***Center for Excellence in Teaching and Learning***

***Self-Study 2002-2019***

**PART 1: MISSION**

1. *CETL Mission Statement*

Since the [fall of 2002](https://teams.microsoft.com/_#/pdf/viewer/teams/https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team~2FShared%20Documents~2FGeneral~2FSelf-Study%202020~2Ftimeline.PDF?threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&baseUrl=https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team&fileId=ad45c899-feb3-40ab-9357-6a3b4f61b25e&ctx=files&rootContext=items_view&viewerAction=view), the Center for Excellence in Teaching and Learning (CETL) has supported the University’s faculty and staff in their efforts to improve student engagement, design more organized courses, create better student learning outcomes, and enhance their teaching careers. Participants find support, encouragement, and ideas for innovative teaching strategies through individual consultations, mentoring, and teaching observations. CETL offers confidential feedback to help faculty continuously improve their teaching while serving as a primary driver toward achieving the goal of investing in the professional development of the University Community.

More specifically, CETL’s mission is to support the University’s faculty as they improve their teaching and create excellent learning experiences for our students.

1. *Explain how services meet the mission*.

CETL provides the following [programs](https://teams.microsoft.com/_#/pdf/viewer/teams/https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team~2FShared%20Documents~2FGeneral~2FSelf-Study%202020~2FProgram%20tables.pdf?threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&baseUrl=https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team&fileId=c33d6cdb-5208-46a8-9b0d-204e5edd4218&ctx=files&rootContext=items_view&viewerAction=view): professional learning communities, certificates, book discussions, faculty mentoring, teaching observations and feedback, and hosts the Scholars at Work Conference. The purpose of the learning communities is to gather faculty together to discuss common topics related to their success as teachers. Some of those learning communities include First-Year Faculty Cohorts, Cultural Competency, and Women in Higher Education. We also offer certificates designed to give faculty and staff the tools needed to implement a specific teaching technique. We have offered certificates on developing student assessments, program level assessments, online teaching and learning, flipped instruction, and team-based learning, among others. These certificates were designed to have a direct impact on student success and for faculty to improve their teaching.

Book discussions meet three times each semester and allow participants to explore ideas and trends related to higher education including mindfulness, teaching 21st century students, and race and class and its impact on teaching and learning. These book discussions were led by individuals across campus and were intended to be interdisciplinary providing opportunities to explore student experiences in the classroom.

Faculty mentoring is available for those interested in formalizing ongoing support from others across campus. This program support teaching and learning by allowing those teaching to get ideas and feedback on their course delivery. This ability to obtain feedback also happens through [Peer Faculty Consultations and Students Consulting on Teaching (SCOT)](https://mankato.mnsu.edu/faculty-and-staff/center-for-excellence-in-teaching-and-learning/get-feedback-on-your-course/). These observations are designed for faculty to receive specific feedback on how to improve teaching in their classroom.

CETL serves an essential need on campus and is indicative of the value the University places on faculty development. Since 2002, growth and change have been part of the CETL evolution and will continue to guide new programs and services that will likely reach faculty and staff in many areas of instruction and student engagement.

1. *Additional goals, values, and statements of purpose*

CETL’s curriculum of programs supports the university’s mission and goals of promoting learning and preparing undergraduate and graduate students for careers and lifelong learning. The programs support the values of access to services to create opportunities and excellence in our academic pursuits. Topics for the programs align with the core values and goals of diversity, integrity, responsibility for enhancing student success and completion, and elevating faculty distinction and achievement.

**Activities & Impact**

Enhancing Student Success and Completion

• Professional Learning Communities meet monthly to explore topics on teaching and learning.

• Scholars at Work Series allows faculty and staff to share their expertise with the campus community.

• Book Discussion Groups meet 3-5 times during a semester to explore a variety of themes in popular press books.

• Students Consulting on Teaching provide confidential feedback from the student perspective through observation and focus group feedback.

• Peer Faculty Consultations provide confidential feedback from seasoned faculty volunteers.

• Faculty Mentors offer one-on-one support and advice from faculty volunteers.

1. *Minnesota State University, Mankato Mission Statement*

Minnesota State University, Mankato promotes learning through effective undergraduate and graduate teaching, scholarship, and research in service to the state, the region and the global community.

1. *Diversity statements*

Minnesota State University, Mankato’s Diversity Statement http://cset.mnsu.edu/max/diversity.html

Diversity comes in many forms. Gender, ethnicity, socio-economic background,

academic experience, religion, race, learning styles, and cultural experience all play a

part in diversity.

1. *Goals and objectives related to diversity, equity, and access*
   1. MSU’s Core Values <https://www.mnsu.edu/president/vision.html>

Minnesota State University, Mankato is an innovative, student-centered learning community that values:

Integrity and respect in the way we conduct ourselves;

Diversity in who we are and what we do;

Access to our programs and services that create opportunities for all to pursue

their dreams;

Responsibility to those we serve by providing an education that inspires

solutions to society's challenges; and

Excellence in our academic and non-academic pursuits.

* 1. *Minnesota State University, Mankato’s Goals*

The University will foster an actively engaged and inclusive learning community

based upon civility, trust, integrity, respect, and diversity in a safe, welcoming physical environment.

