

CRITERION 1: TEACHING AND OTHER ASSIGNMENTS

PART 3: CETL ACTING DIRECTOR

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My assignments for Spring, 2009 included ¼ time for Acting Director, Center for Excellence in Teaching and Learning (CETL) while Dr. Stewart Ross was on a sabbatical leave. This section includes discussion of evidence related to that assignment. Specific documents for evidence were included in a separate collection of materials submitted with my annual Professional Development Reports. These documents are available upon request. The first part of this section includes a list of my professional activities that relate to work in CETL. The last part of this section includes a reflection about the experience and meaning behind some of the most significant among those professional activities.

Activities and Documentation

Activities included in PDR AY09:

1. Coordinate peer faculty consultations for spring semester; provide consultations as needed.
2. Oversee CETL mentor program.
3. Supervise CETL administrative assistant, instructional designer, and graduate assistant.
4. Coordinate all CoPs, including the SoTL groups and the FTCP groups.
5. Attend as many CETL group meetings as possible.
6. Help with CETL website content if needed.
7. Attend Academic Service Learning Task Force meetings as needed.
8. Prepare focus group proposal for the Internal Review Board for Research with Human Subjects.
9. Develop and implement focus groups for CASTL COPPER project.
10. Participate in CASTL conference calls.
11. Handle email and phone calls.
12. Periodically meet with AVP.
13. Coordinate the FTCP award luncheon.

Documentation included in PDR AY09:

1. Letter from Dr. Stewart Ross, Director, CETL
2. CETL 2008 – 2009 Annual Report
3. CASTL COPPER Cluster minutes, October 15, 2008
4. CASTL COPPER Cluster photograph, October 15, 2008
5. Proposal to MSU IRB for CASTL COPPER project (IRB Log # 5127)
6. CETL Focus group notes, February 2, 2009, February 16, 2009, March 2, 2009, and March 16, 2009
7. CETL participation history, 2002 – 2009 (in CETL 2008 – 2009 Annual Report).
8. FTCP award luncheon powerpoint presentation (April 29, 2009)
9. FTCP award luncheon photographs (April 29, 2009)

Reflection on Significant Activities

CETL Faculty Development Center

CETL is the one place where faculty members come together in cross-disciplinary groups to discuss and improve their capacity as teachers and learners in the university setting.

According to the POD Network in Higher Education,¹ the term Faculty Development refers “to those programs which focus on the individual faculty member.” The POD Network describes three types of faculty development programs:

1. Focus on the faculty member as a teacher (e.g., consultation on teaching, including class organization, evaluation of students, in-class presentation skills, and all aspects of design and presentation). This is the focus of CETL at MSU, Mankato.
2. Focus on the faculty member as a scholar and professional (e.g., career planning, professional development in scholarly skills such as grant writing, publishing, committee work, administrative work, supervisory skills, and a wide range of other activities expected of faculty). MSU, Mankato’s new Center for Excellence in Scholarship and Research encompasses several of these elements. MSU, Mankato’s Human Resources and Academic Affairs offices include the other elements.
3. Focus on the faculty member as a person (e.g., wellness management, interpersonal skills, stress and time management, assertiveness development and a host of other programs which address the individual's well-being). Again, at MSU, Mankato, such programs are provided by the Human Resources office.

The underlying idea behind faculty development is that the faculty members are the driving force behind decision-making and program design in the university. Therefore, assisting faculty members to be as productive as possible will make the entire university more productive.

For me, part of the value of working at CETL is that I learned even more about teaching and learning. I was able to observe several other faculty members and reflect with them about their teaching. I was able to observe faculty members in communities of practice as they reflected about teaching. I was able to learn many things that I will apply to my teaching in EEC.

Leadership and Evaluation

I continued the work on our campus for the CASTL Leadership Program and specifically designed and carried out a project to document student and faculty perceptions of teaching and learning. This project meant getting IRB approval of the project design, recruiting students and faculty members to be focus group members, hours of organization, facilitating focus group meetings, and transcribing the discussion and conversation.

¹Professional and Organizational Development Network in Higher Education. 2009. What is faculty development? Retrieved on May 20, 2009 from <http://www.podnetwork.org/development.htm>.

In addition, I collected information about the CETL faculty participation patterns and statistics for the past seven years. At the end of 2009 spring semester, I drafted the annual CETL report with information and material about the entire academic year.

I was completely surprised when Dr. Ross commented on the value of my work at CETL as a representative of faculty members from the College of Education. Evidently, sometimes, and in some higher education institutions, faculty members treat their education faculty colleagues with less respect than they give to content-specific academics. Dr. Ross felt it was valuable for me to be a role model of what education faculty members can contribute to the academic teaching and learning environment.