Active Learning Advocate

The goals for the Active Learning Advocate include:

- Assist the College to focus on teacher leadership.
- Assist the College in developing a means of providing critical initial assistance to help beginning teachers to succeed.
- Guide support and facilitate professional development opportunities.
- Collect data of various activities and development opportunities.
- Collaborate with College to create the current culture of a teaching and learning environment.
- Schedule ongoing faculty development opportunities.
- Be an advocate for teaching and learning in the field (“Elevate its stature”)
- Develop strategies for creating and developing long-term change.
- Be “recognized” as a resource to support and assist faculty members in their efforts to improve teaching & learning

ALA (only) Activities for the 2003-2004 School Year

<table>
<thead>
<tr>
<th>Activity</th>
<th>Who</th>
<th># of times met</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring</td>
<td>Teacher #1</td>
<td>19</td>
<td>Good teaching &amp; learning</td>
</tr>
<tr>
<td></td>
<td>Teacher #2</td>
<td>4</td>
<td>Good teaching &amp; learning</td>
</tr>
<tr>
<td></td>
<td>Teacher #3</td>
<td>4</td>
<td>Good teaching &amp; learning</td>
</tr>
<tr>
<td></td>
<td>Teacher #3</td>
<td>3</td>
<td>Good teaching &amp; learning</td>
</tr>
<tr>
<td></td>
<td>Teacher #4</td>
<td>5</td>
<td>Good teaching &amp; learning</td>
</tr>
<tr>
<td></td>
<td>Teacher #6</td>
<td>7</td>
<td>Good teaching &amp; learning</td>
</tr>
<tr>
<td>Consultations</td>
<td>Teacher #7</td>
<td>4</td>
<td>classroom management</td>
</tr>
<tr>
<td></td>
<td>Teacher #4</td>
<td>2</td>
<td>did team teaching so s/he could see different teaching style</td>
</tr>
<tr>
<td></td>
<td>Teacher #2</td>
<td>1</td>
<td>did team teaching so s/he could see different teaching style</td>
</tr>
<tr>
<td></td>
<td>Teacher # 8 &amp; # 9</td>
<td>3</td>
<td>plan, prepare “Academic Advising” seminar</td>
</tr>
<tr>
<td></td>
<td>Teacher #10</td>
<td>1</td>
<td>Classroom morale issues</td>
</tr>
<tr>
<td></td>
<td>Teacher #9</td>
<td>2</td>
<td>Classroom management issues</td>
</tr>
<tr>
<td></td>
<td>Teacher #11</td>
<td>2</td>
<td>Classroom management</td>
</tr>
<tr>
<td></td>
<td>Teacher #12</td>
<td>1</td>
<td>Classroom management</td>
</tr>
<tr>
<td></td>
<td>Teacher #13</td>
<td>5</td>
<td>Preparing a presentations</td>
</tr>
<tr>
<td></td>
<td>Teacher #14</td>
<td>1</td>
<td>Academic Freedom issues</td>
</tr>
<tr>
<td></td>
<td>Teacher #15</td>
<td>1</td>
<td>Classroom management</td>
</tr>
<tr>
<td></td>
<td>Teacher #16</td>
<td>2</td>
<td>Problem-based Learning</td>
</tr>
<tr>
<td></td>
<td>Teacher #17</td>
<td>1</td>
<td>Teaching techniques</td>
</tr>
<tr>
<td></td>
<td>Teacher #18</td>
<td>2</td>
<td>Writing effective outcomes</td>
</tr>
<tr>
<td></td>
<td>Teacher #19</td>
<td>3</td>
<td>Writing effective outcomes</td>
</tr>
<tr>
<td></td>
<td>Teacher #20</td>
<td>2</td>
<td>Writing effective outcomes</td>
</tr>
<tr>
<td></td>
<td>Teacher #21</td>
<td>2</td>
<td>Writing effective outcomes</td>
</tr>
<tr>
<td></td>
<td>Teacher #22</td>
<td>2</td>
<td>Writing effective outcomes</td>
</tr>
</tbody>
</table>
Teacher #23  1   Effective tests
Teacher #19  2   Preparing presentations
Teacher #24  10   Classroom management, effective tests, creating rubrics, lab techniques, attendance, etc.
Teacher #25  1   Handling academic dishonesty
Teacher #6   2   Preparing presentations
Teachers #16 & 24  2   SGIDs

Observations
Teacher #7   2   observation & discussion
Teacher #1   1   observation & discussion
Teacher #3   1   observation & discussion

Workshops/presentations
New Faculty
Orientation  10 teachers/EGF  2 days   focused only on academic issues of teaching & learning
          2 teachers/TRF
Fall Preservice All Faculty & Staff I

MN Counselor’s Association  1
Jan Preservice All Faculty TRF/EGF  1
              "Helping students & teachers in the college setting"
              Writing SMART Learner Outcomes
Inservice All Faculty  2
              "Academic Advising"
              "What’s All This Fuss about Active Learning?"
Inservice All Faculty  2

ALA Efforts with TRF
Meeting CTL reps  2
Presentation Any TRF faculty  1
Mentoring 1 new faculty  3
How go “get going”…
What is SALT for EGF? How can the ALA help TRF?
Classroom management

ALA Efforts with Bemidji
Meeting CTL rep & Dean  1
Where’s Bemijidi at with professional development?
How can the ALA help?

Meeting CTL rep  2

Miscellaneous
“Mid-Winter Blues” Lunch  All faculty & staff  1
Boost morale; blue foods, faculty member played the Blues on harmonica
Salt meetings SALT Team 11
Monthly meetings
GIFT newsletter Faculty  8 issues
Prepared monthly newsletter & included best practices of faculty
Creation of S.A.L.T. (Supporting Active Learning & Teaching)
The ALA, along with the elected CTL representatives for our campus, formed a committee called SALT. The SALT Team helps to determine the path of professional development efforts so that all opportunities are collaborative, coordinated, and consistent.

SALT Activities for 2003-2004 School Year
The SALT team provided a wide variety of activities and opportunities for faculty members. Most activities were evaluated by the participants, and most responses were very positive. (See attachment)
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Evaluation</th>
<th>Number Attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 12 &amp; 13</td>
<td>New Faculty Orientation (Regional)</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>August 19</td>
<td>Pre-Service Day (TRF) (not a SALT Team sponsored event)</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Monthly</td>
<td>GIFT (Great Ideas for Teachers) Newsletter (faculty members contributed best practices)</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Sept 20</td>
<td>Teaching with Cases (Host) CTL sponsored event</td>
<td>Surveys completed: 19</td>
<td>17</td>
</tr>
<tr>
<td>Sept 29</td>
<td>Chalk Talk (Funniest Teaching Moment)</td>
<td>See attachment A</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Elements of Effective Instruction</td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>Oct 4</td>
<td>Chalk Talk (Grading Philosophies and Practices)</td>
<td>Surveys completed: 11</td>
<td>19</td>
</tr>
<tr>
<td>Oct 27</td>
<td>Academic Advising In-service</td>
<td></td>
<td>All faculty</td>
</tr>
<tr>
<td>Nov 6 or 7</td>
<td>Chalk Talk (Using Groups Effectively)</td>
<td>Surveys completed: 20</td>
<td>14</td>
</tr>
<tr>
<td>Nov 24</td>
<td>Writing SMART learner Outcomes</td>
<td>See attachment B</td>
<td></td>
</tr>
<tr>
<td>Jan 6</td>
<td>Chalk Talk (Reviewing for Tests with Students)</td>
<td>Surveys completed: 11</td>
<td>32</td>
</tr>
<tr>
<td>Jan 26</td>
<td>Active Learning Seminar</td>
<td>Surveys completed: 9</td>
<td>19</td>
</tr>
<tr>
<td>Feb 19 or 20th</td>
<td>Chalk Talk (Using Extra Credit)</td>
<td>Surveys completed: 10</td>
<td>18</td>
</tr>
<tr>
<td>Feb 25</td>
<td>Chalk Talk (Sexual Abuse Issues)</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Mar 22</td>
<td>Chalk Talk (Cultural Diversity Issues)</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>May 26</td>
<td>Series of 4 two-hour workshops on the basics of using D2L platform</td>
<td>Surveys not completed (on-going)</td>
<td>15</td>
</tr>
<tr>
<td>April – May</td>
<td>Series of 1 hour Q&amp;A sessions on using new Email program (GroupWise)</td>
<td></td>
<td>All Faculty and staff invited</td>
</tr>
<tr>
<td>Ongoing</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Summary of Faculty Development Leadership

<table>
<thead>
<tr>
<th>Possible categories</th>
<th>Activity</th>
<th>Audience</th>
<th>Products/Outcomes/Notes/Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess faculty needs for professional development and teaching support</td>
<td>Needs Assessment Surveys: 1. ALA Activities Survey 2. Personal Development Plan Survey 3. Teaching Methods Survey</td>
<td>Faculty Staff Administration</td>
<td>Very positive which is a change in tone and culture from previous years; Comments are more reflective about their teaching practices and philosophies; First year we asked for formal, personal professional career path/goals</td>
</tr>
<tr>
<td>Collaborate with campus administration, staff and faculty to plan and deliver programs</td>
<td>A member of Administration is an official member of the SALT team; SALT team liaisons have been appointed to the following College committees: Technology, Strategic, Planning, and Assessment, Shared Governance, and Academic Appeals.</td>
<td>Faculty Staff Administration</td>
<td>First-time faculty were able to reflect on teaching; Activities were well attended; Administration took our efforts seriously; We sparked interest in the practice of teaching and individual reflection; Faculty have identified areas for further exploration; Overall, the regional efforts were unsuccessful due to organizational changes and individual campus cultures</td>
</tr>
<tr>
<td>Provide or coordinate support and resources to faculty</td>
<td>Provided a central clearinghouse for professional development funds; Maintained CTL resource room</td>
<td>Faculty Staff Administration</td>
<td>Created more organized and more streamlined processes for funding and facilitating professional development activities</td>
</tr>
<tr>
<td>Coordinate &amp; disseminate faculty development information</td>
<td>Newsletters; E-mails forwarded to global faculty and staff lists; Targeted workshops are forwarded to Division Chairs; Will start working on e-folio; Reported/sought input from MSCF</td>
<td>Faculty Staff Administration</td>
<td>Newsletter received positive feedback; Reporting at MSCF meetings and in the minutes has allowed for more consistency and a timely communication forum.</td>
</tr>
<tr>
<td>Promote campus and state-wide activities to faculty</td>
<td>Reminders of events; Funding; Coordination of events; Assessment and Feedback; Attendance by SALT Team</td>
<td>Faculty Staff Administration</td>
<td>As noted several times, we are experiencing a dramatic increase in participation at all levels</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Faculty</td>
<td>Administration</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td>Collaborate with other leaders at the campus and</td>
<td>ALA and CTL linkages are being utilized to develop collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>state level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend CTL Campus Leaders Workshops and other</td>
<td>Attendance by SALT Team Leaders at state CTL level and National Conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>conferences</td>
<td>(POD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVE LEARNING ADVOCATE
JOB DESCRIPTION

GENERAL DUTIES:
The overall duties of the Active Learning Advocate is to create, implement, and support a variety of activities and professional development opportunities to improve teacher practices; help instructors to build on the teaching experience and expertise of selves and colleagues; provide individual and/or group reflection and interaction with colleagues to create an “active learning” culture

For example:
--assist the College to focus on teacher leadership
-assist the College in developing a means of providing critical initial assistance to help beginning teachers succeed
--guide, support, and facilitate professional development opportunities
--provide guidance and support needed for teachers to initiate new “active learning” projects
--collect data of various activities and development opportunities;
--collaborate with College to create a current picture of what is happening in the College’s teaching and learning environment
--offer support for teachers to learn
--develop a variety of opportunities (online lessons, etc.) for teachers to learn and practice at their convenience
--schedule on-going faculty development opportunities
--encourage professional reflection of classroom practices
--be an advocate for teaching and leaders in the field in an effort elevate its stature
--assist the College is creating and developing strategies for long-term change in teaching practices
--evaluate current research and theories, concepts and principles about teaching and learning, especially active learning

