CTE Committee Meeting Minutes
February 21, 2005, 3:00-4:00
Founders Hall 2122


Old Business:

CTE Newsletter:
J. Schaffer and J. Falconer gave an update on the newsletter, which is complete. John wrote the intro, which gives an overview of the student research activities on campus. Faculty from various departments who engage in student research activities contributed information on what their departments do with these programs. John will provide some photos from student research activities and Jeanne will contact the authors of the articles to see if they have photos. John will provide links to student research resources and to the summer research program, and will provide J. Butler with all content. Jeanne will then review the information, integrate the photos and send to Tara to put into the newsletter.

Much appreciation goes out to Julie Schaffer and John Falconer for putting the newsletter together.

Other:
Jeanne discussed support being provided by CTE to individuals applying for the Pratt-Heins awards. She has received documents from applicants and is having faculty, who have won the award in the past, review the documents and give feedback. She hasn’t gone to Dean’s meeting of Chairs yet to discuss the teaching awards and how CTE can support this effort. This will be done in March/April.

New Business:

J. Butler handed out sponsored events attendance for the fall events. She was slightly disappointed in the attendance of the Assessment Panel Discussion – The Use of Standardized Tests in Evaluating Student Performance. There were a total of 16 who attended this panel discussion. The CTE co-sponsored events with several organizations in the Fall which was beneficial to both organizations. This will continue. The cumulative attendance for fall sponsored events was 441.

J. Falconer was concerned about the emphasis on Assessment in the Fall offerings and wondered if this was ignoring the boundary between assessment and the CTE—the two responsibilities of the CTE director. He felt this might make faculty less willing to use the CTE because of the appearance of a focus on faculty assessment. He would like to see more sessions about teaching specific topics.
J. Butler indicated that CTE was mandated to have 1 assessment event a month this year by the Director of Assessment and the Sr. Vice Chancellor. Little or no training had been provided to faculty on assessment in the past and since this is a current NCA requirement for UNK, to encourage a climate of assessment requires communication and training on assessment. The assessment topics covered are not related to faculty assessment, but to student assessment and program assessment. By having 1 CTE event a month, allows us to report back to NCA that we have made a commitment to training and that we document the training. Jeanne indicated that, “How do we talk about teaching without talking about assessment?” Next year, the CTE will focus more on teaching specific sessions and assessment training will play a minor role.

CTE Needs Assessment
The Summary Report of CTE Assessment Programs was distributed at the meeting. On page 3, the report indicated that 33.68% of faculty have never attended a CTE event/activity. This is a group that we really need to target. According to the report, late afternoons are the best time to have an event. In addition, Distinguished Speakers Series has been a hot topic and co-sponsoring events have been beneficial.

Jeanne suggested that all committee members look at the summary report and we will discuss it in further detail at the next meeting. We plan on reporting this data in the Spring newsletter.

In discussing the services provided by the CTE, Jeanne indicated that faculty are using development funds for conferences, but not using funds for teaching research or innovation projects. J. Schaffer has expressed an interest in teaching research. She would like to learn more about how to start the process of teaching research. She was thinking about some type of cohort type of suggestions (like distance education). Pat would like to discuss this further with Julie and brainstorm some ideas together.

The committee agreed that it would be a good idea if CTE would come up with a couple of topics that could be funded. These topics would be distributed to faculty and see if anyone wants to work as a group on these topics. Jeanne indicated that the CTE can put out an email related to areas of interest for teaching research and that the CTE would serve as a clearinghouse for matching interested faculty members.

S. Honeyman has talked to others in her department about teaching difficulties. A particular area of interest, especially for new faculty from urban areas is how to teach students from rural communities and what characteristics of the rural student impact classroom interactions. Jeanne indicated that it would be a good CTE event to do a panel discussion on this topic during the Fall semester.

CTE involvement in GA training was discussed at the meeting. Jeanne had surveyed GAs about what was valuable in the 2004 session and what they would like to see included in training sessions in the future. The survey indicated that rather then having a training session in the afternoon on mentoring, resume writing, etc., they would like to meet with faculty/departments they are going to work for to discuss their responsibilities,
expectations, etc. Many of them have not met the people they will be working with starting the Monday after the orientation. The morning session on HR issues and other logistics information will probably stay the same, but the afternoon session will probably change to meet GA’s immediate concerns. At this session, they would go to the department/faculty they are going to be working for to get information on their actual jobs. It might be a good idea to have a set of standard questions for the GA’s to use when meeting their department faculty for the first time, in addition to the things of concern to each of them individually. The TAs should probably have a separate session related to their teaching duties and be encouraged to attend CTE events on teaching during the year.

**New Faculty Orientation** was also discussed. CTE had very little involvement in this activity in Fall 2004. The current format is that in the morning, the focus is on human resource items and other logistics issues. After that directors of programs come in and talk for 10 minutes about their program and how it supports faculty. In addition, a room is set up with booths from various organizations around campus that provide support to faculty. New faculty meet the various groups and are given information/resources. The faculty participating in the one-day session indicate that this is information overload and somewhat overwhelming. D. Kelley remembers being overwhelmed, but does think that having faculty members drop in to discuss various issues would be a good idea. D. Kaufman suggested that not all of the new faculty training has to take place in 1 day. We need to provide opportunities for new faculty to meet without experienced faculty to ask questions, etc. Jeanne suggested that CTE should be involved in the New Faculty Orientation and then on a continuing basis with new faculty meeting once a month to discuss issues with each other and to have information/training sessions on topics that they identify. P. Cuzeiro related her experience as new faculty this year. She would like to see a mentoring program set up for all new faculty to provide continuing support. Jeanne related that 2 colleges have formal mentoring programs for new faculty—NSS and B&T. She has talked with FAH and COE about developing these programs and will work with them to encourage this for Fall 2005.

**CTE Committee members’ ideas for CTE Focus for Fall 2005:**

In addition to the ideas presented in the last meeting, the committee had some additional recommendations. D. Kelley would like a session related to disciplinary procedures that faculty can follow in dealing with problem students or issues that come up in the classroom. Also, that it would be helpful to have more concrete discipline procedures in place and known to the faculty. Right now, the process isn’t clear, so faculty don’t know exactly what they can and can’t do and who they go to with disciplinary problems. J. Schaffer indicated that there are policies, but it is difficult to find the information. Also, it isn’t clear what faculty can do in certain situations. It is important for faculty to know what is the accepted policy in order to protect themselves.

D. Kelley suggested that training on how to develop an effective poster for presentations would be helpful, since faculty and students don’t always know how to do this. J. Schaffer and others in biology have had some poster training sessions, but there has been little interest and few people have attended. When Julie has time, she will provide the
CTE with Power Points or print information on developing posters that can be put on the CTE website. Other suggestions for Fall sessions included student learning styles and teaching techniques to address differing styles.

CTE is in the process of setting up a location on the website that will allow faculty to access online training on various topics. This will be discussed at the next meeting in greater detail.