* 1. *CETL Goals related to diversity and access*

There is a need on our campus to address achievement gaps between students of color and white students. Additionally, there is a need to provide support for faculty of color and those in unrepresented groups. To address this, CETL has set the following goals:

* Improve faculty and staff knowledge/skills in civic engagement through specific Social Justice/Civic Engagement certificate series
* Improve faculty knowledge/skills in teaching global citizenship via the 21st Century Learner Certificate Program and 21 Trends books study
* Improve faculty and staff knowledge/skills and understanding of multiculturalism via participation in the Intercultural Seminar Series and Interactive Theater of –isms Seminar Series

Other programs that will be offered beginning Fall 2020 include a [Faculty Fellows](https://teams.microsoft.com/_#/docx/viewer/teams/https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team~2FShared%20Documents~2FGeneral~2FFaculty%20Fellows%20Program~2FFaculty%20Fellows%20description%20draft.docx?threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&baseUrl=https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team&fileId=64B701D5-4C74-4E10-9017-4A801F6EF190&ctx=files&viewerAction=view) program that will offer a cohort learning opportunity for faculty to learn strategies that can be implemented in the classroom. Local and federal grants are also being sought to offer similar support for faculty. The CETL Director is also working on a research study to better understand the classroom experience of students of color at MSU, Mankato. Data from this research will be used to seek grant funding and inform future workshops and programs.

1. *Additional professional standards aligned with program/service*

Research on the scholarship of teaching and learning suggests that the following principles should guide best practices in faculty development:

* Be sure that work is focused on student learning
* Ensure that the SoTL work is grounded in local context, thus making is specific to MSU, Mankato
* Be sure that all data that is collected on student learning on our campus is methodologically sound
* Partner with students to conduct research and develop research questions
* Establish mechanisms for dissemination that have the broadest reach (Felton, 2013).

In CETL, we must continue to use these best practices to provide ongoing and diverse service opportunities on this campus.

According to Beach, Sorcinelli, Austin, and Rivard, goals that should guide faculty development on our campus should include, but not be limited to, 1) creating and sustaining “a culture of teaching excellence” (pp. 29); 2) advancing “new initiatives in teaching and learning” (pp. 29); 3) responding to and supporting “individual faculty members’ goals for professional development” (pp. 29); 4) acting “as a change agent within the institution”; and 5) providing “support for faculty experiencing difficulties with their teaching (pp. 29, 2016). Beach and her team go on to discuss more goals for faculty development; however, these 5 goals provide important guiding principles for past and future faculty development and the Center for Excellence in Teaching and Learning at Minnesota State University, Mankato.

1. *Population demographics*

Faculty and staff from all academic Colleges have participated in CETL programming including new faculty orientation, professional learning communities, certificate programs, specialty programming for specific academic units, and book discussions. Additionally, most individuals engaged in our programming are those who are probationary, un-tenured faculty. Other specific demographic measures have not been collected but are needed to ensure we are meeting the broader needs of the University.

1. *Noteworthy changes (last 5 years)*

Over the last 5 years, CETL has seen changes in leadership with 3 different faculty serving as Director in this time period. With those changes have come a variety of thoughts on the focus of programming to address the campus needs. There was a shift from programming offered within the Center that was certificate-based to programming that was offered to Colleges and Departments in need, all driven by feedback collected on campus. While similar programs were offered, their delivery has changed to meet the needs of campus. Additionally, there was greater focus placed on newer faculty by providing additional supports to help them navigate their first few years on campus and work toward tenure and promotion.

Due in part to the philosophy of delivery, there have been changes in the number of program attendees. CETL staff are committed to addressing these changes in the future and hope to continue to offer programming that will benefit the campus and students and meet University goals.

Satisfaction with the amount learned by participants in the CETL certificate programs and a belief that one’s participation in CETL activities had an effect on student learning remains high. Satisfaction with each of the individual programs rating the usefulness of the information participants received had mean responses that were also high. Participants and the campus community would like more communication about the opportunities for professional development on our campus. Thus, during Spring 2020, we focused efforts on communication strategies and activities and plan to develop a marketing plan.

1. *Description of Mission fulfillment over 5 years*

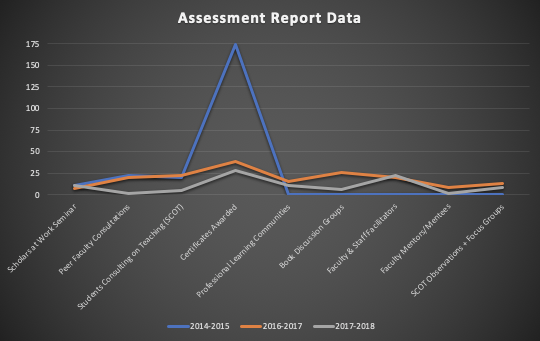
CETL continues to engage in activities to fulfill its mission of supporting the University’s faculty as they improve their teaching and create excellent learning experiences for our students. A variety of programs and services have been offered to assist faculty with teaching needs have been offered and continue to do so. Moving forward CETL needs to identify which programs are foundational, who among the faculty have unmet needs, and continue to develop standards for the programs offered, as well as more directly measuring student impact.

1. *Implementation of recommendations from previous review*

CETL is undergoing its first non-academic program review since its development in 2002. Recommendation for improvements are desired to assist in strategic planning for CETL moving forward.

