.

Hanel, Rachael—This project focused on D2L for an Editorial Process course with mainly majors. Tutorials were helpful to all and she was able to set-up entire class with D2L without too much trouble. The final assessment of the class was positive toward D2L.

Hein, Sarah—Developed an argumentative research paper for students in an English 101 writing course. Was upset that students were not reading the text. In this six week unit, students developed their own projects with assignments required at the end of each class period. She used a workbook created to aid students. Students exhibited less confusion thanks to the workbook.

Jenkin, Christina—Wrote a reflection paper about her year as a T.A. in English. Trying to be a student centered instructor, she is looking for powerful ways to keep quality high in class and encourage self-discovery.

Jesseman, Deborah—The main part of the project was incorporating D2L into her course. She is now using most aspects of the tool which is improving her Education class.

Karwoski, David—For his Criminal Code Class, he developed a workbook with fill-in-the-blanks on traffic code. He also used a type of game to help them learn this rather dry material. Attendance has gone from 70% to 98% since using these strategies.

Kawabata, Eiji—In Law Enforcement course he developed exercises that used groups to encourage discussion. Improved interest in contemporary issues, analytical skills and communication skills for students.

Kiefer-O'Donnell, Richard—Developed and implemented rubrics for assessment in Special Education courses. Developed rubrics for electronic portfolios of students in peer evaluation process.

Kim, Changjoo—Studied the benefits of the Immediate Feedback Assessment Technique presented in the Certificate Program for a Geography class. Showed improvement in students scores from 10-15% as compared to class before use.
Krumwiede, Norma—Nursing classes tend to be traditional lecture. She incorporated active learning into the curriculum and students assessment show positive evaluations for the change.

Kuyper, Chad—For his composition 101 class, he applied ideas learned in the certificate program for a final assignment. Students had to develop a collaborative ad campaign that included the "pitch", a print ad and a TV spot. Four students in each group worked through the assignment which was done during the last two weeks of the course.

Lassiter, Andrea—This project focused on developing experiential service learning for a course in Industrial/Organizational Psychology. Students worked with a local company, using issues and techniques learned about hiring and promotion decisions in organizations.

Mackie, Paul—In an attempt to increase interest in student learning in a social work class, he injected humor into the classroom. He also worked to improve his use of technology, added pair-share exercises and 1-3 minute writing exercises. He found increased dialogue between student and instructor and less confusion with the use of grading rubrics.

McConnell, Jane—She picked her "toughest course" to redesign this semester using active learning and making students more responsible for their own learning. She shortened lectures to only 15 minutes with more activities geared to class working in groups.

Meyer, Evelyn—This project continued an earlier project that developed grammar exercises for second and third year German language students. Begun back in 1999, she was now able to return to the initial project to continue to develop work with grammar using "stories" for topics.

Monson, Angela—Having used active learning prior to registering for the Certificate Program, she worked to incorporate even more active learning experiences into a course on Oral Pathology and Dental Computer Software Management. She now lectures for about half of a class period and then turns to active learning strategies. An assessment is also included with this report on how students reacted to active learning in the classroom.

Neu, Karen—In a one credit nursing class she looked carefully at situational factors and worked on the following goals: diversity, critical thinking, life long learning, apply knowledge to clinical settings. Used CAT's and basically redesigned course with new goals listed above.

Park, Kwang Woo—Used D2L with active learning strategies in an Economics class. "Real-world" relevance was a goal along with helping students think like an economist. Success with idea sampling and team quizzes.
Pietz, Bruce—Implemented D2L into his Human Performance classes and is getting more active participation. Students can work on assignment whenever they desire thanks to D2L. Putting quizzes on-line has saved classroom time and given students more immediate feedback. Finds grade book part of D2L to be helpful with attendance, class participation, and tests.

Polk, Roselyn—In an intro Psychology course, she has developed some active learning techniques including posters, jigsaw review puzzle and reflection papers after activities in class. She is hoping to soon have students turn their journals into portfolios. Finds grades are going up on exams based on the course changes instituted recently.

Radeloff, Cheryl—In a Women's Study class she wanted to move away from traditional lecture. Developed classroom presentations using D2L. Continues to work to improve knowledge of D2L for herself and students. Finding students responding well to D2L who tend to be shy in class.

Rogers, Joel—Using the Instant Feedback Assessment Technique learned in the Certificate Program, he worked this tool into his Aviation class and also did a careful assessment with students as to its value. The feedback on the "feedback tool" was positive.

Sabongi, Farid—he completely redesign the syllabus for an Interior Design course. He also added field projects, presentation with technology and promoted critical thinking skills through active learning activities.

Schai, Kristin—Kristin was upset about the poor spelling in an English 101 writing class she was teaching. Gave a surprise spelling test to class using words known to be problems. Students used blogs to discuss experience and spelled words wrong in their blogs. Was an eye-opening experience for instructor.

Sifers, Sarah—For her Psychology class, she developed D2L so students could have slides of classroom presentations. Found sensitive subjects worked well with D2L and was good for classroom assessment.

Spencer, Michael—Developed active learning activities for an Economics class. Used short topical videos with facilitated discussion, problem based individual and group activities, role play and experiments such as the "Prisoner's Dilemma." Sold candy bars in class to help students understand concepts.

Swart, Daniel—Used an internet-based delivery system for a general education Chemistry course. Developed and implemented both a faculty-based web page and D2L system with course. He has had some success and is continuing to evaluate this work.

Tebbe, Patrick—Developed brainstorming active learning strategies in a Thermal/Fluid course. Took a traditional lecture course and added active learning strategies. He replaced a portion of lecture with classroom activities and students showed more interest.
Had mixed results based on first assessments, but enjoying change of not having to do lecture constantly.

Truesdale, Sherrise—In a criminal justice class, she worked to develop ways to excite students about research. Ended up with the "Minnesota State University Crime and Victimization Survey." Class worked to improve reporting of crimes on campus.

Wilkerson, Forrest—Developed an active learning exercise for a geology course. Used the Christmas tsunami of 2004. Proved to be an experimental version of a future "out-of-class" exercise. Using this active learning approach was a major step from his prior traditional lecture format. He reports the exercise was even more helpful to him than the class.

Wilde, James—In a Mechanics and Materials class, he replaced some lecture with active learning. Working examples in class replaced professor's lectures at times. He is building a repertoire for active learning, and assessment by peer faculty consultation this semester found the new approach was working well.

