

i·ni·tia·tive

Enter a first-year seminar classroom, visit a field experience site, or observe a science lab, and you'll note the energy, curiosity, and challenging conversations that drive our students. At the heart of this learning is a teaching community that instills the disciplinary habits of mind needed by students for future success.

The deep University investment in quality teaching and learning is visible in both our classroom spaces and also the everyday practices of the University of Minnesota teaching community. The Center for Teaching and Learning has been a vital part of this community for over 20 years. We invite you to consider how our office can align its services with your specific needs.

Center
for **T**eaching
and **L**earning



Because good teaching changes lives.

UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

“Thank you for being such a wonderful and enthusiastic teacher! . . . Know that you have inspired your students to go above and beyond the ‘call of duty’ by being so creative and driven!”

– Angela Nyland, student,
Thank-a-Teacher program



CTL Goal 1

Lead, advance, and support campus initiatives that influence the educational mission of the University

Teaching and learning centers across the country have redefined their institutional role to include input and leadership into campus wide educational initiatives; the Center for Teaching and Learning is no exception. Goal one formally recognizes the contribution we make toward achieving key strategic educational priorities. What are examples of these priorities, and what is our role?

Two University Initiatives

Internationalization of the Curriculum

The Global Programs and Strategy Alliance is the primary office for globalizing the University's teaching, learning, research, and engagement. We've worked with the GPS Alliance on faculty development to redesign undergraduate courses based on an internationalized perspective and have benefited from the generous support of the Archibald Bush Foundation.

The University aims to develop globally competent faculty, staff and students who will demonstrate the skills, knowledge, and perspectives necessary to understand the world and work effectively to improve it. Sustained efforts to internationalize teaching and learning on all five of our campuses brings us closer to achieving this vision. Our partnership with the Center for Teaching and Learning and faculty is critical to advancing this University strategic goal.

– Meredith McQuaid, associate vice president and dean of the GPS Alliance

Active Learning Spaces

The new 115,000-square-foot Science Teaching and Student Services (STSS) building is an example of a technology-rich campus space encouraging collaborative interaction between students and teachers.

The *National Forum on Improving Undergraduate Education Through Active Learning Spaces* in August 2011 brought national attention to not only the STSS building but to the deep involvement of our faculty in educating students in these spaces. Along with our Forum collaborators from the Office of Information Technology and the Office of Classroom Management, we plan to establish the STSS building as a model site for pedagogical reform for undergraduate education.



Photo by Tim Griffith (courtesy of KPF).

“Even though I took your course nearly two years ago, it still has left an impact on me. Your enthusiasm for science was contagious . . . I truly appreciate how you were very energetic and always willing to answer any questions.”

– Thuy Nguyen-Tran, student,
Thank-a-Teacher program

CTL Goal 2

Initiate and sustain partnerships with University departments, units, colleges, and campuses to advance best practices in teaching and learning

Goal two defines our essential role at the U—we collaborate with the University teaching community to imagine and implement a vibrant set of experiences to advance student learning. Several of these partnerships have resulted in long-term relationships in which CTL staff provide specialized services to a single college. Most of our academic partnerships focus on specific, tangible educational outcomes that directly serve faculty and students.

Department level

Academic departments representing diverse disciplines are key partners in fulfilling our mission. We’ve focused on issues such as peer review of teaching, developing and sustaining faculty learning communities, envisioning new ways to assess student learning, and providing feedback and instruction to graduate students preparing for professional presentations.

Collegiate level

Our college-level commitments span numerous colleges and schools at the U. For example, we have created innovative, time-sensitive, and concise programs for adjunct faculty who represent the local business and professional community. We regularly work with college leadership to plan and deliver model programs that fit their unique circumstances.

The CTL has been an integral partner as we have moved forward with our strategic planning and implementation effort around undergraduate education in CFANS. They have provided critical assistance with faculty development, assessment, educational research, and helped us develop opportunities for collaboration with other units. Their friendly and exceptionally talented and energetic staff has been a pleasure to work with.

– Jay Bell, associate dean in College of Food,
Agricultural and Natural Resource Sciences (CFANS)

Campus level

Although our formal responsibilities lie with the Twin Cities campus, we've been regularly invited to address the instructional needs of selected coordinate campuses as well. The scope of issues continually stretches our staff to grow as professionals and seek creative solutions to pressing challenges that confront each campus.

The Center for Teaching and Learning has provided invaluable faculty development opportunities in the form of workshops, individual consulting, and classroom observations to the Rochester campus. Their hands-on approaches and deep insights have greatly helped our new faculty to enhance learning in their classrooms and advance their scholarship on learning.

– Claudia Neuhauser, vice chancellor for academic affairs, U of M Rochester

“You always made time to help me and listen to me . . . I don’t think I would be in my last year of pharmacy school without your guidance. You were an amazing professor and leader for me to follow.”

– Samantha Roscoe, student,
Thank-a-Teacher program

CTL Goal 3

Deepen the pedagogical knowledge and teaching effectiveness of the University teaching community

Goal three describes a traditional role assumed for teaching and learning centers, and we embrace it enthusiastically. Learning to teach well is a career-span endeavor; our students deserve quality instruction from first-year teaching assistants through experienced senior faculty. Professional development for the University teaching community can occur in person or online; one-to-one or in a group setting; one time or ongoing. We’ve added the convenience of interactive social media to connect with teachers, yet have retained a personal, face-to-face format for many of our programs and services.

After years as an HRD practitioner, I returned to the University as a faculty member and immersed myself in a CTL course development learning community. A CTL staff member guided our faculty group, and I found the experience to be exceptional – we really dug into our course design issues, discussed and clarified key principles, and had an audience to serve as a sounding board for evolving designs. I went on to teach the course the following semester to 20 grad students and received very strong ratings from students.

– Lou Quast, associate department head,
Department of Organizational Leadership and Policy Development

We are especially invigorated when faculty with long-term experience at the U maintain a scholarly and practical commitment to instructional development.

Karl Smith, professor emeritus, is an internationally known authority in engineering education, large group instruction, and cooperative learning. Karl has spent nearly 40 years in higher education and commented:

The CTL has been a major influence for me . . . I have been involved in the Preparing Future Faculty program, the Early Career Faculty Teaching Program, the Mid- Career Faculty Teaching Program, and many other teaching and learning related activities. The CTL ensures that faculty and teaching assistants are well prepared to design courses that help students achieve undergraduate Student Learning and Development Outcomes. Furthermore, the PFF program equips participants with the knowledge, skills, and attitudes to integrate teaching and research in designing highly effective instruction.





For more information on programs and services:

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The Future

What kind of education is necessary to fortify the success of our U of M graduates in the 2020 workplace? We are certain of one answer: The University teaching community will be the key contributor to that education.

Our “**Thank a Teacher**” program – used by hundreds of students over the years – demonstrates how classroom experiences have a long-lasting effect on the lives of students. The quotes included in this book are a fitting reminder that teaching matters at the U – teaching that “draws out” the very best from learners, teaching that bridges the wide distance between unfamiliar content and its use in real-world settings.

Student learning thrives in diverse settings today – from technology-driven classroom spaces to informal settings that leverage social networking innovations. There is a new culture of learning that is radically changing how students prepare themselves for the 2020 workplace.

What endures is good teaching – well informed, inspirational, and imaginative. We are fortunate to both lead and support the University of Minnesota teaching community in designing ambitious and practical approaches to educate our students.