**PART 2: UNIT OUTCOMES**

1. *Program student learning outcomes* 
   1. Outcomes



|  |  |  |  |
| --- | --- | --- | --- |
|  | **2014-2015** | **2016-2017** | **2017-2018** |
| **Scholars at Work Seminar** | 11 | 7 | 11 |
| **Peer Faculty Consultations** | 22 | 20 | 1 |
| **Students Consulting on Teaching (SCOT)** | 20 | 23 | 5 |
| **Certificates Awarded** | 174 | 39 | 28 |
| **Professional Learning Communities** | NA | 15 | 11 |
| **Book Discussion Groups** | NA | 26 | 6 |
| **Faculty & Staff Facilitators** | NA | 20 | 22 |
| **Faculty Mentors/Mentees** | NA | 9 | 1 |
| **SCOT Observations + Focus Groups** | NA | 13 | 9 |
| **Potential Student Impact** | NA | 13,000 | 12,600 |

* 1. *Standards for measurement*
     1. [Potential Student Impact](https://teams.microsoft.com/l/file/99748202-8097-4F1B-8E6C-013BA80E4D66?tenantId=5011c7c6-0ab4-46ab-9ef4-fae74a921a7f&fileType=xlsx&objectUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team%2FShared%20Documents%2FGeneral%2FCETL%20Operations%2FFaculty%20Participation%2FFaculty%20participation%20and%20potential%20student%20impact%202017-18.xlsx&baseUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team&serviceName=teams&threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&groupId=413766a2-b5bb-47e5-9c83-68495c857d6e)
  2. *Connection between University and CETL goals and mission*

[Outcomes and University Goals](https://teams.microsoft.com/_#/docx/viewer/teams/https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team~2FShared%20Documents~2FGeneral~2FSelf-Study%202020~2FSelf-Study%20Data.docx?threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&baseUrl=https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team&fileId=4ECD6585-4C77-4670-BC16-DBBDC6A07F3B&ctx=files&viewerAction=view) spreadsheet provides an overview of the alignment of [University Goals to CETL outcomes.](https://teams.microsoft.com/_#/pdf/viewer/teams/https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team~2FShared%20Documents~2FGeneral~2FAssessment~2FAssessment%20mapping%20to%20University%20Goals.PDF?threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&baseUrl=https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team&fileId=273eb9f4-a455-4bc9-bd15-76d1bf22bf6b&ctx=files&rootContext=items_view&viewerAction=view) It also provides information tools for assessment of these goals over time.

1. *List of current collaborations across the institution that facilitate faculty learning and development*

|  |  |
| --- | --- |
| **Collaborator** | **Program** |
| Instructional Designers | College/Department Trainings; Online Certificates; Gamification Certifications |
| Individual Faculty | Certificates, peer faculty observations, and workshops |
| Writing Across the Curriculum | Writing Fellows |
| Center for Excellence in Scholarship and Research | Scholars at Work Conference |
| Assessment Coordinator | Certificates |
| Students (undergraduate and graduate) | Students Consulting on Teaching ([SCOT](https://teams.microsoft.com/l/file/4C2D40B9-5C43-4285-B83E-56D7F577B83A?tenantId=5011c7c6-0ab4-46ab-9ef4-fae74a921a7f&fileType=docx&objectUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team%2FShared%20Documents%2FGeneral%2FSCOT%2FSCOT%20Handbook.docx&baseUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team&serviceName=teams&threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&groupId=413766a2-b5bb-47e5-9c83-68495c857d6e)) |