2004-2005 Teaching Certificate Evaluation Data
Summary of Questionnaire Data
(N = 44)
Questions 1-7 (part 1): How important is the topic?
1 = not at all; 5 = extremely important

Seminar Topic:
1. Creating a Quality Syllabus and Grading System 4.44
2. Active Learning Strategies 4.67
3. Diversity in the Classroom 4.31
4. Classroom Assessment Techniques 4.40
5. Teaching Technology (D2L) 4.12
6. Course Development and Restructuring 4.38
7. Faculty and Student Portfolios 3.87

Questions 1-7 (part 2): How useful was the Seminar?
1 = not at all; 5 = extremely useful

Seminar Topic:
1. Creating a Quality Syllabus and Grading System 3.79
2. Active Learning Strategies 4.21
3. Diversity in the Classroom 3.65
4. Classroom Assessment Techniques 3.68
5. Teaching Technology (D2L) 4.09
6. Course Development and Restructuring
Questions 8-15: Evaluation of Seminar Topics and Effectiveness

Question:

n
Mean
1
Strongly Disagree
2
Disagree
3
Neutral
4
Agree
5
Strongly Disagree

8. For the most part, the seminars I attended accomplished the stated goals and objectives.
   4.17
9. For the most part, the seminars I attended stayed on topic.
   3.98
10. When digressions from the stated seminar topic occurred, they were relevant.
    4.00
11. When digressions from the stated seminar topic occurred, they were a useful expenditure of participants' time.
    4.05
12. The 2-hour block is an effective time frame for addressing seminar topics.
    4.05

Note: 20% thought the sessions should be shorter; 5% thought they should be longer.

13. I would have been willing to participate in the Teaching Certificate program if seminars had been scheduled twice per month rather than in the current once-a-month format.
    2.84
14. I think two seminars per month would be more productive than the current once-a-month format.
    2.63
15. I would be interested in a 2-year Teaching Certificate program in which the second year focused on more advanced teaching and learning strategies.
    3.61

Questions 16-22 (part 1): Have you implemented approaches or activities from the seminar?

1 = not at all; 5 = frequently or extensively

Seminar Topic:
<table>
<thead>
<tr>
<th>Seminar Topic</th>
<th>Questions 16-22</th>
<th>Questions 23-29</th>
</tr>
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<tbody>
<tr>
<td>16. Creating a Quality Syllabus and Grading System</td>
<td>3.62</td>
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<td>17. Active Learning Strategies</td>
<td>4.14</td>
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<td>18. Diversity in the Classroom</td>
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<td>19. Classroom Assessment Techniques</td>
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<td>20. Teaching Technology (D2L)</td>
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<td><strong>3.60</strong></td>
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<td><strong>Questions 16-22 How successful were the activities or approaches you implemented?</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>1 = not at all; 5 = extremely successful</strong></td>
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<td><strong>Seminar Topic:</strong></td>
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<td><strong>4.21</strong></td>
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<tr>
<td><strong>Questions 23-29 How competent were you [in this area] prior to the Teaching Certificate program?</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>1 = not at all; 5 = extremely competent</strong></td>
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<td><strong>3.57</strong></td>
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<td><strong>4.12</strong></td>
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<tr>
<td><strong>Questions 23-29 How competent are you [in this area] now?</strong></td>
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<td></td>
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<td><strong>1 = not at all; 5 = extremely competent</strong></td>
<td><strong>3.71</strong></td>
<td><strong>3.90</strong></td>
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<td><strong>Questions 23-29 How competent are you [in this area] now?</strong></td>
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</tr>
<tr>
<td><strong>1 = not at all; 5 = extremely competent</strong></td>
<td><strong>3.71</strong></td>
<td><strong>3.19</strong></td>
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</table>
28. Course Development and Restructuring

4%

Questions 30-38: Small Group Outcomes

Question:

30. I have discussed seminar topics with members of my group(s) outside of the seminars themselves.

3.24

31. As a result of the Teaching Certificate program, I have made plans to team teach with one or more of my group members.

2.07

32. As a result of the Teaching Certificate program, I have developed (or plan to develop) cross-disciplinary partnerships with one or more of my group members.

2.40

33. I have developed collegial friendships with the members of my group(s).

4.16

34. My participation in the Teaching Certificate program has reduced my feelings of isolation (or increased my feelings of integration) at MSU.

4.12

35. I have felt comfortable sharing my teaching successes with the members of my group(s).

4.33

36. I have felt comfortable sharing my teaching failures with the members of my group(s).

4.12

37. I have felt comfortable contributing to group discussions.

4.40

44%

38. Have you taken advantage of the opportunity to have another Teaching Certificate participant observe your classroom teaching? (n = 43) Yes: 35% No: 26% I Plan To: 40%

Questions 39-44: Overall Evaluation and Suggestions for Improvement

Question:

39. My experience in the Teaching Certificate program has increased the likelihood I will participate in other programs or events sponsored by the CETL.

4.16

40. I would recommend the Teaching Certificate program to new faculty at MSU.

4.60

41. I would recommend the Teaching Certificate program to experienced faculty at MSU.

4.12

42. The Teaching Certificate program has met my expectations.

4.05

43. I am a better teacher as a result of participating in the program.
4.00
44. If I had it to do over again, I would choose to participate in the Teaching Certificate program.
4.28

**Question 45: Please list the 2-3 greatest benefits of participating in the Teaching Certificate Program.**

(1) More confidence in methods used; (2) Confirmed diversity understandings; (3) Much better syllabus for each class; (4) CAT shows great promise in student participation (active classroom).

(1) Gathering with faculty, meeting faculty and becoming part of a community; (2) Enhanced scholarly knowledge; (3) Increase in self-efficiency in the classroom as a teacher of young adults.

Learning about active learning; learning about D2L

(1) Meeting other faculty in other disciplines who are also interested in improving their teaching; (2) Learned new techniques of teaching - active learning that makes teaching more interesting and hopefully improves outcomes; (3) Improves learning/teaching for all - even after graduation

Learning more about D2L; Meeting other new faculty; hearing different perspectives about teaching experiences.

