Senate Growth and Development Committee 2015/2016
Meeting Minutes 12/11/15 10:00-11:15 am Senate Conference Room, Hall Dorm

Members Present: Larry Renfro (Chair), Joseph Crivello, Andrew Moiseff, Faquir Jain, Larry Silbart, Dave Benson, Maria Gordina, Suzanne Wilson

Members absent: Kristen Schwab, Kathy Hendrickson, Lyle Scruggs, Robert Bird, Alec Calva (GSS) Greg Bouquet, Tracie Borden, Karl Guillard

Guests: Peter Diplock – CETL

Minutes: The minutes of the 11-17-15 meeting were unanimously approved.
Discussion with Associate Vice Provost Peter Diplock:
   Overview of CETL: We were given a broad overview of CETL and how CETL supports flexibility in teaching and student-based learning. CETL fosters an environment of sharing and encourages faculty to share teaching techniques with other faculty. Peter then discussed the reduction of CETL staff from 135 to 45 and how this has forced him to focus on CETL's core mission. (see details in attachments below)
   TA training: Tier I TA training covering items such as compliance issues will be mostly online. Tier I will be required unless redundant training is done through departments.   Tier II is optional with workshops on professional development throughout the year for academic credit. Tier III is also optional and it provides up to 9 credits in graduate college teaching and instruction, centered through the school of education. Robin Grenier in the Neag School is responsible for the Tier III training. Tier II is required before Tier III. We also discussed the value of SETs and resources directed toward In-Residence faculty teaching proficiency. (see details in attachments below)
   Questions: Senator Wilson asked about the evenness of support for TA teaching.   The Vice Provost noted the need for flexibility and a system without redundancy.   Senator Jain asked if TAs who fail their speaking tests are assessed. Peter indicated that the assessments are monitored to make sure they are doing what they should.   Discussion about the range and metrics of assessment followed.   Associate Dean Moiseff asked about the effectiveness of the Student Evaluation of Teaching.   Peter responded that low SETs may are useful to trigger further assessment and peer-review.   He indicated that Adjuncts need more attention and that a lot of self-service information was available online.
   Growth areas: Peter indicated that the demand for flexible learning would continue to grow with student demand.   He felt that the transferability of CC courses would improve with technology such as video feeds and improved assessment.   Survey and enrollment data for summer courses was also provided (attached).

Center for Excellence in Teaching and Learning (CETL)

Senate Growth and Development Committee

December 11, 2015

The Center for Excellence in Teaching and Learning (CETL) exists to support effective faculty teaching and student learning across all learning modalities (face-to-face, hybrid, online) by helping faculty to align educational technologies with pedagogy and by promoting a culture of innovation supported by research informed best practice in teaching and learning.

Functional Units

- Faculty Development (ITL)
- Educational Technologies (HuskyCT/BB, iClickers, Lightboard, Mediasite, Media Production)
- eCampus
- Summer and Winter Programs Office
- Office of Early College Programs
- Testing Center
- Writing Center
- Q Center

Capabilities-Accomplishments-Trends-Challenges

- Capabilities: continuous improvement and reorganization focused on core capabilities ('flexible' teaching and learning, shifting time and space, capacity building, entrepreneurial program support)
    - o CETL website (new 2016)
    - o Tripartite Service Model (customized one-on-one support, batched support, self-service)
    - o Client (faculty/student) focused rather than functional silo focus
- Accomplishments:
    - o 20 fully or partially online graduate programs (5-10 new programs per year)
    - o 300+ fully online courses (undergraduate and graduate)
    - o Depth and breadth of faculty development (mini grants, teaching innovation showcases, scholarship of teaching and learning, communities of practice, mindset shift from 'fix and repair' to 'engage and develop', faculty online/hybrid learning course/certificate)
    - o Expansion of educational technologies
- Trends:
    - o Peer-to-Peer teaching and learning
    - o Online teaching and learning
    - o The 'move to the middle' (optimizing synchronous teaching and learning with asynchronous teaching and learning)
    - o Multimedia content and OER
    - o Educational Technologies
- Challenges
    - o Breadth of impact
    - o Systemic/integrated evaluation and impact

Preparation for College Teaching and Instruction

Faculty careers in post-secondary education increasingly require a foundation of teaching theory and practical experience in the classroom. The Preparation Series for College Teaching and Instructon at the University of Connecticut will support learners as they work with UConn undergraduates, and aid in the develop of teaching philosophies and portfolios for job searches, and successful completion of the advanced credential will set individuals apart in an increasingly competitive academic job market.

The Preparation Series for College Teaching and Instruction is designed to support graduate students currently teaching in the classroom and those who seek credentialing in order to apply for future teaching positions. This program consists of three tiers that, when combined, provide a comprehensive experience of progressive training, practical application, and classroom learning to support effective teaching at the post-secondary level.

All Teaching Assistants are required to complete Tier I. Tier II will be a one credit course and will thus be listed on the transcript.

Students wishing to earn a Certificate in College Teaching and Instruction will apply to the certificate program, and complete all Tiers.

Utilizing a three tier design, the series is flexible in its completion timeline to reflect the multiple roles of graduate students and their need to balance teaching, research and personal responsibilities.

Learning objectives for the certificate program include:

- Students will identify and apply best practices in college teaching and learning;
- Students will explore and understand how to incorporate instructional technologies and learning management systems in a variety of contexts;
- Students will apply and integrate educational pedagogy to their own practice;
- Students will choose among appropriate systematic assessments to best match desired student learning outcomes; and
- Students will use self and peer analysis of teaching practice and be able to apply those data to their future teaching practices.