1. *Report of program activities and ways they connect to student learn*ing
   1. [2019-2020 Program Offerings](https://teams.microsoft.com/l/file/F5FB2FD7-379B-41BB-9AA6-3CD6957FB55B?tenantId=5011c7c6-0ab4-46ab-9ef4-fae74a921a7f&fileType=docx&objectUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team%2FShared%20Documents%2FGeneral%2FPrograms%2F2019-2020%20programming%20information%2F2019-2020%20Notes%20and%20Facilitators.docx&baseUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team&serviceName=teams&threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&groupId=413766a2-b5bb-47e5-9c83-68495c857d6e)
   2. [Spring 2020](https://teams.microsoft.com/_#/school/files/General?threadId=19%3A730b2f3ad7454ea4ab66322c23125a67%40thread.skype&ctx=channel&context=Programs%252FSpring%25202020)
2. Report of outcome assessment activities, including results
   1. [2014-2015 Assessment Report](https://teams.microsoft.com/l/file/3DC0A349-4F6F-4B88-8F7D-CFED11F72D72?tenantId=5011c7c6-0ab4-46ab-9ef4-fae74a921a7f&fileType=doc&objectUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team%2FShared%20Documents%2FGeneral%2FAssessment%2F2014-2015%20CETL%20Year%20End%20Assessment%20Report%20(submitted%2014%20Apr%202015).doc&baseUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team&serviceName=teams&threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&groupId=413766a2-b5bb-47e5-9c83-68495c857d6e)
   2. [2016-2017 Assessment Report](https://teams.microsoft.com/l/file/84E1EFCA-3E17-4B2F-BBD3-7A4B5D5DB65C?tenantId=5011c7c6-0ab4-46ab-9ef4-fae74a921a7f&fileType=docx&objectUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team%2FShared%20Documents%2FGeneral%2FAssessment%2F2016-17%20COCURR%20and%20SERVICE%20SLO%20REPORT_CETL.docx&baseUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team&serviceName=teams&threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&groupId=413766a2-b5bb-47e5-9c83-68495c857d6e)
   3. [2017-2018 Assessment Report](https://teams.microsoft.com/l/file/8C56E07C-2152-479B-B20D-256ADD73321C?tenantId=5011c7c6-0ab4-46ab-9ef4-fae74a921a7f&fileType=docx&objectUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team%2FShared%20Documents%2FGeneral%2FAssessment%2F2017-18%20CoCurr%20Program%20SLO%20Assessment%20Report_CETL.docx&baseUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team&serviceName=teams&threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&groupId=413766a2-b5bb-47e5-9c83-68495c857d6e)
3. *Plan for engaging faculty in planning and assessment* 
   1. In the future, a needs assessment will be completed every three years. Results will be used to develop a strategic plan for the Center. At the end of the academic year every three years, a [needs assessment](https://teams.microsoft.com/l/file/2B2DCA21-1D1C-4E37-9240-60FD39C72D55?tenantId=5011c7c6-0ab4-46ab-9ef4-fae74a921a7f&fileType=docx&objectUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team%2FShared%20Documents%2FGeneral%2FSelf-Study%202020%2FNeed%20Assessment.docx&baseUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team&serviceName=teams&threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&groupId=413766a2-b5bb-47e5-9c83-68495c857d6e) questionnaire will be sent to the campus requesting feedback. This feedback survey will be available for three weeks. After the three-week period, the director will review and analyze results. The results will be compiled and use for strategic plan development in the summer and fall.
   2. At the end of each semester, all participants in programs, whether as a learner or facilitator, will be asked to complete an evaluation of the program. The results are used to draft year-end Assessment Reports. They are also used to consider implementation of changes for future programming. Additionally, over the last 3 years, we have examined [potential student impact](https://teams.microsoft.com/l/file/0ED31368-E726-4642-B30A-123CF957DB59?tenantId=5011c7c6-0ab4-46ab-9ef4-fae74a921a7f&fileType=xlsx&objectUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team%2FShared%20Documents%2FGeneral%2FSelf-Study%202020%2FFaculty%20participation%20and%20potential%20student%20impact%202017-18.xlsx&baseUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team&serviceName=teams&threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&groupId=413766a2-b5bb-47e5-9c83-68495c857d6e) by examining enrollment numbers of students in the learners’ courses. In the future, we will employ a [student impact survey](https://teams.microsoft.com/_#/docx/viewer/teams/https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team~2FShared%20Documents~2FGeneral~2FSelf-Study%202020~2FStudent%20impact%20draft%20tool.docx?threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&baseUrl=https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team&fileId=d5803dab-8c1f-407e-8e97-b4789e785500&ctx=files&rootContext=items_view&viewerAction=view) for instructors to share with their students to have a more direct measure of the impact CETL programs have had on student learning.

**PART 3: ORGANIZATION AND LEADERSHIP**

1. *Operating policies, procedures, and/or handbook*

[Operations Manual and General Program Operation](https://teams.microsoft.com/_#/docx/viewer/teams/https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team~2FShared%20Documents~2FGeneral~2FCETL%20Operations~2FCETL%20Operations%20Notes.docx?threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&baseUrl=https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team&fileId=d5974324-3ba1-4d74-8c2d-bca85cc2cb71&ctx=files&rootContext=items_view&viewerAction=view)

[Facilitator Notes and Materials](https://teams.microsoft.com/_#/docx/viewer/teams/https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team~2FShared%20Documents~2FGeneral~2FPrograms~2F2019-2020%20programming%20information~2F2019-2020%20Notes%20and%20Facilitators.docx?threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&baseUrl=https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team&fileId=f5fb2fd7-379b-41bb-9aa6-3cd6957fb55b&ctx=files&rootContext=items_view&viewerAction=view)

[Needs Assessment](https://teams.microsoft.com/l/file/2B2DCA21-1D1C-4E37-9240-60FD39C72D55?tenantId=5011c7c6-0ab4-46ab-9ef4-fae74a921a7f&fileType=docx&objectUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team%2FShared%20Documents%2FGeneral%2FSelf-Study%202020%2FNeed%20Assessment.docx&baseUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team&serviceName=teams&threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&groupId=413766a2-b5bb-47e5-9c83-68495c857d6e)

[SCOT Manual](https://teams.microsoft.com/l/file/4C2D40B9-5C43-4285-B83E-56D7F577B83A?tenantId=5011c7c6-0ab4-46ab-9ef4-fae74a921a7f&fileType=docx&objectUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team%2FShared%20Documents%2FGeneral%2FSCOT%2FSCOT%20Handbook.docx&baseUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team&serviceName=teams&threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&groupId=413766a2-b5bb-47e5-9c83-68495c857d6e) and [Evaluation](https://teams.microsoft.com/l/file/7FCF50FB-1597-4BEA-80D0-AD6CE54E6FEF?tenantId=5011c7c6-0ab4-46ab-9ef4-fae74a921a7f&fileType=doc&objectUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team%2FShared%20Documents%2FGeneral%2FSCOT%2FSCOT%20Evaluation%20Form.doc&baseUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team&serviceName=teams&threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&groupId=413766a2-b5bb-47e5-9c83-68495c857d6e)