BREAKDOWN OF DUTIES:
Summer 2003
--review literature of active learning and best practices in higher education
--create assessment tool to assess conceptual understanding of “active learning”
--begin to develop interaction opportunities for faculty
--attend Summer Collaboration Institute at St. Olaf’s in June

Cycle I – Fall 2003 – Spring 2004
-begin building effective participation of faculty in development opportunities
--implement reflection and evaluation methods to build in and on improvements in instruction
--introduce pedagogy of inquiry related to teaching and learning
--provide reading, research, and information to instructors to help them access the best practices in active learning
--find out (through research, seminars, collaboration, questionnaires, etc.) what teachers need to know
--initiate a culture change of scholarship and on-going learning for teachers
-- assess current intellectual context of teaching within which teachers work
-- continue to review and share the literature, combined with activities, to assist teachers
  in examining their own experiences in a way that will lead to personal and professional
  development
-- assist the College in establishing a “common language” to describe and discuss
  practices of active learning
-- collaborate with College to establish a way of celebrating and recognizing active
  learning and good teaching

Cycle II – Fall 2004 – Spring 2005
-- evaluate gathered data to further improve active learning and instruction, especially for
  the long-term
-- ensure the establishment of networks, collaborations, and partnerships for teachers to
  sustain a learning community that supports changing teaching practices in their own
  classrooms to create an active learning community for the College
-- establish opportunities for professional learning that moves away from traditional
  in-service modes toward long-term, continuous learning in the context of school and
  classroom with support of colleagues
-- assess the accomplishment of a significant and lasting school change (culture, practices,
  etc.)
-- create ways to sustain critical, professional reflection on policy and practice, both
  individually and as a learning community
-- establish ways to effectively integrate theories of active learning into professional
  practice as appropriate
-- establish a culture that increases the conscious choices about the way teachers think,
  feel, and behave as an active learner and teacher
Course Assignments

The following assignments will be done during the orientation sessions:

_____ 1. **Lesson Plan:** Develop a lesson plan for a course goal/learning objective that you select from a course you will be/are teaching. Use the format provided or an equivalent (5 pts)

_____ 2. **Delivery:** You will deliver a ten-minute mini-teach of part of the lesson you are developing (have developed). You may choose to do the anticipatory set, for example, or introduce us to the topic, or do a demonstration of a skill. (10 pts)

_____ 3. **Participate in orientation activities and discussions:** Contribute ideas, raise questions, share experiences, etc. (15 pts)

The following assignments will be done on your campuses in conjunction with your faculty mentor. Your mentor will verify that you have completed these activities satisfactorily.

_____ 4. **Develop a course outline for at least one course.** Share with your mentor at the beginning of the semester. I would suggest trying to do this during the week before classes begin to get feedback. (5 pts)

_____ 5. **Develop at least one lesson plan for at least four courses** (or develop four lesson plans for one course) that you share with your mentor during the first month of the semester. (5 pts)

_____ 6. (a) **Develop at least one course project/activity for at least one course** that you share with your mentor and get feedback during the first two months of the semester. (5 pts)

_____ 6. (b) After you administer the project, **discuss its success/needed revisions** with your mentor.

_____ 7. (a) **Develop at least one paper/pencil test and one performance test** for at least one course. Share with your mentor and get feedback during the first two months of the semester. (5 pts)

_____ 7. (b) After you administer each test, **discuss its success/needed revisions** with your mentor.

_____ 8. **Observe one of your mentor’s classes** (or another faculty member, and discuss what you observed. (5 pts)

_____ 9. **Your mentor will observe one of your classes and meet with you to conference about it afterward.** This is called “instructional coaching,” and its goal is to help you develop your instructional skills through positive feedback. (5 pts)

_____ 10. **Describe your classroom management philosophy and techniques** with your mentor. Get his/her feedback. (5 pts)
11. **Complete the MIND Styles Delineator.** Discuss with your mentor how your style preferences might impact your teaching style. Think about your students’ styles and how you might address the style needs of your students. (5 pts)

12. **Develop and administer a formative classroom assessment** that seeks students’ feedback on how they think your classes are going. You will earn extra points for doing this activity and discussing the results with your mentor. (5 pts)

13. **Attend a mid-semester orientation session** (date/time TBA). (15 pts)

14. **Attend at least two “Chalk Talk” Sessions** (provided by the College) (10 pts)

**Note:** Regular meetings with your mentor are highly recommended. Much of the learning you gain will be the result of your discussions with your mentor. Therefore in recognitions of your participation as a learning activity, your mentor will award extra credit points (up to ten) for regular attendance (2 pts per session).

**Total points possible:**

- 14 “assignments” (listed above) 100 points
- Extra credit/Mentoring Sessions 10 points (extra credit)

**Grades:**

- 100 - 90 = A
- 89 - 80 = B
- 79 - 70 = C
- 69 - 60 = D
- 59 or below = ☹ See you next semester!

**Questions:**

Contact Bonnie Andrys, NCTC, ext. 4801
or Barb Schueppert, NTC- Bemidji
Report from MnSCU regarding “Active Learning”
(Note: Fourteen teachers from NCTC-EGF participated in the study – the largest turn-out in the State)

ACTIVE LEARNING REALLY WORKS!
An external evaluation team with the Learning That Lasts (and ALA grant) recently completed an analysis of the Student Opinion Survey data from last spring. This data was collected from over 1,100 students in 97 classrooms (including 14 from NCTC-EGF). The data they obtained included some of the strongest results found to date by the evaluators who have been surveying MnSCU students since 2000. The survey instrument they used drew many items from national surveys, such as the Community College Survey of Student Engagement (CCSSE). The evaluators defined “active learning” in terms of 22 different teaching strategies that fell into seven categories:

1. Interactive lecture (observing a live demonstration in class, providing the teacher with feedback during a lecture)
2. Discussion
3. Writing
4. Technology
5. Interactive strategies (debates, role-playing, “hands-on” assignments, presentations or performance)
6. Collaborative
7. Experiential

- The result of the study found that more faculty used these strategies...
  The higher the level of positive engagement reported by students. “Positive engagement in learning” was measured by items such as “ask questions in class,” “discuss ideas from your reading or class with the teacher outside of class,” “feel motivated by other students in the class,” “reflect on what you were learning in the course,” “work harder than you thought you could to meet the teacher’s expectations,” and “feel actively engaged.”

- The result of the study found that more faculty used these strategies...
  The more effective the students said the teaching method was for their learning.

- The result of the study found that more faculty used these strategies...
  The greater the number of hours students spent studying and preparing for class

- The result of the study found that more faculty used these strategies...
  The higher the rating students gave for the campus climate. “Campus climate” was measured by two scales; one reflected the kinds of academic, social, and financial support institutions provide for students, the other reflected the students’ sense of how much their experiences at the institution was helping them achieve 11 common outcomes of higher education (e.g., “write clearly,” “think critically and analytically,” “learn effectively on your own”).

- The result of the study found that more faculty used these strategies...
  The active learning strategies that correlated most with positive student involvement were “interactive strategies,” followed by collaborative strategies, experiential strategies, and interactive lecture strategies. These last two categories (experiential and interactive lecture) were found to predict higher ratings of “effective teaching,” even when student characteristics, class size, and faculty members’ teaching experience were taken into account.

The evaluation team also compared student responses across three groups of faculty: faculty who received a 2003-2004 grant (“grantees”), faculty exposed to some of the work being done on campuses with an Active Learning Advocate (“2004 ALA campus faculty”), and faculty who reported using comparatively few active learning techniques on a Faculty Survey in 2003. In these analyses, the evaluation
team found that, compared to students in classrooms where there was little active learning used/reported, students in grantee and ALA campus classrooms:

- Experienced significantly more small- and large group discussion techniques
- Were involved significantly more often in writing progressive drafts of papers
- Were significantly more likely to give a presentation, demonstration, or performance
- Were significantly more likely to ask questions or contribute to class discussions
- Were also more likely to discuss ideas from their reading or class with the teacher outside of class

One of the surprises of the study was the degree to which the two relatively simple interactive lecture strategies predicted positive student involvement, higher ratings for effective teaching, and higher ratings for campus climate. The other surprise was that overall use of the active learning method could be such a powerful predictor of positive student engagement and effective teaching.

**Conclusion:** Whether students are male or female, younger or older, intending to enroll next semester or graduate or note, these methods make a difference! Faculty who remain skeptical about these techniques should take another look at what their Active Learning colleagues are doing.
New Faculty Orientation Participants
August 17, 2004

Karen Znajda       Practical Nursing Program -- EGF
Jodi Staussen      Practical Nursing Program -- EGF
Rich Johnson       Biology – TRF
Talicia Lerfold    Art – TRF
Cynthia Jorstad    Librarian – TRF
Kris Paulson       Economics – TRF & EGF
Peggy Rogers       Early Childhood Education – EGF
Brian Suckow       Welding – EGF
Jeanine McDermott  Practical Nursing Program -- EGF
Active Learning Advocate
Annual Report for 2003-2004
Northland Community & Technical College
(formerly Northwest Technical College)

Bonnie Andrys,
Active Learning Advocate
June 2004
Part I. Objectives

The objectives of the Active Learning Advocate for the 2003-2004 academic year were established during the Summer of 2003 when Northland Community & Technical College participated in the Collaboration’s Summer Institute at St. Olaf’s. Our College (then comprised of Northwest Technical College’s five campuses, but included our future partners of Northland Community & Technical College in Thief River Falls and Fergus Falls Community College) created a team of people willing to participate in professional development for their respective campuses. This team consisted of the following members:

- Bonnie Andrys, ALA for NCTC (EGF & TRF) and NTC (Bemidji)
- Helene Hedlund, ALA for NTC (Detroit Lakes, Wadena, Moorhead) and Fergus Falls CC
- Tony Sorum, CTL representative from the EGF campus
- Milt Kinzler, faculty member from EGF campus
- Farah Rahnama, faculty member from EGF campus
- Dan Geohring, administrator from FFCC
- Barb Schuppert, Associate Dean from NTC – Bemidji
- Mary Lynk, CTL representative from NTC – Detroit Lakes
- Loren Synstelien, CTL representative from FFCC
- Mary Otto, Curriculum Director from NTC

This dynamic team came together to determine the path of professional development efforts for our campuses. It was decided that while many of our activities would take place on our respective campuses, we also felt we would be able to maintain the “regional” connections and activities as well. The team also felt that by combining the CTL representatives and the ALAs to form one team (referred to as SALT: Supporting Active Teaching & Learning), then all professional development efforts would be collaborative, coordinated, and consistent, giving us the “strength” we needed to fulfill our goals. It was on that foundation that we established our goals for the 2003-2004 school year. The specific objectives included:

- Assist the College(s) to focus on teacher leadership
- Assist the College in developing a means of providing critical initial assistance to help beginning teachers to succeed
- Guide, support, and facilitate professional development opportunities
- Collect data of various activities and development opportunities
- Collaborate with College(s) to create a current picture of what is happening in the teaching and learning environment
- Schedule on-going faculty development opportunities
- Be an advocate for teaching and learning in the field (“elevate the stature of teaching”)
- Develop strategies for creating and developing long-term change (institutional change)
Most, if not all, of the established goals were accomplished to some degree throughout the year.

Part II. Activities

The SALT team provided a wide variety of activities and opportunities for faculty members (see Attachment A). Most activities were evaluated by the participants, and most responses were very positive.