Tier I

Tier I encompasses foundational training presented in four online modules supplemented by readings, videos, and assessments. Tier I is designed to ensure that all teaching assistants at the University of Connecticut recognize that graduate student teaching is highly valued at UConn, can understand and apply the basic principles of teaching and learning, and identify general policies relevant to teaching assistants at UConn.

Tier II

Tier II extends students' preparation through seminars that are held throughout the academic year. Listed as GRAD XXXX, this one credit course requires students to attend 5 seminar sessions held throughout the academic year. Seminars are offered in a hybrid format and students are able to select from a variety of interest areas. Examples of seminar themes include:

- Research and Theory on Teaching and Learning in Higher Education
- Inclusive Teaching
- The Case Method
- Problem Based Learning
- Thinking and Writing in the Disciplines
- Literature Circles
- Service Learning
- Educational Technology
- Teaching Large Classes
- Creating Discussions That Work
- Managing Classroom Dynamics
- Learning and the Brain
- Adolescence and Emerging Adulthood
- Course Design
- Formative and Summative Assessment

Some pre-workshop

Students will keep a reflective journal throughout their Tier II experience. They will also develop materials that can be used as part of a teaching portfolio. Students will be encouraged and allowed to complete this course over multiple semesters.

Tier III

Tier III is required for the Certificate in College Teaching and Instruction. Focusing on the pedagogy of college teaching, students will have the opportunity to explore theory and practice with leading education experts and within their own disciplines. Students must complete Tier I and Tier II, along with eight additional credit hours. Students may begin Tier III while concurrently completing Tier II. Students who complete the Certificate in College Teaching and Instruction will have this qualification listed on their transcripts as an officially endorsed University of Connecticut Graduate School Certificate.

develop portfolio

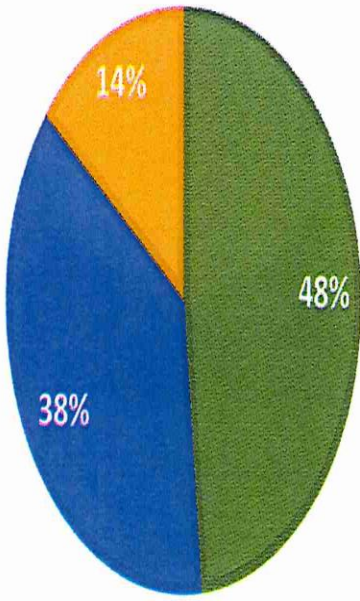# Preferred Mode for Summer (Post-Summer Survey 9/15)

ALL STUDENTS

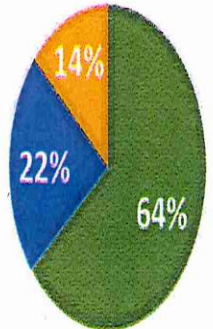■ In Person   ■ Online   ■ Hybrid
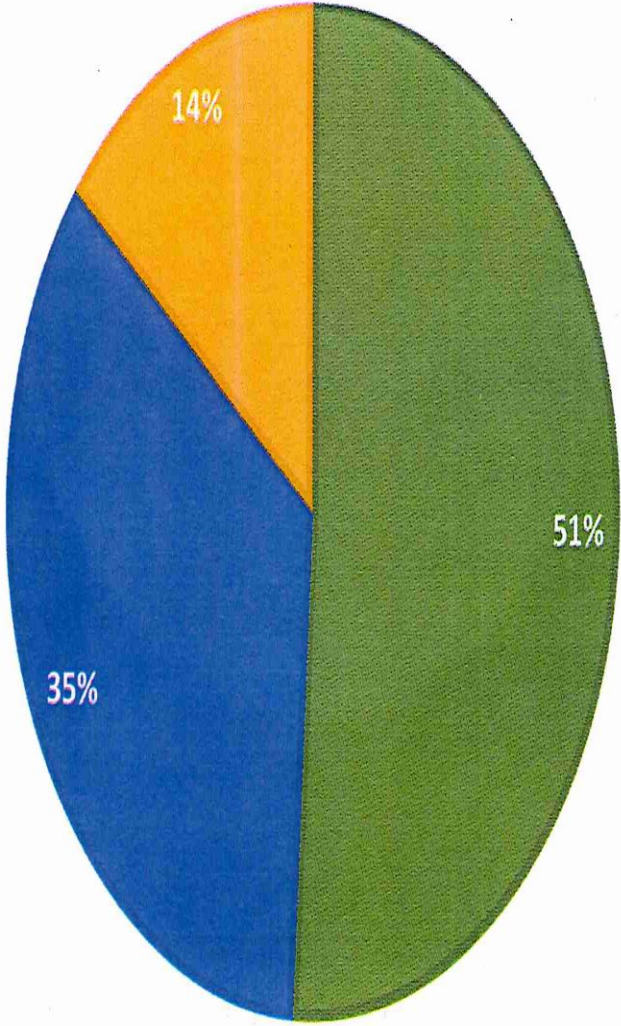
CONTINUING STUDENTS

■ In Person   ■ Online   ■ Hybrid

VISITING

■ In Person   ■ Online   ■ Hybrid

ENROLLMENT BY MODE 2008-2015
LECTURES/SEMINARS ONLY