[Peer Faculty Observation Overview](https://teams.microsoft.com/l/file/79C635AE-E12D-4652-96C7-0FD80FA69FD1?tenantId=5011c7c6-0ab4-46ab-9ef4-fae74a921a7f&fileType=docx&objectUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team%2FShared%20Documents%2FGeneral%2FFaculty%20Fellows%20Program%2FPeer%20Faculty%20Consultation%20Overview.docx&baseUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team&serviceName=teams&threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&groupId=413766a2-b5bb-47e5-9c83-68495c857d6e) and [Evaluation](https://teams.microsoft.com/l/file/961D1AF5-101C-4044-BECC-48A4186A12BD?tenantId=5011c7c6-0ab4-46ab-9ef4-fae74a921a7f&fileType=docx&objectUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team%2FShared%20Documents%2FGeneral%2FSelf-Study%202020%2FCETL_Program_Evaluation%20Survey.docx&baseUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team&serviceName=teams&threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&groupId=413766a2-b5bb-47e5-9c83-68495c857d6e)

1. *Personnel and organizational charts*

CETL operates with a 1.0 FTE Director, 0.75 FTE Office Coordinator, 1 GA (20 hours per week), and a student worker (5 hours per week).

Director

Office Coordinator

Office Worker

Graduate Assistant

1. *Personnel position descriptions, and expectations*

[Director](https://teams.microsoft.com/_#/doc/viewer/teams/https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team~2FShared%20Documents~2FGeneral~2FStaff~2FCETL%20Director%20Call%20for%20Nominations%202019.doc?threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&baseUrl=https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team&fileId=CC07D13D-DB26-4C11-A7B1-8EB3E145E76F&ctx=files&viewerAction=view)

[Office Coordinator](https://teams.microsoft.com/_#/doc/viewer/teams/https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team~2FShared%20Documents~2FGeneral~2FAdministrative%20Assistant%20Info~2FPosition%20Description%20OAS_Int_CETL_2019-03-19.doc?threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&baseUrl=https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team&fileId=2593CDB0-1CBB-45BC-B9F9-680617051FFE&ctx=files&viewerAction=view)

[Graduate Assistant](https://teams.microsoft.com/_#/docx/viewer/teams/https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team~2FShared%20Documents~2FGeneral~2FStaff~2FGA_CETL.docx?threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&baseUrl=https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team&fileId=25801707-98E0-4123-B86F-53600BE39710&ctx=files&viewerAction=view)

[Student Worker](https://teams.microsoft.com/_#/docx/viewer/teams/https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team~2FShared%20Documents~2FGeneral~2FStaff~2FSpring%20Student%20worker%20(1).docx?threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&baseUrl=https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team&fileId=74BE35BD-41B5-4FEE-A585-EDB7425384A1&ctx=files&viewerAction=view)

1. *Program leader qualifications*

All CETL programming is facilitated by experts in particular content areas. The Instructional Designers, though not directly under CETL organization, provide ongoing support for teaching and learning across campus including course outcome development, assessment alignment, presentation guidelines, and active learning techniques. These concepts and methods can assist faculty teaching face-to-face, online, or in hybrid courses. Additional programming is offered by content area experts. Some of these include:

* Theater
* Department Chair policies and practices
* Assessment of programs and student learning
* Social equity
* Opportunity gaps
* Active learning techniques

1. *Needs assessment of program constituents*

Needs analysis conducted during the spring 2017 semester suggest that CETL is offering a variety of programming that meet the interests of faculty and the goals of Deans and Administrators. Goals and initiatives for the 2017-18 year are listed below:

* Continue to develop and diversify CETL programming.
* Improve communication and promotion of CETL programs.
* Collaborate and cooperate with the other service areas located in ML 88 and across the university.
* Document CETL activities and procedures into a handbook that will facilitate transition between directors.
* Assist Academic Affairs in developing a strategy for improving quality of teaching, learning, and student experience in 100% online programs through the Online Learning and Models Capability Audit.

1. *Personnel professional development*

The Director engages in professional development opportunities both nationally and regionally. Membership to the POD Network and Faculty Development offerings through the MinnState System including Campus Faculty Development Cohorts, the STAR Symposium, and Quality Matters webinars. Ongoing professional development is sought out to improve CETL offerings. Additional funding, beyond that awarded to faculty for professional development are available for continuous growth and improvement (see Budget line item labeled, Travel).

**PART 4: CONTRIBUTION TO STUDENT GROWTH AND DEVELOPMENT**

1. *Strategies to encourage faculty growth and development*

CETL provides professional development for teaching faculty and staff throughout the University. As stated in Article 22 of the [IFO Contract](https://static1.squarespace.com/static/59304e9ad2b85773b3fbdf63/t/5b7cd24540ec9a4b7343b637/1534906959966/2017-2019+IFOMinnState+Contract+FINAL.pdf), faculty will be reviewed on the following criteria:

* Demonstrated ability to teach effectively and/or perform effectively in other current assignments.
* Scholarly or creative achievement or research.
* Evidence of continuing preparation and study.
* Contribution to student growth and development.
* Service to the university and community.

Programming through workshops, professional learning communities, book discussions, and certificate programs assist in faculty meeting the objectives above. Engaging in the programming available can have a positive impact on teaching effectiveness. Additionally, faculty may present their scholarly and creative activities at the Scholars at Work Conference. Engaging in faculty development through CETL programming provides supervisors evidence of faculty continuous preparation and study. Programming can provide teaching faculty with tools to contribute to student learning, growth, and development. Finally, because our Center allows for faculty to be both student and facilitator, opportunities to serve the University include being a book discussion, workshop, or certificate facilitator and being a Peer Faculty Consultant on teaching.