Cross department discipline friendships; decreased isolation; consideration of myself as a teacher

New ideas to utilize in my classes; cross-curriculum/college friendships

(1) Meeting and developing relationships with peers outside my college -- hearing ideas from colleagues;

(2) Meeting faculty from different departments hearing their techniques/ideas the social aspects (generally)

Got to know other faculty; got good ideas about being successful at MSU

Met many faculty; got lots of ideas for things to try

Meeting other faculty and having opportunities to exchange ideas with them; learning about other teaching styles and exchanging ideas

(1) Learning new teaching strategies; (2) Technology in the classroom - D2L; (3) Sharing teaching strategies with other participants.

(1) Actual modeled activities are given in sessions; (2) A discussion of these activities is encouraged; (3)

We are given a couple opportunities and methods for implementing these activities. It has caused me to focus not only on what I teach, but also how I teach, stressing active learning I enjoyed meeting other faculty members from different departments. The sense of isolation on campus is decreased by meeting with other teachers who I can learn from by listening to successes and failures in their classroom environment. Teaching active learning and assessment techniques is important for effective teaching. It's just that I'm pretty knowledgeable about these concepts so lots of the material was somewhat redundant.

(1) Improved pedagogy and more interactive classroom settings; (2) great self-reflection on my pedagogy.

I learned a few strategies to improve my teaching. I got to know other people outside my department better.

It will be something to put in my PDP.

(1) Discussing ideas of teaching with other new and experienced faculty; (2) meeting new/existing faculty
members.
(1) New Ideas on how to present; (2) Fink significant learning; (3) friendships.
2004-2005 Teaching Certificate Evaluation Data, page 9
(1) Examples of effective teaching practices identified, modeled, practiced; (2) Individual participation
expression; (3) Cross disciplinary faculty discourse.
I'm not an educator by training - I'm adjunct. So I've greatly benefited in (1) learning teaching strategies;
(2) learning about the educational process; (3) learning from other teachers
(1) More awareness of student difficulties; (2) Not feeling like I'm the only one feeling new and green; (3)
Meeting and conferring w/other faculty.
(1) Syllabus and course development; (2) classroom structure.
Meeting people from other departments
Helping me realize that some of the things. I'm already doing in the classroom are good - And I should
continue to develop more techniques that are similar.
(1) Sharing of ideas from other faculty; (2) support for new teaching /learning strategies; (3)
increased exposure to active learning strategies.
(1) Addressing topics...may feel uncomfortable seeking advice from department faculty; (2) learning that
teaching is more than lecturing; meeting new people with similar questions
(1) People in academia need to share ideas...relative isolation is the nature of the business; (2)
unless you acquire new ideas, you become formulaic and risk serious burnout.
(1) Active learning ideas; (2) Increased student participation; (3) increased critical thinking.
Collegiality and discussion, Awareness of opportunities to enhance teaching @ MSU.
Learning strategies for active learning. Learning how to incorporate D2L into very class.
Getting to know other faculty. Being able to share teaching experiences. Learning new teaching tips or
other teaching approaches.
Learn active learning strategies.
Diversity of ideas and strategies that are relevant to what I teach. Reinforced my own preferences for
teaching.
(1) Sharing of ideas and methods used in class; (2) peer evaluation.
The specific methods of active learning were finally made clear to me. I also liked learning how other
faculty have stimulated group discussion in their classrooms.
(1) My group; (2) Dr. Ross; (3) the topics we addressed.
Got to know colleagues
2004-2005 Teaching Certificate Evaluation Data, page 10
Question 46: Please share your ideas for improving the Teaching Certificate program (use the back
of this page if necessary).
Give more examples of teaching techniques; perhaps show a video of someone actually using it in a classroom of students.
I'm looking forward to follow-up sessions.
I am very pleased with the structure and the flexible groupings. Make it an optional 2-year program (collect data over time to check impact on students?)
I would recommend spending more time with D2L and active learning techniques, maybe not include diversity
If we met bimonthly we could learn of techniques in the 1st class, then put into effect and discuss outcomes and get recommendations for improvements
I would focus on other teaching techniques, too; not just active learning. Incorporation of too much active learning will not enable a teacher in my field to cover all the topics that need to be covered. It is good, but not enough time always.

Expand program to two years and spend more time on each topic covered -- we cover a lot of good material, but too quickly.

More discussion forums for faculty across the university

No major end project, have monthly small ones

Less lecture. Bring in actual teaching demos on video; it would make it easier to critique actual classrooms. I think it would allow us to reflect more.

More Practice with D2Learn - technology in the classroom

Two hours is pushing the limit for comprehension and attention. 1:30 or 1:45 would be better.

I would recommend letting faulty brainstorm topics of discussion (real-life classroom challenges) as well as teaching active classroom and assessment techniques. I would suggest intervening when certain people monopolize. Two individuals in Zebras seemed to enjoy hearing themselves talk but what surprised me most was this was the person in focus group who professed to have learned through listening to others but was the one who never shuts up.

I can't think beyond what we are currently experiencing with this high quality program.

2004-2005 Teaching Certificate Evaluation Data, page 11

It was fantastic, but I almost dropped it after one semester due to my workload in my department.

Questions 47-52 (part 1): How important is the Seminar topic (for future sessions)?
1 = not at all; 5 = extremely important

Seminar Topic:
47. Interdisciplinary teaching and learning
3.83
48. Student learning styles, characteristics and needs
4.33
49. Experiential learning (simulations, service learning)
4.02
50. Advanced Active Learning Strategies
4.52
51. Advanced Teaching Technology
4.10

Questions 47-52 (part 2): How useful would this topic be for you personally?
1 = not at all; 5 = extremely useful

Seminar Topic:
47. Interdisciplinary teaching and learning
3.75
1
48. Student learning styles, characteristics and needs
4.32
49. Experiential learning (simulations, service learning)
3.95
50. Advanced Active Learning Strategies
4.54
51. Advanced Teaching Technology
4.05

Appendix 4: Faculty Learning Communities

Faculty Learning Community for Women Faculty at MSU:
"Talking About Teaching and Feminist Issues for Women Faculty"

A. Title and Project Period
Title--Faculty Learning Community for Women Faculty at MSU:
"Talking About Teaching and Feminist Issues for Women Faculty"

The project period would be from May 2004 to March 2006

B. Statement of Purpose
The Center for Excellence in Teaching and Learning at Minnesota State University, Mankato has centered its initiatives around Faculty Learning Communities. In doing this, faculty are able to meet colleagues from across the university and from different colleges and departments. In the spring of 2003 there will be four Faculty Learning Communities sponsored by the Center. All of them are based on a book that the groups will read together.