One of the most important roles of the Active Learning Advocate was to be “recognized” as a resource to support and assist faculty members in their efforts to improve teaching and learning. The ALA made a short presentation at the Fall Inservice, explaining the role and duties and the evolution of SALT and what we hoped to accomplish, and that public recognition, combined with administrative support, made all of the difference. Teachers knew what to expect, where to go for assistance, and who to turn to. Although the SALT Team became a “force” on the campus, it was also known that the ALA alone would also be available to assist instructors in any way. Following is a list of the ALA consultations:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Who</th>
<th># of times met</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring</td>
<td>Teacher #1</td>
<td>19</td>
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</tr>
<tr>
<td></td>
<td>Teacher #2</td>
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<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Teacher #4</td>
<td>5</td>
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</tr>
<tr>
<td></td>
<td>Teacher #6</td>
<td>7</td>
<td>Good teaching &amp; learning</td>
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<tr>
<td>Consultations</td>
<td>Teacher #7</td>
<td>4</td>
<td>classroom management</td>
</tr>
<tr>
<td></td>
<td>Teacher #4</td>
<td>2</td>
<td>did team teaching so s/he could see different teaching style</td>
</tr>
<tr>
<td></td>
<td>Teacher #2</td>
<td>1</td>
<td>did team teaching so s/he could see different teaching style</td>
</tr>
<tr>
<td></td>
<td>Teacher #8 &amp; #9</td>
<td>3</td>
<td>plan, prepare “Academic Advising” seminar</td>
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<tr>
<td></td>
<td>Teacher #10</td>
<td>1</td>
<td>Classroom morale issues</td>
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<tr>
<td></td>
<td>Teacher #9</td>
<td>2</td>
<td>Classroom management issues</td>
</tr>
<tr>
<td></td>
<td>Teacher #11</td>
<td>2</td>
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<td>Teacher #13</td>
<td>5</td>
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<td></td>
<td>Teacher #14</td>
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<td>Teacher #15</td>
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<td></td>
<td>Teacher #16</td>
<td>2</td>
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<td></td>
<td>Teacher #17</td>
<td>1</td>
<td>Teaching techniques</td>
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<td>Count</td>
<td>Topic</td>
<td></td>
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<tr>
<td>-----------</td>
<td>-------</td>
<td>--------------------------------------------</td>
<td></td>
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<tr>
<td>#18</td>
<td>2</td>
<td>Writing effective outcomes</td>
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<tr>
<td>#19</td>
<td>3</td>
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<td>#20</td>
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<td>#23</td>
<td>1</td>
<td>Effective tests</td>
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<td>#19</td>
<td>2</td>
<td>Preparing presentations</td>
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<tr>
<td>#24</td>
<td>10</td>
<td>Classroom management, effective tests, creating rubrics, lab techniques, attendance, etc.</td>
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<td>#25</td>
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<td>#16 &amp; 24</td>
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### Observations

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<tr>
<td>#7</td>
<td>2</td>
<td>observation &amp; discussion</td>
</tr>
<tr>
<td>#1</td>
<td>1</td>
<td>observation &amp; discussion</td>
</tr>
<tr>
<td>#3</td>
<td>1</td>
<td>observation &amp; discussion</td>
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</table>

### Workshops/presentations

#### New Faculty Orientation

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<tr>
<th>Session</th>
<th>Audience</th>
<th>Duration</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>10 teachers/EGF</td>
<td>2 teachers/TRF</td>
<td>2 days</td>
<td>focused only on academic issues of teaching &amp; learning</td>
</tr>
<tr>
<td>Fall Preservice</td>
<td>All Faculty &amp; Staff</td>
<td>1</td>
<td>Introduction of ALA/SALT duties &amp; objectives</td>
</tr>
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</table>

#### MN Counselor’s Association

**Session**

- **GUEST SPEAKER:** "Helping students & teachers in the college setting"

### Jan Preservice

<table>
<thead>
<tr>
<th>Session</th>
<th>Audience</th>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty TRF/EGF</td>
<td>1</td>
<td>1</td>
<td>Writing SMART Learner Outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Academic Advising”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“What’s All This Fuss about Active Learning?”</td>
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### ALA Efforts with TRF

<table>
<thead>
<tr>
<th>Session</th>
<th>Audience</th>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting</td>
<td>CTL reps</td>
<td>2</td>
<td>How go ‘get going’...</td>
</tr>
<tr>
<td>Presentation</td>
<td>Any TRF faculty</td>
<td>1</td>
<td>What is SALT for EGF? How can the ALA help TRF?</td>
</tr>
<tr>
<td>Mentoring</td>
<td>1 new faculty</td>
<td>3</td>
<td>Classroom management</td>
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### ALA Efforts with Bemidji

<table>
<thead>
<tr>
<th>Session</th>
<th>Audience</th>
<th>Duration</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Meeting</td>
<td>CTL rep &amp; Dean</td>
<td>1</td>
<td>Where’s Bemijdi at with professional development?</td>
</tr>
<tr>
<td></td>
<td>CTL rep</td>
<td>2</td>
<td>How can the ALA help?</td>
</tr>
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</table>
Part III. Results

The increase in interest, personal reflection, and awareness of good teaching and learning is the most exciting result of all of the ALA/SALT Team professional development efforts. This is the first time in many years that professional development has been taken seriously on our campus. The fact that there is a team of people willing to make sure development opportunities exist is clearly the key to a lot of our success this year. Another important factor was the consistency with which opportunities were made available. Predictable patterns (e.g., monthly SALT meeting, monthly Chalk Talks with faculty, the GIFT newsletter) of events also helped to foster an atmosphere of faculty who truly care about effective teaching and learning. Discussions amongst faculty (at SALT events) was truly representative of a faculty who was and continues to be “hungry” for professional growth. Teachers were more readily able to identify some of their needs for development and improvements needed in their own classrooms.

Administrative support was also an important factor in our success. The College’s administration loudly and clearly supported our efforts, even funding some of our efforts, and encouraging faculty members to move forward in their professional growth. Our Academic Dean was a member of our SALT team, and that input and involvement was crucial to our effectiveness as a College team.

Perhaps what is most notable is that in light of all that is going on around us (e.g., merger, transitional issues) attendance at professional development activities was the highest it has been in years. Comments from faculty members about the SALT and ALA efforts were more than positive (see Attachments B, C, & D) and encouraging, and the team feels that we were able to, in the very least, create a “spark” on interest in professional development, professional growth, and personal reflection about teaching and learning.

Part IV. Discussion

This has been a bittersweet year for the College. It is unfortunate that none of us could have predicted just how traumatic the dissolution of one college and the merger of two others could be. Since 1995, Northwest Technical College had learned to collaborate and think “regionally” in all things related to the
College. That is not to ignore our “growing pains,” however. At the time when we (NTC) applied for this wonderful grant opportunity, we had no reason to doubt that we would not be able to continue with regional efforts even though many boundaries had changed. Unfortunately, this was not the case.

One of the problems with the merger was that though NTC was truly a “merged” institution, Northland Community & Technical College’s two campuses were not. We are in the infant stages of creating a “new institution.” Much of the work that had to be accomplished this year had to focus on getting the College to function as one. This meant that a lot of time and attention was devoted to policies, procedures, and curriculum issues. So professional development efforts were not foremost in everyone’s minds as we moved forward with the merger.

Another concern for the SALT and ALA team was that we quickly discovered the collegiality we had created with other campuses of the NTC institution/family was not there with the NCTC community. This will take a lot more time and effort for both campuses to learn about one another, understand the culture of each campus, and learn to “think as one.” This is not to say that it is impossible. Only that it will take more time and patience and effort on everyone’s part.

A third concern with the ALA efforts was our relationship with Bemidji (the only remaining institution of the Northwest Technical College family). For whatever reasons, Bemidji was suddenly a stand-alone college in this recent reconfiguration of the seven campuses involved. That meant Bemidji had many issues that it needed to deal with simply in terms of “survival” and understanding and coming to terms with its new “independence.” Bemidji was not only in transition as an institution, but they were also dealing with a change in leadership within their College. So it was difficult for Bemidji to take on the challenges of professional development issues and opportunities during this transitional year. Again, it is not to say that the Bemidji faculty were not interested in professional development. Only that it was not the highest priority of their new College. While no one can predict what the future holds in terms regional professional development efforts, it is clearly one main goal for the ALA to work toward during the second year of the grant.

As mentioned earlier, this year has been bittersweet. And while we are all experiencing growing pains, in terms of professional development the results of our efforts have been positive. This is a testament to all teachers everywhere – that no matter what goes on above us or around us – teachers really do care about teaching and learning. So amidst all of the chaos of such a huge institutional change and transition, interest in professional development has never been higher on the EGF campus (see Attachment E). But what has really been the most important positive change is that by giving the ALA the “gift of time,” professional development was taken as seriously as it should be. If one our goals was to “elevate the stature” of teaching, our participation in the
Learning That Lasts grant has done just that, perhaps more than any other thing we could have done. It required the support of the entire College. As Parker Palmer says,

“A school’s intellectual context grows most generously when teachers pull from the herd to define themselves individually as teachers. This effort represents ultimate mindfulness, thinking at its peak. Teachers on this path do much personal searching to find a best fit of self with teaching. They listen to the influencers, the leaders who direct, advise, and persuade. Nearer to home, they listen to colleagues. But they also pay close attention to themselves: to what they have success with, to what they enjoy, and to what makes them feel good about being a teacher.”

--Courage to Teach

By allowing the ALA and CTL representatives the time to prepare and structure professional development efforts, we, in turn, were able to offer the faculty the invaluable opportunities to reflect upon themselves not only as teachers but also as whole beings and what they bring with them to their classrooms.

Part V. Budget Narrative

When we decided to merge the CTL and ALA positions to form a team, we also merged the funds of each. What we quickly found out, however, was that while the College agreed to their portion of the ALA grant, we did not anticipate the costs that might occur from this position. The administration proved to be very supportive in all ways, including financial support. SALT, then, became the “clearinghouse” for all STUFF requests and most professional development activities for the EGF campus (see Attachment F). With the financial support of the Learning That Lasts grant, administration, and faculty funds, the ALA and our two CTL representatives were able to participate in the national conference (POD) for professional development, state-wide CTL events, and state-wide ALA events. Many of our faculty members also pursued financial support to attend discipline-specific local, regional, and national conferences.

Part VI. Attachments

Attachment A: Listing of SALT-sponsored Activities
Attachment B: Evaluation of “Academic Advising” Seminar
Attachment C: Evaluation of “Active Learning” Seminar
Attachment D: End-of-the-Year Faculty Survey
Attachment E: ALA Evaluation
ADDENDUM

During the school year, the ALA played several roles. The most obvious one was, of course, as ALA. As outlined earlier in this report, the ALA not only worked in conjunction with the campus’s CTL representatives, but also one-on-one with faculty members.

Another role was as teacher. Staying in the classroom only enhanced the credibility of the ALA in professional development efforts in that the ALA wasn’t viewed as “removed from the classroom,” but rather the ALA still faced the same challenges as “real teachers” or as one who was “still in the trenches” with them.

Another role was one of Mentor. Much to College’s credit, a Mentoring Program was established nearly ten years ago. Many of the faculty at the College (then a “technical college”) were coming to us directly from business and industry. As a result, many of them had no or very little teaching experience. The College believed that with the help of a mentor, new faculty members could be effective in both of their roles as educators and content experts. At that time, any faculty members who wished to mentor could apply. Potential mentors also had to have three recommendations from fellow colleagues, as well as a recommendation from administration. Two mentors for each of the five campuses were chosen and then underwent extensive training in mentoring. Each mentor was given the equivalent of three-credits of release-time in which to mentor new faculty (probationary) and, if time, any tenured faculty.

The Mentoring Program experienced success for several years, but the College discovered that the needs of new faculty were many, so the needs of tenured faculty were not always getting addressed. To assist tenured faculty, an "Instructional Consultant" position was created. The Instructional Consultants also had to meet the rigorous requirements and training as the mentors. The idea behind the Instructional Consultant Program was two-fold: one, it allowed tenured faculty to seek help outside of the Mentoring Program, which was then viewed as “for helping new faculty only” (mostly because that is all the allotted time allowed), and, two, it demonstrated to the faculty that the College did, indeed, care about effective teaching and learning.

