

GA CTL Directors meeting - April 3, 2013

Joyce - Lydia - Michele - Cathy – Steve- Lauren - Dawn – Judith- David—Simon—Mike—Ian —
Katie —Debra —Ginger —Sherry —Pam

Activity

Getting faculty to come to training is more challenging than designing/developing training.

- Charge for workshops
- Charge if faculty sign up but don't attend
- Opposite of charging is paying faculty to attend - most applicable to long-term or higher-profile programs
- GGC is using chimp mail to run a campaign - very good stats available, even the free version
- Offer training where the faculty are - this also allows you to tailor training to a particular department or college as well
- Offer options via Wimba, Collaborate, Videoconferencing
- Blended options - many resources online, but also some

Which causes more stress, leading workshops in groups or one-on-one consultation with faculty?

- You might learn more about your faculty when working with faculty one-on-one
- It might be easier to hurt someone's feelings when one-on-one, or it might be easier in a group!
- Ginger suggested that USG might offer a workshop about one-on-one consultation
- Michele plugged the new faculty developer's institute at KSU

Which one is more enjoyable: Working with newbees or long-time faculty?

- Pros and cons with both
- Newbees might have high or unreasonable expectations
- Newbees usually have a number of pressures
- Good time for development with newbees
- Long-time faculty are sometimes more appreciative
- Newbees are sometimes more appreciative to get whatever they can
- Sometimes long-time faculty attend, but they are not necessarily willing to learn anything new

Which would you rather do - effective learning outcomes or more active learning?

- Many faculty don't know how to write learning outcomes
- Encourage faculty to answer: how would you measure?
- Teachers and students might both define teaching as delivery of material and learning as ability to recall that material. Changing up that model is uncomfortable

USG Updates

MOOCs

USG will be offering MOOCs. There is strong incentive from the BOR to do them. We don't know what they will look like yet. Houston Davis is talking to other systems offering MOOCs.

D2L will host a MOOC for a Georgia Faculty member, free for the rest of the calendar year. Heather Colley is the new D2L rep for us.

Have a look at materials on the RACDE list re Florida

UGA panel on MOOCs -

<http://podcasting.gcsu.edu/4DCGI/Podcasting/UGA/Episodes/25573/186159996.mov>

Georgia State is offering assessments to provide credit. CLEP?

(<http://clep.collegeboard.org/exam>)

NGLC grant to develop an inexpensive degree with Columbus State. The number was \$20k, but the chancellor wants it even lower.

PLA?

PLA at UGA - if you fail the exam, you fail the class??? Sherry is dubious, but will investigate.

Ginger did a needs assessment a couple of years ago, but if you have needs for training, let Ginger know.

We have a Dropbox account for resources - contact Ginger for access. Provide the e-mail address you use to access Dropbox and she will add you.

Quality Matters - 8 USG institutions are using QM in some way, shape or form. Mike will pay \$5,500 to allow institutions to get the full subscription for \$1,100/year. This is a great rate.

Ginger will be the state rep. Benefits include:

- Access to the fully automated, web-based Quality Matters rubric
- Discounts on QM training
- Two seats in the Institution Representative Training
- Participation in the QM Users' Group
- License to conduct QM's flagship rubric training
- Ability to conduct official course reviews eligible for QM recognition

See <http://www.qmprogram.org/subscriptions>

Activity

Desire2Learn update

- GeorgiaVIEW will upgrade to version 10.2 in December

- This is an in-place upgrade, not a migration
- A training instance will be available in August or September
- GA Southern had a good experience upgrading from 9.4 to 10.1
- USG is investigating the Analytics package, and it is a huge endeavor which is expensive and complicated
- There will be some sort of training available through USG for 10.2, but how that will look is not certain yet
- There will be more online faculty development sessions offered by the USG
- USG will also continue to sponsor the Teaching and Learning conference in the spring
- USG will also sponsor a two-day F2F workshop with the GT Regents Award winners
- Mike would also like to offer a “train-the-trainer” for this group - think about it and let him know what you would like to see offered.

Congratulations to Dr. Kathleen Lowney for winning the Regents Teaching Award this year!
http://www.usg.edu/faculty_affairs/awards/2013_fiscal_year_regents_award_recipients

Accessibility - Guest Janet Sylvia

- How do we encourage faculty to respect the law?
- Accessibility is not just for the students, it is also for the faculty
- We need a shift from the accommodations model to universal design
- USG page on accessibility - <http://www.usg.edu/siteinfo/accessibility>
- Tutorial - also on the USG accessibility
- Sherry will share our widget / statement on accessibility with the group
- Mike will check on differing information
- Simon will share the minimum - what does a faculty member need to do? How?
- Buildings cannot be built without accessible bathrooms - how do we create accountability to require courses and course materials be accessible?
- Who on your campus is responsible for section 508 compliance? Including courses, department web sites, etc.
- What percentage of your course materials are in compliance right now?
- Recommendation: USG should provide resources to make universal design and section 508 compliance a realistic possibility. It is not realistic to ask faculty to know what is required and how to implement those requirements.

Pamela & Lauren - USG Policy Manual review - policies of interest to this group - we might form recommendations around these...

- Statement 6.3 on intellectual property
- 2.5.2 - Institution president is ex-officio chair of the faculty
- 2.5.3 - Personnel policies
- 2.7 - Organization Structure and Changes
- 3.2.6 - Regents' Teaching and Service to Students Awards Program
- 8.2.17 - budget for professional / staff development

- 8.3.6 - Criteria for promotion
- 8.3.14 - Faculty Development

Ginger & Lydia will work on a document to assemble information about what the different institutions offer in terms of “each institution shall have a campus-wide professional growth and development program that supports the continuous improvement of all faculty in their roles as teachers; scholars/researchers; and professionals engaged in service to the institution, the community, and the profession. Each institution’s program must be intentionally aligned with the institution’s mission, key initiatives, and strategic plan. The program must cultivate and sustain a culture in which faculty professional development is valued and pervasive.”

Election of consortium chair--

David Pollock was elected for a second term.