   The grant proposed here, however, would use the same format of a Faculty Learning Community with a couple of twists. The first twist would be that the community would only be open to female faculty at the university. The second twist would be that the group would stay together for a two year period rather than the traditional one semester and would center its activities around teaching and feminist issues. These issues would be generated by the group itself which would lead to the reading of articles and books on various related topics. The group would meet once each month during each school year for a total of 16 meetings.

   The goals of the feminist issues grant would be a perfect match with the other Faculty Learning Communities at MSU. The 15 women faculty selected for this group would be able to develop strong bonds with one another, decide the issues to be discussed and studied and ultimately return to their various departments across the campus where they can aid other women faculty dealing with the same problems and concerns.

C. Methods and/or Procedures
   The methods to be used for this grant will follow, in many ways, a regular Faculty Learning Community structure already a part of the campus culture. However, up to now, all faculty are eligible to join these groups. The Faculty Learning Community created for this grant would be different in that only female faculty would be eligible to apply.

   A facilitator has already been selected for the group. Dr. Nancy Fitzsimons-Cova is a professor in social work and current chair of the IFO Faculty Development Committee at MSU. She will serve in this capacity should we receive this grant.

   A call for self-nominations will go out during the months preceding the first meeting of the group. Faculty nominating themselves for this group will be asked to write a short essay on why being in a Faculty Learning Community on feminist issue will be valuable to them. A committee of female IFO Executive Committee members will read these essays and select between 10 and 15 female faculty for the group. If enough nominations are received the committee will be asked to select no more than one member from each department so that a diverse mix can be obtained for the learning community.

   The project timeline is listed below:

2004
January-March-Call for self-nominations
April-Committee selects the 10 members of the group and a female facilitator (must be IFO member)
First week of May the group meets with facilitator to discuss goals of group, topics to be discussed during the first year of the learning community and other coordinating details.

2004
September two hour meeting
October two hour meeting
November two hour meeting
December two hour meeting (end of first year dinner meeting)

2005
January two hour meeting
February two hour meeting
March two hour meeting
April two hour meeting
May two hour meeting
September two hour meeting
October two hour meeting
November two hour meeting
December two hour meeting

2006
January two hour meeting
February two hour meeting
March final wrap-up two hour meeting (end of learning community dinner meeting)

D. Proposed project expenses
Total amount for grant request:
$3000

$1000 facilitator salary
100 photocopies and supplies
300 two dinner meetings at end of each year of grant (cost of meals)
1100 cost of books for participants
500 Misc. (originally to our Center) could be used for books?

E. Sharing the Results
The results of the two year Faculty Learning Community will be shared with the university through posting of ideas generated on the Center for Excellence in Teaching and Learning website. The Center will also schedule a workshop session for all university faculty and administrator after the grant is completed where the group will share their experiences in an open forum/panel discussion.

In terms of the entire system, the facilitator and possibly members of the learning community would be available to repeat the forum/panel discussion held at MSU for the entire MnSCU system faculty. This would take planning and coordination with the IFO at the state level.

F. Previous feminist efforts
The Center for Excellence in Teaching and Learning at MSU is only in its second year of operation. Last year the Center had a 1/2 time director and this year a full-time director. Because of the infancy of the Center there has not been time to develop special Faculty Learning Communities that do not include all faculty. With this grant, however, we would have the resources to focus on a specific topic with a select group of faculty for the first time. It is possible that even after the grant period ends the group could continue or a new group organized in the same way could begin work. Clearly, with a university the size of MSU we will have no problem finding 15 interested participants from among our female faculty. It is with great enthusiasm and excitement that we submit this grant proposal.


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SENIOR FACULTY LEARNING COMMUNITY FOR 2004-2005

The Center for Excellence in Teaching and Learning (CETL) at MSU announces a new faculty learning community that will consist of a maximum of 15 faculty members from all areas of the university who have been teaching at the university for 15 or more years. This new Senior Faculty Learning Community will meet once each month throughout the 2004-2005 academic school year to discuss topics generated by the group formed. CETL will supply the group with book(s), materials/photocopying costs, and refreshments.

This is a great way for our senior faculty to develop a learning community of professors who are looking for ways to develop relationships with other faculty from different departments and colleges while discussing and talking about teaching and learning at the university.
We will accept applications on a first come, first served basis with a deadline for applying of August 20, 2004. The group facilitator will be Stewart Ross, Director for CETL, however, topics for the year will be generated by the entire group at the first couple of meetings. We will try to find a time that all members can attend and hopefully the group will at times be able to meet at participants homes instead of on campus.

We have heard from many faculty that CETL needs to provide aid to not only new faculty but also faculty who have been here for some time. This is our first attempt to fulfill this request. Please consider joining this first ever, senior faculty learning community for next year. To apply simply complete the application and return via-e-mail. Thank you.

**SENIOR FACULTY LEARNING COMMUNITY**

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<thead>
<tr>
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**Appendix 5: CETL Mini-Grants**

CETL Mini-Grants for MSU Faculty

**Background:** The Center for Excellence in Teaching and Learning (CETL) announces an exciting opportunity for all MSU, full-time faculty. Funding from the President's Strategic Priority New Initiative Fund is now available to all full-time faculty who will be teaching in the 2005-2006 academic year. This new initiative will award individual faculty grants not to exceed $3000 for the period May 17, 2005 through June 30, 2005. Please read the requirements and procedure for applying for a Teaching and Learning mini-grant listed below.

**Teaching and Learning Mini-Grants for MSU faculty have the following requirements:**

1. Applicants must be full-time MSU faculty who will be teaching undergraduate class(es) during the 2005-2006 academic year.

2. Applicants can apply for any amount not to exceed $3000.

3. Only one proposal will be accepted per faculty member.
4. Proposals must be directly related to teaching and learning issues.

5. Deadline to apply is **February 25, 2005**. Successful applicants will be notified no later than **April 1, 2005**. Funds for grants must be spent or encumbered no later than **June 30, 2005**.

6. All projects must be **completed and a summative report** filed with CETL no later than **August 26, 2005**.

7. Successful applicants will work with the Director of CETL to determine the project timeline and requirements for the final, summative assessment of the project.

8. Successful applicants will be asked to present their work in a public forum in **May 2005-2006**.

**Criteria for Awarding Mini-Grants:**

1. Grant proposal forms must be completed and at the CETL office no later than noon, February 25, 2005. Proposals can be submitted to CETL through electronic mail if desired. No applications will be accepted after this date and time.