Both the mentoring and consulting programs ran concurrently for two years. Unfortunately, due to budgetary issues, the consulting positions were eliminated. Also, unfortunately, many of the mentors quickly discovered that three-credits of release-time was not enough to meet the demands of new faculty, so on some campuses the mentoring programs waned or disappeared altogether. To the credit of the East Grand Forks campus, the Mentoring Program has remained a strong and viable program since its inception. The strength of that program further added to the credibility of the ALA position as well, as a culture of faculty-helping-faculty had already been fostered and nurtured.

This brief history of the College’s efforts to help new and tenured faculty has been a very important factor in the success of the ALA’s work this past year. With an established “culture” of the College helping teachers to be effective, most faculty members welcomed the ALA position. And, due to ALA’s dual role as Mentor and ALA, it was not unusual for faculty members to seek assistance from
the ALA. In fact, the roles of “mentor,” “consultant,” and “ALA” became a bit fuzzy, but not to any kind of detriment. Instead, it became an “okay” thing to do, because the ALA was seen as helping any teacher, not just “new” ones. Whenever a faculty member asked for help from the ALA, they were given the option to meet in his/her office, the ALA’s office, or out in the Commons area of the College. Remarkably, most of them chose to meet in the Commons over a cup of coffee, which again, only contributed to the high visibility of the ALA and made meeting with the ALA an “okay” thing to do. So, for purposes of this ALA position, “mentoring” services were given to non-tenured faculty, and “ALA” services were given to any and all faculty members.

When tenured faculty first approached the ALA for assistance, they would preface their requests with comments like, “You know, when I first started here, I didn’t have time to participate in our mentoring program, so is it okay if I work on some things with you now?” or “You know, I’ve been teaching a while now, but I feel like I’m doing the same things over and over, and I’d like to do something different. Can you help me?” or “I know what I’m doing is not working. Will you help me to figure out what is going wrong?” Also, at monthly Chalk Talks when faculty were discussing various issues and concerns, it was not usual for a faculty member to say to the ALA, “Do you think I could talk with you some more about this?” So the professional development efforts of the SALT Team, in many ways, “opened the door” for individualized consultations with the ALA.

In most cases, the ALA would follow-up with the instructors who sought assistance, and the results were positive. The faculty members were very pleased with the efforts of the ALA, but most importantly, very pleased with the changes they made in their own classrooms. Their word-of-mouth with other faculty members about some of the changes they made also made it easier for other faculty members to seek the assistance of the ALA. The ALA saw changes made in syllabi, course hand-outs, lecture notes, presentation styles, assessment and evaluation, and classroom management procedures and philosophies.

Budget
In addition to the release-time granted for the ALA position, the College was also given two $1,500 installments (fall and spring semesters) to use to further the ALA efforts. The fall installment was used to help pay for the following expenses:

- Mileage & expenses for ALA to attend CTL Seminar in Mankato (September 5, 2004)
- Mileage & expenses for ALA to attend Weekend Seminar: “Active Learning & Assessment” (September 6, 2004)
- Provided refreshments and lunch as host of the Weekend Seminar: “Teaching With Cases” (September 20, 2004)
- Mileage & expenses for ALA to attend CTL Planning meeting in Brainerd, MN (October 3, 2004)
- Mileage & expenses for ALA to attend Weekend Seminar “Creating Significant Learning Experiences” at Alexandria Tech (October 4, 2004)
- Expenses for ALA to attend POD Conference in Denver, CO (October 7 – 12, 2004)
- Mileage & expenses for the ALA to attend the Collaboration Conference in Bloomington (November 14, 2004)
- Mileage & expenses to for the ALA to attend Weekend Seminar at Hennepin Tech (November 15, 2004)
- Refreshments and door prizes for monthly Chalk Talks held on EGF campus

The second installment of $1500 was used for the following expenses:
- Refreshments & door prizes for the monthly Chalk Talks held on EGF campus
- Refreshments & door prizes for the “What’s All This Fuss about Active Learning?” Seminar held on the EGF campus (February 19 & 20, 2004)
- Mileage & expenses for the ALA to attend ALA & CTL Spring Meeting in Alexandria (March 26 & 27, 2004)
- Purchase of scratch-off forms (IF AT forms) for teachers to use as an assessment tool
## 2005 ALA Activities Report

<table>
<thead>
<tr>
<th>Activity</th>
<th>Who</th>
<th># of times met</th>
<th>Topic</th>
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<td>Creating Syllabus</td>
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<td></td>
<td>Teacher #2</td>
<td>3</td>
<td>Using Publisher</td>
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<td></td>
<td>Teacher #2</td>
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<td>Design &amp; LayOut</td>
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<td>Teacher #3</td>
<td>3</td>
<td>Conflict Resolution</td>
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<td>Teacher #9</td>
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<td>Teacher #12</td>
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<td>Organizing Presentation</td>
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<td>Teacher #14</td>
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<tr>
<td></td>
<td>Teacher #9</td>
<td>9</td>
<td>Writing Program &amp; Course</td>
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<td></td>
<td>Teacher #23</td>
<td>1</td>
<td>Self-Management Issues</td>
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<td></td>
<td>Teacher #1</td>
<td>6</td>
<td>Writing Program &amp; Course</td>
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</table>

## Outcomes

| Teacher #5 | 1 | Time management |
| Teacher #6 | 3 | Conflict Resolution |
| Teacher #7 | 2 | Time management |
| Teacher #10| 2 | Classroom management |
| Teacher #11| 1 | Teaching Techniques |
| Teacher #13| 1 | Using D2L |
| Teacher #4 | 1 | Using D2L |
| Teacher #15| 5 | Syllabus design, organizing content for delivery |
| Teacher #15| 1 | Co-taught a unit |
| Teacher #16| 2 | Writing a report |
| Teacher #11| 19| Classroom management |
| Teacher #16| 3 | Sharing Resources & Ideas for teaching writing |
| Teacher #17| 1 | Revising Program Outcomes |
| Teacher #17| 2 | Writing Course Outcomes |
| Teacher #18| 6 | Writing a report/grant |
| Teacher #6 | 3 | Customize a presentation For the division |
| Teacher #19| 1 | Conflict resolution |
| Teacher #20| 2 | Classroom management |
| Teacher #21| 1 | Review Course Outcomes |
| Teacher #22| 1 | Writing Program Outcomes |
| Teacher #20| 2 | Writing Course Outcomes |
| Teacher #23| 3 | Writing Course Outcomes |
| Teacher #24| 2 | Writing Course Outcomes |
| Teacher #25| 3 | Writing Program & Course |

## For the division

<p>| Teacher #19| 1 | Conflict resolution |
| Teacher #20| 2 | Classroom management |
| Teacher #21| 1 | Review Course Outcomes |
| Teacher #22| 1 | Writing Program Outcomes |
| Teacher #20| 2 | Writing Course Outcomes |
| Teacher #23| 3 | Writing Course Outcomes |
| Teacher #24| 2 | Writing Course Outcomes |
| Teacher #25| 3 | Writing Program &amp; Course |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>Review Program Outcomes</td>
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<td>Teacher #7</td>
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<td>Writing Course Outcomes</td>
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<td>Teacher #28</td>
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<td>Writing Course Outcomes</td>
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<tr>
<td>Teacher #29</td>
<td>1</td>
<td>Writing Course Outcomes</td>
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**Workshops\presentations**

New Faculty Orientation
- 6 teachers/EGF 1 day focused only on academic issues of teaching & learning
- 3 teachers/TRF

Fall Preservice All Faculty & Staff 1 Introduction of ALA/SALT
MN Counselor’s Association  1  
Guest speaker:  “Helping students & teachers in the college setting”

Jan Preservice  All Faculty TRF/EGF  1
Writing SMART Learner Outcomes

Inservice  All Faculty  2
“Academic Advising”

Inservice  All Faculty  2
“What’s All This Fuss about Active Learning?”

**ALA Efforts with TRF**

Meeting  CTL reps  2
How go “get going”…

Presentation  Any TRF faculty  1
What is SALT for EGF? How can the ALA help TRF?

Mentoring  1 new faculty  3
Classroom management

**ALA Efforts with Bemidji**

Meeting  CTL rep & Dean  1
Where’s Bemijdi at with professional development?

Meeting  CTL rep  2
How can the ALA help?

**Miscellaneous**

“Mid-Winter Blues” Lunch  All faculty & staff  1
Boost morale; blue foods, faculty member played the Blues on harmonica

Salt meetings  SALT Team  11
Monthly meetings

GIFT newsletter  Faculty  8 issues
Prepared monthly newsletter & included best practices of faculty

**Committee Meetings**

### ALA Activities/Projects

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Participants</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/24/04</td>
<td>Prepared &amp; Presented: “Design &amp; LayOut” for Faculty &amp; Staff</td>
<td>15</td>
<td>3 (15)  2 (0) 1 (0)</td>
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<tr>
<td>07/08/04</td>
<td>Organized with MnSCU: “The Dialogue: Improving Organizational Communication” for Faculty, Staff &amp; Admin from EGF &amp; TRF (only EGF responded)</td>
<td>25</td>
<td>3 (16) 2 (7) 1 (2)</td>
</tr>
<tr>
<td>07/09/04</td>
<td>Prepared &amp; presented New Faculty Orientation for EGF &amp; TRF</td>
<td>6 EGF, 3 TRF</td>
<td>3 (9) 2 (0) 1 (0)</td>
</tr>
<tr>
<td>08/18/04</td>
<td>Fall Preservice (Overall) EGF &amp; TRF Faculty (only EGF responded)</td>
<td>ALL</td>
<td>3 (2) 2 (13) 1 (3)</td>
</tr>
</tbody>
</table>
08/18/04  Fall Preservice Mini-Sessions  ALL faculty
(only EGF responded)
--Using D2L For Beginners  3 (3)  2 (4)  1 (1)
--Advanced D2L  3 (3)  2 (5)  1 (1)
--Writing Effective Outcomes  3 (8)  2 (1)  1 (0)
--Service Learning  3 (4)  2 (6)  1 (0)
--Blood-Borne Pathogens  3 (1)  2 (6)  1 (7)
--Right-to-Know  3 (1)  2 (7)  1 (5)

08/19/04  Organized Fall Preservice Session:
Dr. Barbara Hill & Lynda Milne  38 EGF faculty
“What Should Students Be
Learning in the 21st Century
from a Comprehensive College?”
(only EGF responded; see inset below)

11/12/04  Organized Mini-Sessions for
Fall Faculty Inservice  ALL faculty  3 (2)  2 (6)  1 (3)
“Assessment & Program Review”
(only EGF responded)
--Data Gathering
--Writing Program Outcomes (presented)
--Writing Course Outcomes (presented)
--Data Analysis

01/05/05  Organized January Preservice:  All faculty  3 (3)  2 (7)  1 (2)
“What Do You Want Your
Program To Look Like in
Five Years?” & “Where Are
You in the Assessment Process”
(only EGF responded)

01/06/05  Organized & Presented:
January Preservice  ALL EGF  3 (13)  2 (2)  1 (0)
“Nuts & Bolts Session:
Dealing with FERPA,
Program requirements, etc.”
(only EGF responded)

02/22/05  Organized afternoon sessions:
February Inservice  All Staff &  3 (8)  2 (4)  1 (3)
Faculty (EGF & TRF)
“Staying Up in a Down
World: 8 Keys for a
Positive Work Environment”
(only EGF responded)

03/24/05  Organized & Facilitated:
Student Retention Dialogue  8 Faculty  3 (6)  2 (2)  1 (0)
(only EGF responded)
& 5 Staff
(also held on TRF campus)