1. *Benefits of services to faculty*

While the program offerings and resources provide faculty evidence of continuing preparation and study, CETL also impacts the 4 other areas of faculty evaluation. When faculty complete certificates, workshops, or participate in other programs (Faculty Mentoring, Peer Faculty Consultation, SCOT, etc), students benefit from improved course design, assessment measures and active learning techniques. Faculty may also engage in the scholarship of teaching and learning by collecting data on their teaching practices and reporting the results through presentations, CETL course offerings, and manuscripts. However, this data is not yest formally collected. Through those activities previously mentioned, students are provided with opportunities to grow. Service to the university and other faculty can be provided through workshop, book discussion, and certification facilitation along with Peer Faculty Consultation observations.

1. *Strategies to address challenges in student learning*

Faculty mentoring programs, SCOT, and Peer Faculty Consultations are tools that directly serve to address challenges in student learning. These programs provide opportunities for faculty to gather feedback on strategies to improve course delivery, assessment development, and activities to measure learning. Other programs can indirectly assist with challenges to student learning.

1. [*Faculty Mentoring Program*](https://mankato.mnsu.edu/faculty-and-staff/center-for-excellence-in-teaching-and-learning/get-feedback-on-your-course/peer-faculty-observations/)

Each fall and spring term, CETL coordinates one-hour teaching observations to help instructors gain additional perspective on their teaching. Peer Faculty Consultants are experienced instructors from other disciplines who can provide professional, respectful, and confidential feedback on teaching. Consultations are available to all university faculty regardless of rank, but new faculty are particularly encouraged to participate in this program. We encourage instructors to mention the consultation experience in professional development reports to their deans (or for adjunct faculty, their department chairs).

Consultants must teach in a different discipline from the Instructor. They are encouraged to have recent experience being observed before performing an observation for others. Consultants should have taught at least 3 years at Minnesota State Mankato.

This program uses our standard [evaluation](https://mnsu.co1.qualtrics.com/jfe/form/SV_a97qV6DDfnmVQ0d).

1. *Student Employment and Appointments*

CETL employs 1 graduate student and student workers for operations and the SCOT program. These students are recruited through the human resources job posting pages. The student workers serve as support staff for the Office Coordinator and Director through general operations and organizational tasks. They are provided ongoing training regarding office procedures but spend the first few weeks of their work being oriented to the Center and the other entities CETL serves.

1. *Service to the University*

The service that CETL provides to the larger University is through facilitation of professional development for faculty to bring to their classrooms. We measure student impact by examining the number of students registered in courses taught by faculty that successfully complete our programs from certificates, learning communities, book discussion, and teaching observations.

1. *Support to Academic Programs*

CETL provides indirect support to academic programs across campus through the varied [certificate programs available](https://teams.microsoft.com/_#/pdf/viewer/teams/https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team~2FShared%20Documents~2FGeneral~2FSelf-Study%202020~2FProgram%20tables.pdf?threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&baseUrl=https:~2F~2Fmnscu.sharepoint.com~2Fteams~2FMNSU-CETL-Staff-Team&fileId=c33d6cdb-5208-46a8-9b0d-204e5edd4218&ctx=files&rootContext=items_view&viewerAction=view). Some key certificate offerings that support academic programs include Student Assessment and Program Level Assessment. Additionally, certificate programs are available for improvement of online course delivery. Finally, professional learning communities for new Department Chairs are offered. However, future assessments need to provide specific feedback on the impact of these programs on their ability to support academic programs across campus.

1. *Benefit to the University (best part of the program; what did you like most)*

Data collected from program evaluations from two workshops offered in August 2017 were used to collect information from participants on their program experience. It should be noted that both program evaluations were completed on hard copies of the evaluations, and participants were asked to mail back their responses which ultimately could have been a significant limitation in receiving feedback.

The *New Faculty Workshop* took place during New Faculty Orientation and there were 9 total respondents. Seven out of 9 respondents agreed that the course met their expectations. When participants were asked what the most beneficial element of the program was, one of the most common responses was being able to put names to faces and learning what types of resources were available to them. Some specific responses were as follows:

* + “Putting names/faces together and hearing about different programs.”
  + “I consider the entire program as a benefit for my professional development. Also getting to know faculty and share ideas were really helpful.”
  + “Meeting colleagues and learning about resources available.”

Participants were also asked if they had implemented any ideas or techniques from the program into their work, with 4 out of 5 responding yes. Four out of 9 participants also indicated that they planned to implement ideas from the program in the next 21 months. Participants were also asked what types of topics they would like to see addressed in future CETL programs, with engaging students, time management, online teaching, and technology usage being the most common suggestions.

The *Build Your Online Course Boot Camp* was also offered in August 2017. Fifty percent of participants indicated that the course met their expectations, while the other 50% indicated that the course exceeded their expectations. Participants also highlighted that getting a through familiarity with D2L’s online supporting features was extremely beneficial. One hundred percent of participants had implemented ideas and techniques from the workshop, with one participant stating, “I’ve implemented many of the D2L features and several of the discussion strategies. Student feedback so far is that these make the course ‘lively and engaging.’” It is also important to highlight that 100% of participants indicated that they planned to implement ideas from the program in the next 21 months. Fifty percent of participants indicated they were extremely likely to participant in another CETL professional development program within the next 12 months.