2. A faculty/administration committee will review all proposals. Only proposals that directly impact *undergraduate* teaching and learning at MSU will be funded.

3. The awarding of grants will be based on the strength of each faculty proposal and will not be tied to the number of grants from each college or department.

4. Faculty who have already completed a project are not encouraged to apply for a mini-grant. Grants are to be used as "seed money" to work on a teaching and learning project during the summer and/or fall semester.

**Examples of Acceptable Mini-Grant Proposals:**

1. Stipend to applicant to use technology to enhance teaching and learning in a course(s).

2. Stipend to applicant to rework an existing class to include active learning or other innovative teaching techniques.

3. Payment for travel expenses for an applicant to attend a teaching/learning conference or workshop similar to those held by the Collaboration or the Lilly Oxford Conference.

4. Monies to pay for supplies and/or equipment directly related to teaching and learning issues.

5. Any other project that aids the applicant in teaching and learning.
Teaching and Learning Mini-Grant Application

Minnesota State University, Mankato

Center for Excellence in Teaching and Learning

Name______________________________________ Campus Phone_______________
Home Phone______________________ e-mail:________________________________
College_________________________ Department_____________________________

Full-Time instructor teaching at least one class in the 2004-2005 academic year?Yes No

Please answer each of the following questions. Be concise with answers.

• What is your proposal for a Teaching and Learning Mini-Grant? (Maximum 250 words)

• How will this proposal improve teaching and learning for you and your students? (Maximum 100 words)

• How will you assess the effect of your completed work on teaching and learning? (Maximum 100 words)

• How will this proposal support your departmental goals? (Maximum 100 words)

BUDGET NARRATIVE (budget cannot exceed $4000)

Stipend for work ________________
Travel expenses* ________________
Supplies* ________________
Equipment* ________________
Other# ________________
Total ________________

*Please itemize on a separate page

#Please explain fully and itemize if necessary

TEACHING AND LEARNING MINI-GRANT AWARDS
MAY 19, 2004

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Appendix 6: Peer Faculty Consultations

PEER FACULTY CONSULTATION STAFF
2004-2005

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*was consultant in 2003-2004
#sabbatical fall 2004
@sabbatical 2004-2005

FEEDBACK ON PEER FACULTY CONSULTATION PROCESS

Name (optional) __________________________
To help assess the effectiveness of the peer faculty consultation process, please complete this questionnaire. Your responses will be treated confidentially (if you do not put your name at the top) and will be used to enhance the consultation process at MSU. Thank you.

Please circle the number that best indicates the extent to which you agree with the statements listed below.

1. The consultation session was focused on my needs.
   
   1  2  3  4  5
   strongly disagree       strongly agree

2. The consultation session gave me strategies that I can readily use in my teaching.
   
   1  2  3  4  5
   strongly disagree       strongly agree

3. The consultation process helped improve my teaching in some way.
   
   1  2  3  4  5
   strongly disagree       strongly agree

4. The consultation process helped me self-reflect as a teacher.
   
   1  2  3  4  5
   strongly disagree       strongly agree

5. The consultant was knowledgeable about college teaching.
   
   1  2  3  4  5
   strongly disagree       strongly agree

6. The consultant provided me with constructive feedback on my teaching.
   
   1  2  3  4  5
   strongly disagree       strongly agree

7. Overall, the consultation was valuable.
   
   1  2  3  4  5
   strongly disagree       strongly agree

8. I would recommend the peer consultation to other faculty.
   
   1  2  3  4  5
   strongly disagree       strongly agree

Your responses to the following questions will help assess the effectiveness of the consultation process. Please try to be as specific as possible.

1. What aspects of the consultation session did you find most helpful? Why?
2. What might have made the consultation better for you?

3. Have you altered anything about your teaching as a result of what you learned in the consultation session? Explain briefly.

4. What follow-up activities are of interest to you? How can we assist you further?

5. Are you interested in another peer faculty consultation for spring semester 2005?

6. Any other comments related to the peer faculty consultation process?

PEER FACULTY CONSULTATION PROCESS
Purpose: The purpose of the Peer Faculty Consultation program is to provide individualized, confidential consultation to support the development of teaching effectiveness in order to improve student learning. Faculty partnerships with a trained consultant is one important way for faculty to develop formative assessment during their classes. Faculty who volunteer to be a part of this program will select a trained peer consultant and receive supportive, confidential and focused formative assessment.

Privacy Statement: The Center for Excellence in Teaching and Learning at MSU exists to serve the teaching community. Information about specific individuals who participate in the consultation program is considered confidential by the Center. All materials generated during consultations are considered the sole property of the faculty member requesting the service and will be returned to the faculty member at the conclusion of the consultation.

How does it work? If a Peer Faculty Consultations sounds interesting to you simply contact the Center office at 1098 or send an e-mail to Dr. Stewart Ross, Director for the Center for Excellence in Teaching and Learning. Once a faculty member has volunteered for a consultation the Center a short interview will take place in order to decide on a consultant and what information the requesting faculty member desires for the consultation.

The consultant and faculty member will meet to discuss which classes are to be viewed, look over the syllabus and plan for the consultation. In most cases, the consultation will include a class visit, a discussion by the consultant with students in the class and a wrap-up session with the faculty member.

Who does the consulting? The Center has trained faculty who have volunteered to be Peer Faculty Consultants. These faculty come from all colleges in the university. Faculty can select one of the consultants from the list or have a consultant assigned by the Center.

When do consultations take place? Consultations can happen at any time during the semester. However, to benefit faculty the most it is suggested that they occur between
the 4th and 8th week of the semester. This will give the faculty member time to adjust the class based on consultant and student responses.

Appendix 7: Diversity in the Classroom Workshops

**DIVERSITY WORKSHOP**
Gwen Griffin & Stewart Ross, Facilitators

**Agenda**

January 2005

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<th>Agenda Item</th>
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<td>Who Are Our Students?</td>
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<td>3:30</td>
<td>Refreshment Break</td>
</tr>
<tr>
<td>3:45</td>
<td>Participant Responsibilities</td>
</tr>
<tr>
<td>4:00</td>
<td>Creating Inclusive Classrooms</td>
</tr>
<tr>
<td>5:00</td>
<td>Workshop Concludes (guaranteed or your money back)</td>
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</tbody>
</table>

**Diversity Workshop**

January 12, 2005
Stewart Ross and Gwen Griffin, Facilitators

**Participant Evaluation**

| Sale:  5--excellent  4--good  3--average  2--below average  1--poor |

Usefulness of workshop for you: AVG: 4.2
Effectiveness of facilitators: AVG: 4.8
Usefulness of handouts: AVG: 4.6
Opportunity for discussion/interaction: AVG: 4.4
Use of time: AVG: 4.2

What was the one best aspect of the session?