09/29/04  Facilitated
Chalk Talk #1: Share Best Practices (EGF only)  3 (3)  2 (3)  1 (0)

10/18/04  Chalk Talk #2: Using D2L  3 (4)  2 (4)  1 (1)
in the Classroom (EGF only)

11/15/04  Chalk Talk #3: Kleenexes & Band-Aids: How Much Nurturing Should Teachers Do? (EGF Only)  3 (4) 2 (2) 1 (0)

12/04/04  Presented:
           Chalk Talk #4: What Your Syllabus Says about You (EGF Only)  3 (7) 2 (3) 1 (0)

01/31/05  Presented
           Chalk Talk #4: Know Your Students: Understanding Today’s Students (EGF Only)  3 (6) 2 (3) 1 (0)

02/XX/05  Facilitated:
           Chalk Talk #5: Each One Bring One: Assignment Swap (EGF only)  3 (4) 2 (2) 1 (0)

03/XX/05  Chalk Talk #6: Another Look at Evaluation: The J-Curve (EGF only)  3 (3) 2 (3) 1 (0)

Monthly  Created:
           GIFT (Great Ideas for Teachers) Newsletter (only EGF responded)
           (the GIFT Newsletter is distributed on the EGF & TRF campuses and NTC-Bemidji)  3 (11) 2 (6) 1 (0)
Active Learning Advocate
Annual Report for 2004-2005
Northland Community & Technical College –
East Grand Forks, MN
(formerly Northwest Technical College)

Bonnie Andrys
Active Learning Advocate
May 2005
Part I. Active Learning Advocate Campus Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Role</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonnie Andrys</td>
<td>Active Learning Advocate</td>
<td>ALA/SALT</td>
<td>2003 – present</td>
</tr>
<tr>
<td>Tony Sorum</td>
<td>CTL Co-Representative</td>
<td>CTL/SALT</td>
<td>2003 – present</td>
</tr>
<tr>
<td>Rebecca Pung</td>
<td>CTL Co-Representative</td>
<td>CTL/SALT</td>
<td>2003 – present</td>
</tr>
<tr>
<td>Craig Lanning</td>
<td>Auto Mechanics Instructor*</td>
<td>SALT</td>
<td>2003 – 2004 (retired)</td>
</tr>
<tr>
<td>Barbara Forrest</td>
<td>Nursing Instructor</td>
<td>SALT</td>
<td>2003 – present</td>
</tr>
<tr>
<td>Milt Kinzler</td>
<td>Librarian</td>
<td>SALT</td>
<td>2003 – present</td>
</tr>
<tr>
<td>Farah Rahnama</td>
<td>Math Instructor</td>
<td>SALT</td>
<td>2003 – present</td>
</tr>
<tr>
<td>Jennie Olson</td>
<td>Nursing Instructor</td>
<td>SALT</td>
<td>2003 – present</td>
</tr>
<tr>
<td>Mary Hanson</td>
<td>D2L Trainer/Instructor*</td>
<td>SALT</td>
<td>2004 – present</td>
</tr>
<tr>
<td>Dennis Wierima</td>
<td>Auto Mechanics Instructor*</td>
<td>SALT</td>
<td>2004 – present</td>
</tr>
<tr>
<td>Mary Lou Novak</td>
<td>Nursing Instructor</td>
<td>SALT</td>
<td>2004 – present</td>
</tr>
<tr>
<td>Dr. Steve Alston</td>
<td>Dean of Academic Affairs</td>
<td>SALT</td>
<td>2003 – present</td>
</tr>
<tr>
<td>Mary Fontes</td>
<td>Associate Dean of Student Affairs</td>
<td>SALT</td>
<td>2004 – present</td>
</tr>
</tbody>
</table>

The membership of the SALT Team remained nearly unchanged, with the exception of one retirement (Craig Lanning) and his replacement (Dennis Wierima) and the addition of one of the College’s Desire-2-Learn trainers (Mary Hanson) and another member of administration. Attendance by administration at SALT meetings is often inconsistent due to the nature of their campus roles, so the inclusion of a second administrator helps to provide a constancy of administrative support for faculty development efforts. The consistency of the SALT team membership adds to its effectiveness as a whole. At this time no membership change is expected for the next school year.

Part II. Original & Revised Goals

The original objectives of the Active Learning Advocate were established during the Summer of 2003 when Northland Community & Technical College participated in the Collaboration’s Summer Institute at St. Olaf’s in Northfield, MN. Our College (then comprised of Northwest Technical College’s five campuses but also included our then-future partners of Northland Community & Technical College in Thief River Falls and Fergus Falls Community College) created a team of people willing to participate in professional development for their respective campuses. This regional team consisted of the following members:

- Bonnie Andrys, ALA for NCTC (EGF & TRF) and NTC (Bemidji)
- Helene Hedlund, ALA for NTC (Detroit Lakes, Wadena, Moorhead) and Fergus Falls CC
- Tony Sorum, CTL representative from the EGF campus
- Milt Kinzler, faculty member from EGF campus
- Farah Rahnama, faculty member from EGF campus
- Dan Geohring, administrator from FFCC
Barb Schuppert, Associate Dean from NTC – Bemidji
Mary Lynk, CTL representative from NTC – Detroit Lakes
Loren Synstelien, CTL representative from FFCC
Mary Otto, Curriculum Director from NTC

This dynamic team came together to determine the path of professional development efforts for our campuses. It was decided that while many of our activities would take place on our respective campuses, we originally felt we would be able to maintain the “regional” connections and activities as well. The team also felt that by combining the CTL representatives and the ALAs to form one team (referred to as SALT, an acronym for “Supporting Active Teaching & Learning”), then all professional development efforts would be collaborative, coordinated, and consistent, giving us the “strength” we needed to fulfill our goals. It was on that foundation that we established our goals for the ALA and the SALT team. The specific original objectives included:

**Cycle I – Fall 2003 – Spring 2004**

--Begin building effective participation of faculty in development opportunities
--Implement reflection and evaluation methods to build in and on improvements in instruction
--Introduce pedagogy of inquiry related to teaching and learning
--Provide reading, research, and information to instructors to help them access the best practices in active learning
--Find out (through research, seminars, collaboration, questionnaires, etc.) what teachers need to know
--Initiate a culture change of scholarship and on-going learning for teachers
--Assess current intellectual context of teaching which teachers work within
--Continue to review and share the literature, combined with activities, to assist teachers in examining their own experiences in a way that will lead to personal and professional development
--Assist the College in establishing a “common language” to describe and discuss practices of active learning
--Collaborate with College to establish a way of celebrating and recognizing active learning and good teaching

**Cycle II – Fall 2004 – Spring 2005**

--Evaluate gathered data to further improve active learning and instruction, especially for the long-term
--Ensure the establishment of networks, collaborations, and partnerships for teachers to sustain a learning community that supports changing teaching practices in their own classrooms to create an active learning community for the College
--Establish opportunities for professional learning that moves away from
traditional in-service modes toward long-term, continuous learning in the context of school and classroom with support of colleagues
--Assess the accomplishment of a significant and lasting school change (culture, practices, etc.)
--Create ways to sustain critical, professional reflection on policy and practice, both individually and as a learning community
--Establish ways to effectively integrate theories of active learning into professional practice as appropriate
--Establish a culture that increases the conscious choices about the way teachers think, feel, and behave as an active learner and teacher

Part III. Objectives for 2004—2005 Academic Year
Most, if not all, of the established goals were accomplished to some degree throughout the years of the grant; however, during the second year of the ALA grant, the specific work objectives for the ALA reflected the tremendous change the College was undergoing. The goals for the 2004 – 2005 school year included the following:

Specific Work Objectives for the ALA for 2004-05
1. Continue mentoring of new (non-tenured) faculty.
2. Continue to do consultation with tenured faculty.
3. Continue to coordinate and arrange professional development activities (e.g., a monthly newsletter, monthly Chalk Talks)
4. Work with faculty on writing program and student learner outcomes and assessment.

Target Outcomes to Report at the end of the 2004 – 2005 Year
1. To reach as many or more of the faculty in professional development efforts
2. To collaborate with the Thief River Falls campus more
3. To collaborate with the Bemidji campus more
4. To further efforts to become a community of learners
5. To work with the College to sustain ALA position (or some similar position) in the future

These specific work objectives for the 2004-2005 school year were the objectives for the ALA only and not the SALT team as whole. As a SALT Team, many – if not all -- of the original goals were accomplished to some degree. As this report will demonstrate, the specific work objectives established for the ALA for the current year were also successfully met.

Part IV. Activities
The SALT team provided a wide variety of activities and opportunities for faculty members. Most faculty development efforts were evaluated by the participants and their responses were, for the most part, positive. Some dissatisfaction was expressed concerning faculty in-service days designed and implemented by the College's
administration. The events and activities planned and implemented by the SALT team received more positive comments, hopefully because the events and activities were faculty-driven.

One of the most important roles of the Active Learning Advocate was to be “recognized” as a resource to support and assist faculty members in their efforts to improve teaching and learning. The ALA made public the role and duties, the evolution of SALT, and what the team hoped to accomplish. That public recognition, combined with administrative support, made all of the difference. By the time the second year of the grant began, teachers already knew what to expect, where to go for assistance, and who to turn to. Although the SALT Team became a recognized committee on the campus, it was also known that the ALA alone would also be available to assist instructors in any way. In general, tenured faculty felt much more comfortable consulting with the ALA. In the past, prior to the ALA position, the College had a mentoring program for new faculty and tenured faculty. However, due to the limits of the release-time given for mentoring, new faculty received first priority. As a result, very few tenured faculty made use of the mentoring program. Since the inception of the ALA position, however, nearly half of the campus’ faculty have used the service of the ALA at least once during this past academic school year (28 individual teachers).

Following is a list of the ALA consultations, including mentoring:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Who</th>
<th># of times met</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring</td>
<td>Teacher #1</td>
<td>1</td>
<td>Creating Syllabus</td>
</tr>
<tr>
<td></td>
<td>Teacher #2</td>
<td>3</td>
<td>Using Publisher</td>
</tr>
<tr>
<td></td>
<td>Teacher #2</td>
<td>2</td>
<td>Design &amp; LayOut</td>
</tr>
<tr>
<td></td>
<td>Teacher #3</td>
<td>3</td>
<td>Conflict Resolution</td>
</tr>
<tr>
<td></td>
<td>Teacher #4</td>
<td>3</td>
<td>Conflict Resolution</td>
</tr>
<tr>
<td></td>
<td>Teacher #3</td>
<td>2</td>
<td>Classroom Management</td>
</tr>
<tr>
<td></td>
<td>Teacher #5</td>
<td>3</td>
<td>Classroom Management</td>
</tr>
<tr>
<td></td>
<td>Teacher #9</td>
<td>16</td>
<td>Classroom Management, Effective teaching techniques, Organizing content for delivery</td>
</tr>
<tr>
<td></td>
<td>Teacher #12</td>
<td>1</td>
<td>Organizing Presentation</td>
</tr>
<tr>
<td></td>
<td>Teacher #14</td>
<td>2</td>
<td>Classroom Management</td>
</tr>
<tr>
<td></td>
<td>Teacher #9</td>
<td>9</td>
<td>Writing Program &amp; Course Outcomes</td>
</tr>
<tr>
<td></td>
<td>Teacher #23</td>
<td>1</td>
<td>Self-Management Issues</td>
</tr>
<tr>
<td></td>
<td>Teacher #1</td>
<td>6</td>
<td>Writing Program &amp; Course Outcomes</td>
</tr>
<tr>
<td>Consultations</td>
<td>Teacher #5</td>
<td>2</td>
<td>Time management</td>
</tr>
<tr>
<td></td>
<td>Teacher #6</td>
<td>6</td>
<td>rubrics, lab techniques, Classroom management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&amp; conflict resolution</td>
</tr>
</tbody>
</table>
Teacher #7   2   Time management
Teacher #10  2   Classroom management
Teacher #11  1   Teaching Techniques
Teacher #13 & #4 2   D2L ideas
Teacher #15  5   Presenting course content
Teacher #15  1   Team taught a unit
Teacher #16  2   Writing a report
Teacher #11 19   Classroom management
Teacher #16  3   Sharing resources/ideas
Teacher #17  1   Reviewed program outcomes
Teacher #17  2   Reviewed course outcomes
Teacher #18  6   Writing Letter & Report
Teacher #6   3   Presentation for Division
Teacher #19  4   Writing outcomes
Teacher #20  2   Classroom management
Teacher #21  2   Writing course outcomes
Teacher #20  2   Writing course outcomes
Teacher #23  3   Writing course outcomes
Teacher #24  2   Writing course outcomes
Teacher #25  2   Writing program and
Course outcomes
Teacher #26  2   Writing course outcomes
Teacher #7   2   Writing program outcomes
Teacher #27  1   Writing course outcomes
Teacher #28  1   Writing course outcomes
Teacher #29  1   Writing course outcomes

