Announcements

1. VP for Admin, Ellen Horsch has asked to present a *report* from the Maternity Leave Group.
   a. Follow-up to FBC work last spring (parental leave)
2. BoT presentation (submission deadline 9/28).
   a. Discuss goals for the year
   b. Meeting with USG, GSG officers
3. Senate Self-Evaluation starts 10/3.
   a. Information needed from past and present committee chairs
   b. (a paragraph highlighting their past efforts and future goals)
4. Next meeting: Mike Meyers, CTL will be presenting 10/5.

"...main goal [of the Center for Teaching and Learning] is to support instructors as they try to improve, and in that sense, we [CTL] follow and try to meet instructor needs as they develop."

-Mike Meyers, Director CTL

1. Testing systems that offer more flexibility and better integrity.

2. Models and resources to support effective blended and online teaching

3. An increase in active and individualized learning

1) Testing systems that offer more flexibility and better integrity.

   As our students grow in diversity, they need and expect more customized opportunities to demonstrate mastery. We need to build systems that allow us to manage the workload associated with this, but simultaneously ensure that our assessments have integrity.   How do we help instructors make the paradigm shift required here? What infrastructure, policy, and support is needed for this new kind of testing?

2) Models and resources to support effective blended and online teaching

   Even though online courses aren't currently central to Michigan Tech's strategic plan, the number of online sections is growing as students look for more flexibility. MANY face-to-face courses are now delivering content, assigning homework, holding discussions, etc. online. Teaching in this new media requires different strategies, and accrediting agencies are watching closely to ensure quality and accessibility by all types of learners. How can we best support academic freedom, meet "quality control" requirements, help instructors build this new skill set, and provide resources needed to build and teach new-media courses?

3) An increase in active and individualized learning

   The ubiquity of video makes it increasingly difficult to justify requiring students to attend a largely uni-directional presentation at a specific place and time.   "Class" needs to become more reliably a place where rapid feedback from peers and instructors gives students a chance to check understanding and fix misconceptions, maybe even in flexible time. Whether large lectures can accomplish this goal is (to me and many others) an open question, but economic realities make this a critical area for attention.   What kinds of new classroom spaces and instructional resources are needed to support this?   Specifically, how do learning centers and large classes need to evolve?