- Loved the ice breakers and interaction. Excellent presentation.
- Initiate the importance of diversity
- Enlightenment!!!
- Good activities to steal for my class!
- Group discussions.
- Discussion and real life examples.
• Learned about many other people--how to add diversity to curriculum.
• Power Point presentation: What can we do to teach diversity? By the OSU.
• New ideas for using diversity in the classroom. Interesting and diverse group of faculty.
• I got some food ideas about ways to include diversity in my causes from the presentations, handouts and discussions.
• Meeting others and discussing. Getting past (and recognizing) the beginning didus (?? unintelligible word)--getting into the underlying (and hard) issues.
• Open discussion--willingness to listen to all participants.
• Good to start the semester with a focus--thanks.
• There were actually several "best aspects" including creating a greater awareness for me about diversity; the examples and cases; and the opportunity to hear other opinions.
• I find the handouts useful.

Do you plan to do anything different in your teaching after the workshop? Why or why not? What will these changes be, if any?

• Yes. Expand syllabus and tasks to cover the points covered.
• Yes, since it's our mission.
• Yes! I have an 83 person class that could use so much of these techniques.
• I do some activities in my classes when I realize I need to modify and update.
• Yes. Changes to syllabus, changes in teaching techniques.
• This gave me a better understanding of how to deal with diversity. PC agents have made this almost a scary area--mainly due to intolerance of views different than theirs. Definitely will address this in my classes. (P.S. Lunch very good!)
• Plan to promote student interaction in order for students to have an opportunity to learn about each other. Plan to make environment safe for students to interact and share.
• Cultural reference.
• Yes, talk about cultural influences in Earth Science. For example, tsunami relief--most of the victims are lactose intolerant. Relief video shows helicopters dumping "ultra milk" to victims.
• Most of these things are things I already try to incorporate, bit I like some of the suggestions for encouraging communication amongst diverse students in the classroom. I will implement D2L anonymous feedback.
• Plan my examples ahead (or even just get a bank of interesting examples), so that they address diversity in an interesting way (i.e., different way than students are used to seeing).
• Plan to meet with facilitators.
• Don't know yet.
• Yes and no--some ideas come to mind but will require additional thought/research. Immediate changes would involve what outside topics are discussed (such as "funny" stories), more attention to international student needs will also be included.
Greater emphasis on ethnic and gender diversity as well as more thought into physical challenges for MIS users.

Need to understand the "Project" expectation better.

I got ideas on what elements I can add to the syllabus, such as a statement about diversity.

1) Yes, change/rotate group leaders (slide #14 in 2nd presentation). 2) List home states/countries (in my grade book) of students and incorporate their area differences in class discussions (global economy, etc.). Also, did you know roller bladders are a diverse culture? Of course you did--but they, too, face discrimination and harassment.

Appendix 8: Talking About Teaching and Technology Conference at MSU

SECOND ANNUAL TALKING ABOUT TEACHING AND TECHNOLOGY CONFERENCE
Minnesota State University, Mankato
November 11, 2004
Co-sponsored by the MSU Center for Excellence in Teaching and Learning and Information and Technology Services

AGENDA

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:30-9:00 a.m.</td>
<td>Coffee and donuts CSU 253/4/5</td>
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<tr>
<td>9:00 a.m.</td>
<td>Welcome: Stewart Ross &amp; Tim Kochery</td>
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<tr>
<td>9:05-10:30 a.m.</td>
<td>Keynote Address: &quot;The New Fluencies for Technologically Mediated e-Learning&quot;-Lesley Blicker-Desire2Learn Implementation Team Leader for Minnesota State Colleges &amp; University System</td>
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<tr>
<td>10:30-10:45 a.m.</td>
<td>Break Refreshments in CSU 253/4/5</td>
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<tr>
<td>10:45-11:45 a.m.</td>
<td>Breakout I Debra Gohagan-CSU 253/4/5 Randall McClure &amp; Christophe Veltosos CSU 201 Bryce Hoppie &amp; Judith Kuster-CSU 202</td>
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<tr>
<td>12:00-1:30 p.m.</td>
<td>Lunch on your own</td>
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<tr>
<td>1:30-2:30 p.m.</td>
<td>Breakout II Lesley Blicker-CSU 253/4/5 Kent Kalm-CSU 201</td>
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</tbody>
</table>
2:30-2:45 p.m.  Break  Refreshments in CSU 253/4/5

2:45-3:45 p.m.  Panel Discussion:  
"Online Learning at MSU"  
Lesley Blicker, Nan Johnson-Curiskis, Scott Page-CSU
253/4/5

Topics of breakout sessions:
Debra Gohagan-“LTAs Blogs, RSSs, & Wikis-Swikis: What can these technologies do for you?”
Faculty barely master the latest and often complex computer-based teaching technologies only to find they are already outdated. This presentation reviews teaching & learning technology applications that have proven to be reliable, accessible, easy to learn, and non-intimidating. It previews ‘newer,’ but similar, technologies for use in faculty teaching activities.
Randall McClure-“Using Multimedia Technology in Commenting on Student Writing”
This presentation reports on the use of various multimedia technologies in the process of commenting/providing feedback on student writing in an advanced writing course. The purpose of using such technologies is to enhance the effectiveness/usefulness of both teacher’s comments and students’ self-evaluations of student writing. The technologies included in this project include blogs, audio/wav files, features of MS Word, synchronous and asynchronous communication tools, and other features of U Compass as an online course management program.
Christophe Veltsos-“Development of a Computer Network Security Experiment for COMS 362”
Students often take for granted security when using a computer. This work engages students to seek knowledge and tools to evaluate computer and network security at home and at work.
Bryce Hoppie-“Luddite to Artiste: A Geologist's Adventures in the World of Instructional Technology”
Institutions of higher education have devoted vast resources toward building instructional technology hardware, software, and support. Educational research indicates students demonstrate improved understanding and achievement when instructional technology is applied properly to learning environments. Furthermore, college students now enter classrooms expecting effective utilization of instructional technology and are disappointed when it is absent or used improperly. Geology classroom and laboratory instruction at MSU has not kept pace instructional technology advances through the past decade: Most teaching still relies on photographic slides, overheads, and chalkboard instruction. With financial assistance from the CETL mini-grant, the Geology Program began acquiring digital imagery for three-dimensional presentations, interactive lessons,
and digital videos of field and laboratory practices. This presentation will discuss recent findings in geoscience instructional research and show several examples of the developing instructional technology library currently being constructed at MSU.