Workshops\presentations

- “Design & Lay Out: 15 EGF/TRF 6 hours  Improve look (and readability)
  of documents
  06/24/04 Faculty & Staff
  (Presenter)

- “The Dialogue: 25 EGF/TRF 12 hours  Focused on open, honest
  Organizational Improving Communication”
  July 8 & 9, 2004
  (Facilitator)

- Sacred Heart School
  Faculty (EGF) 10 teachers 4 hours  Team Building & Active
  Learning Activities
  07/08/04
  (Presenter)

- New Faculty
  Orientation 6 faculty/EGF 8 hours  focused only on academic
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Participants</th>
<th>Duration</th>
<th>Presenter/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/17/04</td>
<td>3 faculty/TFR issues of teaching &amp; learning</td>
<td>3 faculty</td>
<td>1 hour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall Preservice <em>Writing Effective Learner</em> 08/18/04</td>
<td>20 EGF/TFR</td>
<td>1 hour</td>
<td>“Writing Effective Outcomes”</td>
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<tr>
<td></td>
<td>Fall Preservice <em>What Should Students From a Comprehensive College Know &amp; Do?</em> 08/19/04</td>
<td>All EGF/TFR</td>
<td>5 hours</td>
<td>Focused on institutional learner outcomes &amp; liberal education</td>
</tr>
<tr>
<td>08/19/04</td>
<td>Diocese of Crookston Ministry Day</td>
<td>150 teachers</td>
<td>4 hours</td>
<td>Guest speaker: “Improving Communication” &amp; “Gender Communication in the Classroom”</td>
</tr>
<tr>
<td></td>
<td>Diocese of Crookston Pastoral Leadership Program</td>
<td>8 teachers</td>
<td>6 hours</td>
<td>Guest Speaker: “Using Active Learning” &amp; “Measuring Student Achievement”</td>
</tr>
<tr>
<td>08/30/04</td>
<td>Sacred Heart High School seniors</td>
<td>25 students</td>
<td>4 hours</td>
<td>Career &amp; Personality assessment</td>
</tr>
<tr>
<td></td>
<td>Chalk Talk #1 09/28/04</td>
<td>18 EGF/TFR</td>
<td>1 hour</td>
<td>“Share Best Practices”</td>
</tr>
<tr>
<td></td>
<td>November 12 In-Service</td>
<td>All teachers</td>
<td>1 hour</td>
<td>Writing SMART Learner Outcomes</td>
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<tr>
<td></td>
<td>Chalk Talk #4 12/08/04</td>
<td>14 EGF/TFR</td>
<td>1 hour</td>
<td>“What Your Syllabus Tells Students about You”</td>
</tr>
<tr>
<td></td>
<td>January Preservice 01/06/05</td>
<td>All EGF/TFR</td>
<td>2 hours</td>
<td>“Nuts &amp; Bolts: Sometimes It’s the Non-Teaching Duties That Get You Down”</td>
</tr>
<tr>
<td>Event</td>
<td>Participants</td>
<td>Duration</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------</td>
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<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Diocese of Crookston Pastoral Leadership Program</td>
<td>8 teachers</td>
<td>2 hours</td>
<td>“Active Learning: Part II”</td>
<td></td>
</tr>
<tr>
<td>Chalk Talk #5</td>
<td>15 EGF faculty</td>
<td>1 hour</td>
<td>“Understanding Today’s Students”</td>
<td></td>
</tr>
<tr>
<td>EGF Nursing Faculty</td>
<td>12 faculty</td>
<td>2 hours</td>
<td>“Understanding Your Teaching Philosophy”</td>
<td></td>
</tr>
<tr>
<td>Student Retention Dialogue</td>
<td>EGF Staff, Faculty, &amp; Students</td>
<td>4 hours</td>
<td>Current Retention Practices &amp; Improving for the future</td>
<td></td>
</tr>
<tr>
<td>ALA Efforts with Thief River Falls Campus</td>
<td>All EGF/TRF Faculty</td>
<td>3 hours</td>
<td>Focused on institutional learner outcomes &amp; liberal education (with Dr. Barbara Hill of AACU &amp; Lynda Milne, Systems Director, MnSCU)</td>
<td></td>
</tr>
<tr>
<td>“3 Levels of Learning”</td>
<td>CTL rep</td>
<td></td>
<td>Needed to assist faculty with writing outcomes</td>
<td></td>
</tr>
<tr>
<td>Meeting</td>
<td>TRF Dean &amp; CTL rep</td>
<td></td>
<td>How can we get more faculty development going ASAP in TRF?</td>
<td></td>
</tr>
<tr>
<td>Available to assist Faculty</td>
<td>TRF faculty</td>
<td></td>
<td>Writing effective program &amp; course learner outcomes</td>
<td></td>
</tr>
<tr>
<td>Available to assist Faculty</td>
<td>2 TRF faculty</td>
<td></td>
<td>Writing effective program outcomes</td>
<td></td>
</tr>
<tr>
<td>Activity Description</td>
<td>Participants</td>
<td>Time</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------</td>
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<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Assist 02/10/05 (Mentoring/ALA)</td>
<td>1 TRF faculty</td>
<td></td>
<td>Reviewing program outcomes</td>
<td></td>
</tr>
<tr>
<td>Faculty Workshop 02/14/05 (Presenter)</td>
<td>3 TRF faculty</td>
<td>2 hours</td>
<td>“What's All the Fuss about Active Learning?”</td>
<td></td>
</tr>
<tr>
<td>Faculty Workshop 05/03/05 (Presenter)</td>
<td>6 TRF Nursing Faculty</td>
<td>2 hours</td>
<td>“What's All the Fuss about Active Learning?”</td>
<td></td>
</tr>
<tr>
<td>Writing outcomes April 2005 (ALA)</td>
<td>2 faculty</td>
<td>25 hours</td>
<td>Wrote program &amp; course outcomes for entire program</td>
<td></td>
</tr>
<tr>
<td>Writing outcomes April 2005 (ALA)</td>
<td>2 TRF Faculty</td>
<td>10 hours</td>
<td>Re-wrote course outcomes for 5 Courses</td>
<td></td>
</tr>
<tr>
<td>Sharing resources (ALA)</td>
<td>CTL rep</td>
<td></td>
<td>Syllabus presentation; Learner Outcomes presentation; 3 months GIFT newsletter</td>
<td></td>
</tr>
</tbody>
</table>

**ALA Efforts with Northwest Technical College -- Bemidji**

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Participants</th>
<th>Time</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting 09/29/04 (ALA)</td>
<td>CTL rep</td>
<td>3 hours</td>
<td>Meet with CTL rep to plan some activities</td>
</tr>
<tr>
<td>Chalk Talk &amp; meeting 10/11/04 (Presenter)</td>
<td>CTL rep &amp; 3 faculty</td>
<td>3 hours</td>
<td>Chalk Talk: Classroom Management</td>
</tr>
<tr>
<td>Sharing Resources (ALA)</td>
<td>CTL Rep</td>
<td></td>
<td>Academic Advising Seminar</td>
</tr>
<tr>
<td>Workshop 01/11/05 (Presenter)</td>
<td>17 Faculty</td>
<td>2 hours</td>
<td>“What's All the Fuss about Active Learning?”</td>
</tr>
<tr>
<td>GIFT Newsletter (ALA)</td>
<td>Monthly</td>
<td></td>
<td>9 issues</td>
</tr>
</tbody>
</table>
ALA Representative on College Committees

- Assessment & Program Review Committee
  - July 04- present
  - 9 meetings

- Shared Governance Council
  - August 04 – present
  - 9 meetings

- Student Retention Committee
  - February 05 – present
  - 6 meetings

- Salt meetings
  - SALT Team 04-05
  - 5 meetings

- Faculty Evaluation Subcommittee
  - March 05 – present
  - 3 meetings

ALA Miscellaneous Activities

- Prepare Quick-Reference Sheet for Emergencies
  - For Fall Inservice

- Draft letter to Higher Learning Commission
  - For April Focused Visit
  - 09/27/05

- Meet with Administration & Co-chair of Assessment Committee
  - 4 meetings
  - Write proposed Assessment & Program Review Philosophy, procedure, & Plan

- Work with Provost on NCA Report
  - 10 meetings
  - Revised & edited report for HLC’s April Focused Visit; Put together resources For Focused Visit

- Meet with MSCTC ALA
  - 2 meetings
  - Meeting to plan possible regional Activity

- International POD
  - November 3 – 7, 2004
  - Montreal, Quebec
  - POD Conference

- Meeting
  - 12/09/04
  - EGF Faculty
  - Facilitated meeting with Provost & Liberal Arts faculty

- NCA Convention
  - Chicago, IL
  - National
Part V. Results

The increase in interest, personal reflection, and awareness of good teaching and learning is the most exciting result of all of the ALA/SALT Team professional development efforts. The fact that there is a team of people willing to make sure development opportunities exist is clearly the key to a lot of SALT’s success. Another important factor was the consistency with which opportunities were made available. Predictable patterns (e.g., monthly SALT meeting, monthly Chalk Talks with faculty, the monthly GIFT newsletter) of events also helped to foster an atmosphere of learning for faculty who care about effective teaching and learning. Discussions amongst faculty (at SALT events) were truly representative of a faculty who was and continues to be eager for professional growth. Teachers were more readily able to identify some of their needs for development and improvements needed in their own classrooms.

Administrative support was also an important factor in our success. The College’s administration loudly and clearly supports our efforts, even funds some of our efforts, and encourages faculty members to move forward in their professional growth. Our Academic Dean and Associate Dean of Student Services are both members of our SALT team, and that input and involvement is crucial to our effectiveness as a College team.

Perhaps what is most notable is that in light of all that is going on around us (e.g., merger, transitional issues) attendance at professional development activities remained high. Comments from faculty members about the SALT and ALA efforts were positive (see CTL Annual Report) and encouraging, and the team feels that we were able to make a difference regarding professional development, professional growth, and personal reflection about teaching and learning.

The work goals established for the ALA this year were successfully met. The ALA mentored new faculty on a regular basis, as well as provided a new faculty orientation. The number of consultations as an ALA with tenured faculty was as good as or better than the previous year. This year 28 individual faculty members sought assistance and collaboration with the ALA on a wide variety of issues and topics. The ALA, in conjunction with SALT, coordinated and arranged regular professional development activities (e.g., monthly newsletter, Chalk Talks). This year the ALA worked more in conjunction with administration, especially in the planning of faculty inservice days, both administrative in-services as well as faculty in-services. As the College moved forward in the merger, the focus this past year was more on academics and less on policies and procedures (the main focus last year). As a result, more and more faculty began to write program and course learner outcomes. A lot of the ALA’s time this year was spent assisting faculty with writing effective learner outcomes.
While the SALT Team and ALA are satisfied with the results of the past two years, we also recognize that professional development and a solid culture change are still in its infant stages. For most of the SALT-sponsored activities, the same faculty repeatedly participated. In other words, it continues to be a struggle to get a larger number of faculty members to get involved in professional development efforts. SALT needs to continue focusing on ways to motivate faculty to participate. Clearly, door prizes and fancy desserts (served at Chalk Talks) are not the answers, especially on a long-term basis. SALT believes that focusing on new faculty members and their assimilation into our College’s culture will be the most effective in creating long-term changes in our culture. A small number of faculty members requested that SALT provide more discipline-specific professional development activities. SALT feels that the discipline-specific focus is not going to lead to scholarly inquiry about effective teaching and learning. However, SALT is considering customizing faculty development activities for departments/divisions in the future. For example, perhaps SALT could sponsor several activities for the Health Division regarding the use of active learning in their specific courses.

