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Faculty Development minutes 03/30/2017

Faculty Development Committee

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Faculty Development Committee

March 30, 2017

Welcome Center Room 122

Present: Tracy Otten (chair), Peter Dolan, Meagan Rollins, Adele Lawler and Windy Roberts (minutes), and David Langley (guest)

Absent: Stephanie Ferrian, Roger Wareham, and Alicia Schewe.

I. Minutes Approved with one modification

II. Schedule planning for Fall Professional Development Day:

Alert System Session (2 hours): Presentation by Brenda Boever and Jessica Porwoll on the new academic alert system. They will repeat a single session, one in the morning and one in the afternoon. One hour for each presentation.

Assessment (2 hours): Representatives from the ASLC will present one overview session followed by an hour of workshop style smaller group sessions. Langley may be asked to work with Rebecca on this. Rebecca is consulting the ASLC and will get back to us with the specifics (session titles and presenter names). ASLC will also be working with Divisions during the first meetings of Fall.

Student Mental Health (2 hours): Heather Peters will work with Bridget Joos and/or Jeanne Williamson from UMM counseling. This hour session will be devoted to student mental health issues and include specifics related to international and under-represented students. We will suggest that the session includes advocacy for student mental health issues and raise concerns about a lack of faculty training.

Developing memorable presentations (2 hours): After much discussion of possible topics for David to present at FPDD, and looking for ways to include topics of interest to the non-academic professional staff, David suggested a session on "Developing memorable presentations".

II. Planning for fall semester teaching development series: We discussed potential topics with David Langley for the upcoming fall. It was suggested that we could revisit some of the early career development sessions presented in the Spring of 2016. This series included the following sessions:

- Establishing and maintaining professional relationships with students
- Using feedback and self-assessment productively
- Student learning as the focus of course design
- Keys to effective instructional delivery
- Creating networks to support teaching
- Cultivating a process for improvement

We also talked about different scheduling options to potentially improve participation. It was suggested that we could also consider repeating his FPDD session on *Developing memorable presentations* ("sticky teaching").

David discussed his current work at University of Minnesota, Rochester on the topic of student engagement. The project was proposed by the Vice Chancellor to find out how students are engaged at UMR. David has been observing students in 14 first-year classes and will do so twice this semester. These observations note what students are engaged in doing every two minutes based on categories he has defined (see attached document). This allows him to calculate percentages of time students are engaged in different types of activities. With this method of observation, he can illustrate what students are doing, however, not how well they are doing it. He then meets with the faculty individually to go over the results and give feedback. Is this what they thought was happening in the class? Is this how they want the students to be engaged? At the end of the project, David will share the comprehensive results with the entire UMR faculty. He will likely be doing something similar with their advanced courses next year. He would be willing to do something similar here if the administration sees a need for it.

We discussed the possibility of David in looking at our Student Learning Objectives and evaluating the artifacts submitted for the assessment process. David said it could be possible but it would take some time to convince all parties involved since his focus is more on formative assessment evaluation rather than summative.

The meeting ended with the announcement that Dean Finzel plans to attend our next meeting to discuss FPDD. We can also raise the possibility of implementing a Study of Active Engagement. Specific focal points could include first year courses, electives or classes with larger enrollment.

Meeting adjourned at 1:55pm

Respectfully submitted by Windy Roberts