Judith Kuster—“How I Spent My Summer Vacation: Three Technology Projects to Enhance Undergraduate Learning”

This presentation will describe work completed for courses in Communication Disorders and Phonetics related to the use of technology aids, including:

1. Developing therapy materials from Internet resources
2. Developing a website for Phonetic transcription practice
3. Digitizing video samples to enhance undergraduate courses in Phonetics, Stuttering, and Introduction to Communication Disorders

Lesley Blicker—“Desire2Learn: Questions and Answers for Faculty”

Kent Kalm—“The 1, 2, 3’s of Video and Audio in Online Courses”

This presentation will take participants through three simple steps in building an Online Audio Talk Show (using Windows Media Encoder), producing a “This Week In” a course video show (using Visual Communicator) and using Microsoft Producer to narrate and present Power Point presentations online. A demonstration of using these three technologies will be presented along with step by step procedures for your own development. Participants in the session will be actively involved in the preparation of all three programs.

Amanda Luyster—“Using Technology to Teach Art History”

In teaching a large art history class at MSU, slides are shown in a lecture room. Such courses, referred to jestingly as “Art in the Dark,” have a reputation of providing overtired students with a warm, dark space and the drone of a lecturer’s voice. This is the age-old stereotype which, every day, faculty must combat. One way to keep students not only awake but actually thinking is to use active learning techniques, often using technology such as websites, D2L, and Power point.

Ann Quade—“Successful Strategies for the Design, Development, and Assessment of an Online Hybrid Project-Based Course”

Teaching a semester long, projected-based computer science course that requires significant group work in a traditional classroom setting affords little class time for an instructor to actively work one-on-one with groups, promote collaborative learning with and between groups, and assess on a regular basis individual preparedness and group contributions. To address these concerns, several components of this traditional course were developed for online delivery. These components stress problem solving using higher order analysis and synthesis skills as well as group collaboration and consensus. Methods to assess student learning in this environment were also developed and implemented. The challenges associated with moving this type of course online and effective strategies that address these opportunities will be discussed.

Appendix 9: Talking About Teaching and Significant Learning
Dr. Dee Fink poses a fundamental question for all instructors: "How can instructors create courses that will provide significant learning experiences for students?" In the process of addressing this question, he urges us to shift from content-centered
approach to a learning-centered approach that asks, "What kinds of learning will be significant for students and how can we create a course that will result in that kind of learning?"

In Dr. Fink's presentation, he provides several conceptual and procedural tools that are invaluable for all instructors when designing learning experiences. He takes important existing ideas in the literature on college teaching, adds some new ideas, and shows how to systematically combine these in a way that results in powerful learning experiences for students. Acquiring a deeper understanding of the design process empowers instructors to creatively design courses for significant learning in a variety of situations. (For more information go to: www.significantlearning or check out our link at www.mnsu.edu/cetl)

This is one workshop that has the potential to change the way you teach through redesign of existing or new courses. Don't miss this chance to reflect on your own teaching and course construction!
Dee Fink at Conference making a point.
Participant speaking at conference.
Ideas generated by participants at conference (now on home page of CETL website)
# Attendance at Talking About Teaching and Significant Learning Conference at MSU

<table>
<thead>
<tr>
<th>College</th>
<th>Name</th>
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<tbody>
<tr>
<td>1 Anoka Ramsey Community College</td>
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<td>2 Brooklyn Park Technical College</td>
<td>Catherine Bauer</td>
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<td>3 Century College</td>
<td>Gail Burgess</td>
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<td>4 Century College</td>
<td>Ginny Coyle</td>
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<td>5 Century College</td>
<td>Jackie Hays</td>
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<td>John Oughton</td>
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<td>Michelle Newton</td>
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<td>8 Century College</td>
<td>Pauline O’Conner</td>
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<td>9 eLumen Collaborative</td>
<td>David Shupe</td>
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<td>10 Hennepin Technical College</td>
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<td>Andrea Potyondy-Smith</td>
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<td>Judy Canney</td>
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<td>14 Minnesota West Comm &amp; Tech College</td>
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<td>15 Rainey River Community College</td>
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<td>Gerry Frie</td>
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<td>John Converse</td>
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<td>22 SCTC</td>
<td>Lynne Groves</td>
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<td>Peter Johnson</td>
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<td>38  Warren Sandman</td>
<td>Academic Affairs</td>
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<td>39  Gary Mead</td>
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<td>41  Roger Kontak</td>
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<td>42  Penny Herickhoff</td>
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<td>43  Stewart Ross</td>
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<td>44  Chris Veltsos</td>
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<td>45  Bob Hugg</td>
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<td>46  Jean Harr</td>
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<td>47  Julie Carlson</td>
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<td>48  Loretta DeLong</td>
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<td>49  Scott Wurdinger</td>
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<tr>
<td>50  Anne O'Meara</td>
<td>English</td>
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<tr>
<td>51  Chad Kuyper</td>
<td>English</td>
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Appendix 10: Counseling Center Workshops

Recognizing Signs of Depression and Suicide in Students

Date: September 15, 2004
Description:
It is fairly common for students to face depression at some point in their college careers. Additionally, many students will contemplate suicide, which may or may not be linked with a depressive episode. These issues can impair students’ academic, emotional, mental, physical, and overall well-being. It can be difficult, as faculty, to witness the struggles of students and to wonder if depression and suicidality may be a factor. In this workshop, you will learn about the signs of depression and suicidality that students may exhibit as well as strategies to consider for assisting students in getting appropriate help. The session will be discussion-oriented.