With the turmoil of the merger, it would be easy for SALT to lose its focus if that focus is not protected. For example, earlier this past year, SALT was asked to consider focusing more on technology, especially the use of Desire2Learn (D2L) classroom management software. SALT felt that merging its mission with a focus on technology would weaken SALT’s current focus. Using technology is not the equivalent of good teaching, and SALT did not want to send that message to faculty. True “professional development” is about scholarly inquiry and reflection on aspects related to effective teaching and learning, not using software. This is not to say that faculty do not have specific needs related to the use of technology, they do. But using technology in the classroom is not the same as professional development, and SALT will continue to protect its original goals and objectives.

Faculty collaboration between the two campuses was better this year. While the ALA/SALT Team is hoping for more collaboration in the future, great improvements were made to establish a working relationship in college-wide faculty development efforts. The ALA also worked more with the Northwest Technical College – Bemidji campus. Last year, collaboration between the ALA and Bemidji was nearly non-existent; this year there was more collaboration, though still very limited. In the end, the merger just proved to be too great of a divide – in every sense of the word, especially time and distance.

Part VI. Discussion of Impact

The business related to the merger continues. In the previous year, the College spent a lot of time and human resources trying to change ideas and attitudes about becoming – and being – “one College.” As a result, a lot of time during the first year of the grant was spent on policies and procedures. Much of the College’s meetings and in-services focused on the merger and sought to find common ground between the two campuses. This school year, however, the second year of the grant, the focus changed.
Much of this school year was focused on two very important items: academics and an on-site focused visit from the Higher Learning Commission (April 25 & 26, 2005). Both of these items had a huge impact on the ALA position for the year. This year the College focused on being one College, especially in terms of academic issues. As a result, the ALA was invited to become part of the College’s Assessment and Program Review Committee. The invitation to join this committee was three-fold: one, the ALA could offer a “voice” for the faculty as the College moved ahead with assessment; two, the Assessment & Program Review Committee’s major mission is dedicated to the improvement of teaching and learning at three levels – program, course, and classroom; and, three, as the ALA, being a part of the Assessment & Program Review Committee offered insight as to how the ALA could best assist faculty as they moved forward with academic, especially assessment, issues. For example, one of major academic focuses this year was putting into place common course outlines and program and course learner outcomes. This focus required program directors to write learner outcomes for their programs, and eventually each of their required courses. The ALA played a huge part in this effort. Much time and energy was devoted to assisting faculty with writing effective – and measurable – learner outcomes. Many of our in-services throughout year focused on assessment and learner outcomes. The ALA worked with faculty individually and in groups or program areas to write learner outcomes.

The Assessment & Program Review Committee also worked in tandem with the College’s Academic Affairs & Standards Council. This partnership helped the College as whole to focus on academic issues. The two committees assisted each other in helping faculty with program and course learner outcomes, and both committees focused on the importance of accountability and assessment. This helped the faculty to see that two issues of academics and assessment are clearly intertwined, and that creating effective learner outcomes was not an exercise in futility, isolation, or simply busy-work.

Overall, the ALA position and SALT Team created a steady momentum for faculty development to continue to move forward. The average number of faculty attending the monthly Chalk Talks was approximately 16. The number of individual faculty members seeking consultation or assistance from the ALA was nearly 50% of the faculty for both years of the grant. The efforts of the ALA/SALT Team during the first year truly set a foundation for faculty development. During the second year of the grant, faculty came to “expect” professional development and supported SALT’s efforts. The great growth, however, was in the number of faculty seeking professional development from a wide range of sources. During the first year of the grant, only 16 teachers sought CTL professional development funds; this year 31 teachers sought funds to expand their professional development resources. Many chose to attend not only regional and state conferences, but also national conferences as well. When faculty were surveyed regarding professional development efforts offered via SALT, many were quite satisfied with our current programs and activities (see CTL Annual Report).

The ALA/SALT Team believes that active learning has become a mainstay on our campuses. The wide variety of topics covered by the Chalk Talks and monthly GIFT (Great Ideas For Teachers) Newsletter kept faculty continually exposed to the issues
important to effective teaching and learning. Many consultations with the ALA focused on improving teaching in the classroom. Many literally asked, “How can I make my teaching better?” Two specific examples of the importance of active learning came from the nursing division on both campuses. On the East Grand Forks campus, the ALA was asked to prepare a workshop for the nursing faculty to help them “change their teaching.” The nurses felt that their current delivery of content was not effective and they sought ways to make the content more meaningful for students and more manageable for themselves. The nursing division on the Thief River Falls campus wanted to know “what’s all this fuss about Active Learning?” So a two-hour workshop on Active Learning was presented. As part of the workshop, the teachers were able to find specific ways to incorporate active learning in their classrooms. The ALA has been invited to join them this fall to help them incorporate even more active learning into their curricula.

Also, early in January of this year, the administration on the Thief River Falls campus actively sought out the ALA to get more faculty development efforts going on their campus. The ALA, the dean, and one of the CTL Co-Representatives met and came up with four very specific ways to accomplish that: share the monthly GIFT newsletter, share resources and presentations related to effective syllabi and learner outcomes, present a workshop for the TRF faculty about Active Learning, and having the ALA be “available” on their campus for assistance with program and course learner outcomes. While some of these events were not well attended, at least the TRF faculty became more aware of the professional development activities available to them. As the College moved forward with its academic issues, especially assessment and curriculum, more TRF faculty began to work with the ALA to get their program and course learner outcomes done. Another huge step was when the CTL Co-Representative proposed to the TRF faculty that they, too, form a SALT committee much like the one on the EGF campus. The faculty agreed to do so, and next fall a SALT committee for the TRF campus will be put together, and both SALT Teams will begin to work together for more college-wide professional development efforts.

Assessment has been a major focus for the College this past year. As part of the Assessment & Program Review Committee, the ALA was able to focus training efforts to meet the needs of the faculty in this area. The Assessment & Program Review Committee worked hard to include faculty in every step of the way to develop a philosophy, procedure, and plan to assess student achievement. At each College in-service, the Assessment Committee was given time to get faculty together to assess their own assessment needs, and as much as possible, the Assessment Committee gave feedback to the faculty based on their discussions and identification of needs for assessment (see CTL Annual Report). During the Higher Learning Commission’s focused visit this spring, the College was commended for its efforts in assessment and for keeping the whole process faculty-driven. During the upcoming summer months, the Assessment Committee will begin to focus its efforts on the program review aspects of assessment and ways to help faculty gather and use data regarding student academic achievement.
The campus climate for professional development, especially on the EGF campus, has changed tremendously – and for the better. More and more faculty are becoming involved in the SALT activities, and there is a more focused effort to collaborate and coordinate efforts among the two campuses and with administration. The administration has shown its support for faculty development in many ways:

1. Administration has provided funds for ALA/SALT efforts
2. Two administrators have joined the SALT Team
3. The administrator from TRF will be a member of their SALT Team
4. The College’s Provost and the Dean of Academic Affairs from the EGF campus both attended the POD Convention this year
5. The Provost has funded a Mentoring program for the TRF campus for the next academic year (one currently exists on the EGF campus)
6. The Provost has formed a subcommittee to work on a philosophy, procedure and plan for future faculty evaluation. This plan has already been approved by the Shared Governance Council. The next step will be for this subcommittee to create a common form/format to be used for faculty evaluations.
7. The College has formally recognized and approved a Student Retention Committee which will look at current and past practices of student retention efforts, as well as ways to improve retention efforts in the future (the ALA is an active member of this committee).
8. The College financed the cost of six faculty members to attend the national NCA Conference in Chicago this past spring.
9. The Administration matched the total CTL-professional development funds to allow faculty to attend regional, state, and national conferences (nearly $20,000).
10. The College administration assisted faculty and staff in dealing with issues related to the merger. The College brought in a nationally renowned speaker, Dr. Alan Zimmerman, to present a workshop about staying positive in a changing world.
11. The College’s administration actively participated in a dialogue this past summer that involved participants from all aspects of the college. The focus was on improving organizational communication, and the participants shared what their thoughts, feelings, and opinions about the merger’s progress. The administration has made great efforts to address the concerns brought forth by the dialogue.

The ALA and SALT Team have been active and integral in many of the College’s efforts to move forward with the merger. There is no indication that the cooperative spirit between the ALA, SALT, and administration and faculty will not continue in the future. During the existence of the ALA grant, the ALA and SALT Committee have put into momentum a faculty development program that works and allows faculty members to take an active part in their own development.

Part VII. Discussion of Sustainability
It is unfortunate that none of us could have predicted just how traumatic the dissolution of one college and the merger of two others could be. Since its inception in 1995, the former Northwest Technical College (five-campus college) had learned to collaborate and think “regionally” in all things related to the College. That is not to ignore our “growing pains,” however. At the time when the former Northwest Technical College applied for this wonderful grant opportunity, there was no reason to doubt that regional efforts between the campuses and colleges could not continue. However, this has not proven to be the case. All three colleges involved – Northland, MSCTC, and NTC-Bemidji – seemed to have moved forward with their individual mergers in different ways with different focuses. Because all involved colleges are in “infant stages” of creating new institutions, a lot of time, attention, and resources was devoted to a kind of “survival” mode and putting into place all of those factors that will make a college a college. As a result, professional development took on different formats, philosophies, and missions within each of the three colleges. At the time of this report, it does not seem feasible that a partnership in faculty development efforts will take place on a regional level in the future.

On the positive side, however, Northland Community & Technical College has committed itself to keep current ALA/SALT efforts going, even though to a lesser degree than the grant allowed. Due to severe budget constraints, the position of the ALA will become a 50%-release-time position. However, this position will also include mentoring, which has historically been a separate program. Also, the ALA’s position will become more equally shared between the two campuses. At the time of this report, it is not entirely clear what that actual ALA duties for NCTC will be in the future. This has yet to be determined during the upcoming summer months.

The two years during the duration of this ALA grant have been bittersweet. While the College has experiencing growing pains in many aspects and facets, in terms of professional development, the results have been positive. This is a testament to all teachers everywhere – that no matter what goes on above us (administratively) or around us – teachers really do care about teaching and learning. So amidst all of the chaos of such a huge institutional change and transition, interest in professional development has grown. But what has truly been the most important positive change is that by giving the ALA the “gift of time,” professional development was taken as seriously as it should be. If one SALT’s original goals was to “elevate the stature” of teaching, then the College’s participation in the Learning That Lasts/ALA grant has done just that, perhaps more than any other thing we could have done. True professional development requires the support of the entire College. As Parker Palmer says,

“A school’s intellectual context grows most generously when teachers pull from the herd to define themselves individually as teachers. This effort represents ultimate mindfulness, thinking at its peak. Teachers on this path do much personal searching to find a best fit of self with teaching. They listen to the influencers, the leaders who direct, advise, and persuade. Nearer to home,
they listen to colleagues. But they also pay close attention to themselves: to what they have success with, to what they enjoy, and to what makes them feel good about being a teacher.”