**Part 5: Resource Management**

1. *Responsibility Allocation*

Programming needs and delivery are at the discretion of the Director in consultation with the instructional design team. The director also collaborates with other members of the Center of Excellence and Innovation including the Center for Excellence in Scholarship and Research, Writing Across the Curriculum, MavPASS, Research and Sponsored Programs and with individual faculty with expertise in teaching and learning to offer programs.

1. *Facilities*
   1. 7 Offices (ML 88B, 88D, 88E, 88G, 88H, 88J, and 94D)
   2. 2 Conference rooms (ML 88A and 94B)
   3. HD Recording Studio (ML 94C)
   4. Kitchenette (ML 94)
   5. Casual Space (ML 88)
   6. Drop-in Space for services (ML 88)
2. [*Equipment*](https://teams.microsoft.com/l/file/E523308F-0A2C-4C08-A2C6-0A5C2BBCE3FE?tenantId=5011c7c6-0ab4-46ab-9ef4-fae74a921a7f&fileType=xlsx&objectUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team%2FShared%20Documents%2FGeneral%2FSelf-Study%202020%2FCenter%20for%20Excellence%20in%20Teaching%20and%20Learning%20Assets.xlsx&baseUrl=https%3A%2F%2Fmnscu.sharepoint.com%2Fteams%2FMNSU-CETL-Staff-Team&serviceName=teams&threadId=19:730b2f3ad7454ea4ab66322c23125a67@thread.skype&groupId=413766a2-b5bb-47e5-9c83-68495c857d6e)
   1. Dell OptiPlex 7460AIO
      1. Tag number: 01807573
   2. MacBook Air (13-inch)
      1. Tag number:01382027
3. *Non-salary Budget*

While not reflective of all budgeting allocation in previous years, the CETL budget is small considering its user base. It currently utilizes just over $16,000 to support 750 faculty which is about $21 per faculty member and $1.23 per student impact by our programs.

* 1. [Fiscal Years 2003-2020 Budgets](https://teams.microsoft.com/_#/school/files/General?threadId=19%3A730b2f3ad7454ea4ab66322c23125a67%40thread.skype&ctx=channel&context=Self-Study%25202020%252FBudgets)

|  |  |  |
| --- | --- | --- |
| Year | Non-Salary Budget | Non-Salary Spent (After Gifted) |
| 2003 | $2,000 |  |
| 2004 | $4,800 | $6,940.62 |
| 2005 | $21,800 | $19,131.41 |
| 2006 | $15,655.00 | $22,764.73 |
| 2007 | $16,125.00 | $21,494.53 |
| 2008 | $16,000 | $26,696.61 |
| 2009 | $16,00  Gifted $29,420.90 | $15,078.85 |
| 2010 | $16,000  Gifted $40,043.60 | $18,630.52 |
| 2011 | $16,000  Gifted $43,879.74 | $20,259.08 |
| 2012 | $16,156.00  Gifted $45,982.50 |  |
| 2013 | $16,156.00  Gifted $64,638.68 | $18,115.66 |
| 2014 | $16,156.00  Gifted: $55,054.61 | $33,909.81 |
| 2015 | $16,156.00  Gifted: $37, 858.22 | $24,371.44 |
| 2016 | $16,156.00  Gifted: $40,603.76 | $22,231,53 |
| 2017 | $16,156.00  Gifted: $41,531.30 | $24,569.94 |
| 2018 | $16,156.00  Gifted: $38, 515.79 | $20,588.14 |
| 2019 | $16,156  Gifted: $32,254.40 | $22,253.50 |
| 2020 |  | $2,247.22 |

1. *Instructional Technology/Media Support*

We have one space telepresence room for satellite campuses to gain access to programming and workshops; however, this limits us to one space when providing programming. We also have access to recording HD studio to develop videos for workshops. We utilize Zoom for meetings and recording programs. A premium subscription for Doodle is used to schedule programming and workshops. Finally, the use of the University website and D2L Brightspace allows us to share materials with faculty and staff on campus. We are in the development stages of a marketing plan to identify additional resources needed.

**Part 6: Summary Evaluation and Outlook**

1. *Center Strengths*

CETL has numerous strengths as described previously, a few of those include, collaboration within Center of Excellence and Innovation, access to expertise within the Center of Excellence and Innovation and across campus, the capability to provide robust services and programs, space is designed for faculty collaboration, and serving as a hub and pathfinder for faculty.

Furthermore, the Center has flexible and staggered leadership allowing faculty from across campus the opportunity to serve CETL programs. Additionally, due to employing a GA that is research focused, CETL is able to evaluate programs and services routinely. This feedback is used internally to determine in order to maintain programming mainstays and modifications that are needed. Staff work tireless to meet the needs of many faculty and address questions “on demand” and also through the course of program delivery. Finally, because many essential teaching skills such as course design, assessment design, and classroom engagement are continuous needs, we feel that a strength is continuity in programming

1. *Center Limitations*

Moving forward, it would be important to establish foundational programming that is essential to the mission of CETL. This will be important to determine to maintain consistency in offering for leadership changes but to also ensure that these programs are meeting the needs of the university.