**Burnout Prevention for Faculty**

**Date:** Tuesday, October 26, 2004  
**Description:**  
With the numerous demands placed on faculty, there can be a particularly high risk for developing burnout over time. As the costs of burnout are high, it is important to intervene early before burnout can take its toll on faculty’s professional and personal success. This workshop will help participants to recognize the signs of and risk factors for developing burnout, to learn strategies for preventing burnout, and to discuss with colleagues their shared concerns about balancing the demands of the work they do.

**Date:** Wednesday March 30, 2005  
**Time:** 2:00-3:30 pm  
**Location:** CSU 285

**Core Developmental Tasks of Emerging Adulthood**

with Steven P. Gilbert, Ph.D., ABPP, LP  
from the MSU Counseling Center

**Description:**  
Freud said that adult adjustment entails "finding a work to love and a love to work at." The college years are when this search begins in earnest. This presentation will review some of the core developmental tasks and unique characteristics of emerging adulthood which set it apart as a distinct developmental period of semi-autonomy, focusing on the seminal but still relevant work of Arthur Chickering and the newer contributions of psychologist Jeffrey Arnett. In addition to a review of the core psychological tasks and psychosocial transitions of the college years, other issues addressed will include: Is adolescence truly a time of "storm and stress?" Do high school or college students engage in more high risk behavior? What exactly is an "adult?" How are college students different than persons just a few years younger or older? Is college really more stressful now than it used to be? This presentation may serve as a review and reminder for some, and an introduction for others.
Appendix 11: CETL General Workshops

Exploring Academic Service-Learning at Minnesota State University: Examples, Opportunities, and Connections

Date: Monday, November 8th
Time: 9-10:30 a.m.
Location: CSU 201

Description:

Facilitated by Ann Swartz (Program Coordinator, Student Leadership Development and Service-Learning) and David Engen (Faculty Coordinator of Community-Based Learning), this session takes a brief look at academic service-learning. Participants will discuss service-learning as a teaching tool and explore several service-learning projects currently or previously used at MSU. Participants will receive a detailed list of local agencies willing to partner with MSU faculty. Participants will also be given the opportunity to explore ways their courses might utilize service-learning to help students learn course material. If you have no experience with service-learning, please consider attending to learn about this powerful teaching method. If you do have experience with service-learning, please consider attending to share your insights and help other faculty connect community and campus.

WORKSHOP

eFOLIOS FOR TEACHING & LEARNING

Date: March 10, 2005, Monday
Time: 10-11 a.m. and repeated from 1-2 p.m.
Location: CSU 202

RSVP required to CETL no later than March 7th
(we can accept no more than 25 faculty at each session—first come first served!)
Description:

As students and faculty in creative fields have always known, portfolios (collections of work products) are effective vehicles for demonstrating scholarly and professional accomplishments. In recent years, portfolios have been increasingly used across the disciplines to share with students, colleagues, and evaluators examples of finished products as well as works-in-progress. Used as an illustrated scholarly argument (Chism, 1998; Mues and Sorcinelli, 2000 (PDF)) the portfolio provides educators and their students a new opportunity for rich analysis and assessment of their own work and that of others.

The electronic portfolio allows for incorporation of work in many textual and audio-visual formats, and publication to a variety of audiences.

In this session, we will explore the uses of electronic portfolios for student learning and for faculty professional development. You'll also get to review several portfolios that use the eFolioMinnesota tool. We'll discuss portfolio types by purpose (Showcase, Development, Assessment, and Diagnostic) and discuss the evaluation of efolios using a rubric.

Facilitator:

Lynda Milne is System Director for Faculty Development in the Minnesota State Colleges & Universities System. She is also director of the system’s Center for Teaching & Learning. Ms. Milne chaired the faculty workgroup that designed the eFolioMinnesota faculty template, and has presented workshops on efolio throughout the state.

At Wayne State University in Detroit, Milne founded and directed a teaching, learning, and technology center supporting 2,700 faculty. WSU was then one of the first research universities to include portfolios in the promotion and tenure process. Ms. Milne completed her Ph.D. studies in higher education at the University of Michigan; her bachelor’s degree in English is from the University of California, Berkeley.
WORKSHOP

MULTIMEDIA EDUCATION RESOURCES FOR LEARNING & ONLINE TEACHING: MERLOT

Date: March 28, 2005, Monday
Time: 10-11 a.m. and repeated from 2-3 p.m.
Location: CSU 201
RSVP: Please contact CETL via e-mail to RSVP to attend this workshop. Please note morning or afternoon attendance.

Description:
The Office of the Chancellor’s Minnesota Online is participating in the MERLOT Freshman Year Program 2004 through 2005. MERLOT is an organization with resources that will facilitate building a shared repository of learning objects in our system. Come find out about MERLOT and how it might be of use to you in your teaching, and if you already use this resource you are invited to come join in a discussion on:

✓ Exploring and developing potential relationships with national exemplars in collaborative learning, technology, and effectiveness initiatives.
✓ Creating communities of Peer Reviewers for learning objects through its relationship with the MERLOT Peer Review Editorial community.
✓ Contributing to and using open source learning objects from a recognized exemplar community of scholarship.
✓ Promoting an easy and recognized source of online learning objects to allow faculty to integrate high quality online instructional technology resources into their courses effectively, easily, and enjoyably.
✓ Integrating RSS feeds into system resources for faculty and academic technology staff in system web sites such as:
   • ITEACH Online Faculty and Professional Development Center
   • e-Resources
   • Information Technology
Facilitator:
Deborah W. Proctor, Ph.D.
e-Curriculum Director for Minnesota Online

A recent graduate of a Ph.D. program in Education Technology from Walden University, Deborah joined the Office of the Chancellor in March of 2004 in a role that allows her to connect her interests in online technology, curriculum, and faculty development. She enjoys communicating about the opportunities in the system to expand online programming and providing information on the array of academic services that are provided by Minnesota Online. Prior to work as e-Curriculum Director for Minnesota Online, Proctor was a 14 year faculty member and CTL Campus Leader at Pine Technical College.

Appendix 12: Teaching Academy Course

Week 1
- Instructional Strategies
  - Monday – all day
  - Tuesday – morning
- Assessment for Learning
  - Tuesday – afternoon
  - Wednesday – all day
- Instructional Technology
  - Thursday – all day

Week 2
- Course Planning & Design
  - Monday – all day
  - Tuesday – morning
- Teaching Portfolios
  - Tuesday – afternoon
  - Wednesday – all day
- Teaching Presentations
  - Thursday – all day

4 credits (grad or undergrad) for 2 weeks / Assigned project work will be required