To meet user demand, there has been a concerted focus on early career development, and this could be limiting our student impact. We must think about all ways faculty and staff engage with students and identify programs that connect with faculty beyond their first years at the institution. Following that, with a limited service model, it may be perceived that CETL is not available to other staff and services (advising, learning communities, etc.). These are entities on campus that could benefit from professional development opportunities in CETL.

Another area that may be limiting CETL is that programming is primarily driven by the director. Thus, if the director of CETL feels a program or workshop is important, it is likely to be implemented. However, to provide programming that is meeting broader needs, more diversity in voice should be considered. Additionally, the flexibility in leadership can make maintenance of programs that are director-driven difficult to implement over an extended period of time. Therefore, we need to create an advisory board to broaden reach and voice.

Our campus has satellite locations and we need technology that can provide faculty development to those individuals, especially those who provide instruction away from the Mankato campus. Funding for programs and program incentives for participation will drive the success of CETL but are currently a limitation.

1. *Future Plans*

Thinking to the future, CETL staff and programming should allow for more formal engagement in the scholarship of teaching and learning. This would add a layer of service for faculty and staff on our campus. If CETL can collect and report on effective teaching practices on this campus, we can continue to improve instruction. Previously, research on universal design and student success has begun; however, due to time and resource constraints this work was not fully executed. This data could help us better understand students on our campus and the services needed to make them successful.

Student success is at the forefront of our work and program offerings. Because of this, we need to show the impact of programs and services more formally by developing a tool or tools that can provide empirical evidence of the impact of faculty development. While faculty can report on their experiences with certificates, trainings, book discussions, and other services, a direct link between these services and student success should be sought.

We must think about all ways faculty and staff engage with students and identify programs that connect with faculty beyond their first years at the institution. In the future, CETL needs to evaluate the types of instruction and instructional needs on campus and provide programming to meet those needs (i.e. adjuncts, graduate students, graduate faculty, etc.).

1. *Goals and Priorities for next 5 Years*

When planning for the next five years, it will be important for CETL to coordinate offerings and standards of those offerings (requirements for certificates, book discussions, workshops, etc.) with other units in Center for Excellence and Innovation. This will ensure that we are working together to promote faculty development that provides similar level of expectations and quality.

As previously mentioned, it is important for our institution to identify funding sources to support faculty development, much like professional development support offered for off-campus opportunities (travel, registration, Faculty Improvement Grants, Faculty Research Grants, etc.). One step toward this goal is the development of the Faculty Fellows program that is focused on measured improvements in teaching and learning impact.

With changes in the delivery of higher education course, we need to continue to seek ways to improve our online teaching and learning strategies and the faculty development that is associated. Many faculty will not receive formalized training in online teaching prior to their first academic appointment. This could be accomplished through certificate programming in this area. However, an overall need to offer certificates for faculty to more easily document their skill development in a particular teaching strategy is needed. Faculty must also have evidence that this skill was learned and implemented in their courses. This is especially important for populations of instructors that have not routinely been provided faculty development opportunities such as those in the Graduate College, graduate students, and adjuncts.

CETL has seen an array of changes since its inception in 2002. Faculty development continues to be an area of need and is support by the University. Ongoing assessment of strengths, opportunities, aspirations, and results are needed to ensure sustainability and optimistically, continued growth as feedback over the years has shown the high regard and value of the programming offered in the Center for Excellence in Teaching and Learning at Minnesota State University, Mankato.

The current non salary budget for the Center of Excellence in Teaching and Learning is $16,156. The centers budget has remained at about $16,000 since 2007. However, every year since 2009, CETL has been gifted an average of $42,707.59 from outside of our budget. These cost that have occurred outside of our cost center have been for supplies, services such as catering events, and equipment such as computers for directors and staff. CETL is responsible for maintaining and providing supplies to programs that are located within the Center for Excellence and Innovation, which is accounts for the overspending on supplies. CETL also is responsible for the supplies and catering services for large events such as New Faculty Orientation, as well as CETL Professional Learning Communities and Certificates. As CETL expands programs, such as the faculty fellows, the center will incur more expenses such as releases for faculty members to take facilitate and be a participant in the program. These programs will call for increased mobility for the Office Coordinator position, and to meet this new demand, CETL will need to purchase a new laptop for this position. We will also need to increase our current budget for non-work study student help from $1,500, which currently most supports the Students Consulting on Teaching Program, to $8,500 for the fiscal year. This would provide up to 20 hours a week of a student help for desk coverage during the academic year. There could also be additional need for student help during the summer hours for preparation for the incoming faculty fellows, which would require additional student help support. We will also incur more expenses for purchased services, for events to welcome, promote the work of, and conclude the faculty fellows’ program. This will include an increased budget for the Scholars at Work conference held every spring semester. A requirement for the faculty fellows’ program is for them to present the work they have been doing for CETL at the Scholars at Work conference. With this addition of up to 30 presenters, the current space of the basement of the library is no longer able to accommodate the conference. The cost of this event has been $4,053.69 in previous years, with CETL pledging $1,500 of the budget. CETL will need to pledge at least $3000 for the conference to be able to be moved to a space that can accommodate the increase in presenters. Given the impact of this one program on CETL’s budget and the year overspending of the allotted $16,156 yearly budget, the current financial support for CETL needs to increase to allow for the center to fully support its mission.