--Courage to Teach

By allowing the ALA and CTL representatives the time to prepare and structure professional development efforts, SALT was able to offer the faculty invaluable opportunities to reflect upon themselves not only as teachers but also as whole beings and what they bring with them into their classrooms.

**Part VII. Budget Narrative**

When it was decided to merge the CTL and ALA positions to create a SALT Team, we also merged the funds of each. What we quickly found out, however, was that while the College agreed to their portion of the ALA grant, we did not anticipate the costs that might occur from this position. The administration proved to be very supportive in all ways, including financial support. SALT, then, became the “clearinghouse” for all STUFF requests and most professional development activities.

With the monies received from the grant ($1,500), the ALA was able to attend the International POD Conference in Montreal, Quebec in October 2004. The SALT Team used the $650 dollars from the state CTL funds, and the College’s administration funded the rest of the costs for professional development efforts:

- POD Conference $1,500
- ALA to attend NCA Conference $1,800
- Door Prizes and Refreshments for SALT Activities $300
- Photocopying/duplication costs $150
- Travel and Mileage to CTL events $280
- Speakers/Stipends $300
- Travel for ALA to TRF & Bemidji $300
- SALT’s share of costs for “Student Retention Dialogue” $166
- College’s share of 2004 Summer Work for ALA $2,000

Total Amount $6,796

Also, SALT coordinated $33,000 for Faculty to attend professional development events at state, regional, and national levels.

It is unclear at this time, especially in light of budget constraints, if the College will be able to continue the same level of financial support for professional development in the future.
Active Learning Advocates
2004-05 Work Plan

ALA name: Bonnie Andrys

Institution: Northland Community & Technical College

Campus: East Grand Forks

Date submitted: September 2004

Original and / or Revised ALA Goals (list)

Cycle I – Fall 2003 – Spring 2004
--begin building effective participation of faculty in development opportunities
--implement reflection and evaluation methods to build in and on improvements in instruction
--introduce pedagogy of inquiry related to teaching and learning
--provide reading, research, and information to instructors to help them access the best practices in active learning
--find out (through research, seminars, collaboration, questionnaires, etc.) what teachers need to know
--initiate a culture change of scholarship and on-going learning for teachers
--assess current intellectual context of teaching within which teachers work
--continue to review and share the literature, combined with activities, to assist teachers in examining their own experiences in a way that will lead to personal and professional development
--assist the College in establishing a “common language” to describe and discuss practices of active learning
--collaborate with College to establish a way of celebrating and recognizing active learning and good teaching

Cycle II – Fall 2004 – Spring 2005
--evaluate gathered data to further improve active learning and instruction, especially for the long-term
--ensure the establishment of networks, collaborations, and partnerships for teachers to sustain a learning community that supports changing teaching practices in their own classrooms to create an active learning community for the College
--establish opportunities for professional learning that moves away from traditional in-service modes toward long-term, continuous learning in the context of school and classroom with support of colleagues
--assess the accomplishment of a significant and lasting school change (culture, practices, etc.)
--create ways to sustain critical, professional reflection on policy and practice, both individually and as a learning community
--establish ways to effectively integrate theories of active learning into professional practice as appropriate
--establish a culture that increases the conscious choices about the way teachers think, feel, and behave as an active learner and teacher
Specific Work Objectives for 2004-05 (list by category)

Peer-to-Peer Activities (list by type and attach calendar of events, if desired)

1. Continue mentoring of new (non-tenured) faculty.
2. Continue to do consultation with tenured faculty.
3. Continue to coordinate and arrange professional development activities (e.g., a monthly newsletter, monthly Chalk Talks (teaching circles).
4. Work with faculty on writing program and student learner outcomes and assessment.

ALA Roles on Institutional or Campus Committees (identify your role, not just the name of the committee)

The overall duties of the Active Learning Advocate is to create, implement, and support a variety of activities and professional development opportunities to improve teacher practices; help instructors to build on the teaching experience and expertise of selves and colleagues; provide individual and/or group reflection and interaction with colleagues to create an “active learning” culture.

For example:
--assist the College to focus on teacher leadership
--assist the College in developing a means of providing critical initial assistance to help beginning teachers succeed
--guide, support, and facilitate professional development opportunities
--provide guidance and support needed for teachers to initiate new “active learning” projects
--collect data of various activities and development opportunities;
--collaborate with College to create a current picture of what is happening in the College’s teaching and learning environment
--offer support for teachers to learn
--develop a variety of opportunities (online lessons, etc.) for teachers to learn and practice at their convenience
--schedule on-going faculty development opportunities
--encourage professional reflection of classroom practices
--be an advocate for teaching and leaders in the field in an effort elevate its stature
--assist the College is creating and developing strategies for long-term change in teaching practices
--evaluate current research and theories, concepts and principles about teaching and learning, especially active learning.

Other ALA Leadership Activities for Campus or Institution
1. Member of the Shared Governance Council
2. Member of the Planning & Assessment Committee
3. Member of the Strategic Planning Committee

Target Outcomes You Intend to Report on Next Year (6-30-05)
(e.g., number of faculty reached; number of seminars or workshops delivered; number of courses changed; types of policy or procedural changes made, or products produced; resources acquired)

1. To reach as many or more of the faculty in professional development efforts
2. To collaborate with the Thief River Falls campus more
3. To collaborate with the Bemidji campus more
4. To further efforts to become a community of learners
5. To work with the College to sustain ALA position (or something like it) in the future

**Members of Your ALA Campus Team** (list original and any new members)

<table>
<thead>
<tr>
<th>Name</th>
<th>Title (e.g., CAO, CTL leader, union president, dean, assessment coordinator, etc.)</th>
<th>Role in re: this Work Plan ¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Steve Alston</td>
<td>Academic Dean of EGF Campus</td>
<td>SALT member and immediate supervisor of ALA position</td>
</tr>
<tr>
<td>Tony Sorum</td>
<td>Co-CTL Representative</td>
<td>SALT committee member</td>
</tr>
<tr>
<td>Rebecca Pung</td>
<td>Co-CTL Representative</td>
<td>SALT committee member</td>
</tr>
<tr>
<td>Mary Lou Novak</td>
<td>Faculty</td>
<td>SALT committee member</td>
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<tr>
<td>Dennis Weirima</td>
<td>Faculty</td>
<td>SALT committee member</td>
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<tr>
<td>Barb Forrest</td>
<td>Faculty</td>
<td>SALT committee member</td>
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<tr>
<td>Jennie Olson</td>
<td>Faculty</td>
<td>SALT committee member</td>
</tr>
<tr>
<td>Milt Kinzler</td>
<td>Librarian</td>
<td>SALT committee member</td>
</tr>
<tr>
<td>Farah Rahnama</td>
<td>Faculty</td>
<td>SALT committee member</td>
</tr>
<tr>
<td>Mary Fontes</td>
<td>Associate Dean of Student Affairs &amp; Counselor</td>
<td>SALT committee member</td>
</tr>
</tbody>
</table>

¹ e.g., helped draft; provided consultation; reviewed and approved; not engaged
You are invited to attend a New Faculty Orientation to be held on August 9 & 10, 2005.

Day I of the orientation will be all about effective teaching and learning in the college classroom.

Day II of the orientation is for all new hires to the College regarding issues related to Human Resources, payroll, policies and procedures expected of all NCTC employees.

- **New Faculty Orientation on August 9** will be held on the East Grand Forks campus from 9:00—4:00 in Room 401. Lunch will be provided.

- **New Employee Orientation on August 10** will be held on the Thief River Falls campus from 9:00—4:00 in Room XX. Lunch is on your own.

Please RSVP:

Human Resource Office
Phone: 218--XXXX-XXXX
or Email: becky.holthusen@northlandcollege.edu
NCTC & TES -- Introduction to Vocational Teaching
Mentor: Bonnie Andrys        BSU Teacher of Record: Barb Schueppert

Course Assignments

The following assignments will be done during the orientation sessions:

____ 1. Lesson Plan: Develop a lesson plan for a course goal/learning objective that you select from a course you will be/are teaching. Use the format provided or an equivalent (5 pts)

____ 2. Delivery: You will deliver a ten-minute mini-teach of part of the lesson you are developing (have developed). You may choose to do the anticipatory set, for example, or introduce us to the topic, or do a demonstration of a skill. (10 pts)

____ 3. Participate in orientation activities and discussions: Contribute ideas, raise questions, share experiences, etc. (15 pts)

The following assignments will be done on your campuses in conjunction with your faculty mentor. Your mentor will verify that you have completed these activities satisfactorily.

____ 4. Develop a course outline for at least one course. Share with your mentor at the beginning of the semester. I would suggest trying to do this during the week before classes begin to get feedback. (5 pts)

____ 5. Develop at least one lesson plan for at least four courses (or develop four lesson plans for one course) that you share with your mentor during the first month of the semester. (5 pts)

____ 6. (a) Develop at least one course project/activity for at least one course that you share with your mentor and get feedback during the first two months of the semester. (5 pts)

____ 6. (b) After you administer the project, discuss its success/needed revisions with your mentor.

____ 7. (a) Develop at least one paper/pencil test and one performance test for at least one course. Share with your mentor and get feedback during the first two months of the semester. (5 pts)

____ 7. (b) After you administer each test, discuss its success/needed revisions with your mentor.

____ 8. Observe one of your mentor’s classes (or another faculty member, and
discuss what you observed. (5 pts)

_____ 9. **Your mentor will observe one of your classes and meet with you** to conference about it afterward. This is called “inSTRUCTIONAL CooACHING,” and its goal is to help you develop your instructional skills through positive feedback. (5 pts)

_____ 10. **Describe your classroom management philosophy and techniques** with your mentor. Get his/her feedback. (5 pts)

_____ 11. **Complete the MIND Styles Delineator.** Discuss with your mentor how your style preferences might impact your teaching style. Think about your students’ styles and how you might address the style needs of your students. (5 pts)

_____ 12. **Develop and administer a formative classroom assessment** that seeks students’ feedback on how they think your classes are going. You will earn extra points for doing this activity and discussing the results with your mentor. (5 pts)

_____ 13. **Attend a mid-semester orientation session** (date/time TBA). (15 pts)

_____ 14. **Attend at least two “Chalk Talk” Sessions** (provided by the College) (10 pts)

*Note:* Regular meetings with your mentor are highly recommended. Much of the learning you gain will be the result of your discussions with your mentor. Therefore in recognitions of your participation as a learning activity, your mentor will award extra credit points (up to ten) for regular attendance (2 pts per session).

**Total points possible:**

14 “assignments” (listed above) 100 points
Extra credit/Mentoring Sessions 10 points (extra credit)

**Grades:**

100 - 90 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D
59 or below = ☹️ See you next semester!

**Questions:**

Contact Bonnie Andrys, NCTC, ext. 4801
or Barb Schueppert, NTC- Bemidji
The concept of an “Active Learning Advocate” (ALA) arose out of the Bush Foundation’s grant, Learning That Last in 2002. Our College was one of the 14 chosen from across the state to participate in this program. The most basic idea behind the grant was that if students had good teachers, then they would learn. The grant allowed each participating college to make use of the ALA position in ways that would best serve their campuses. For Northland Community & Technical College, the ALA has devoted most of her time in faculty development efforts, assessment, and representing the teaching faculty on many of the College’s committees. Even though funding for the grant ended in 2004, the College has kept the ALA position, because we support our faculty in their efforts to improve teaching and learning.

One of the most important roles of the Active Learning Advocate is to be “recognized” as a resource to support and assist faculty members in their efforts to improve teaching and learning.

The goals for the Active Learning Advocate include:

- Assist the College to focus on teacher leadership.
- Assist the College in developing a means of providing critical initial assistance to help beginning teachers to succeed.
- Guide support and facilitate professional development opportunities.
- Collect data of various activities and development opportunities.
- Collaborate with College to create the current culture of a teaching and learning environment.
- Schedule on going faculty development opportunities.
- Be an advocate for teaching and learning in the field (“Elevate its stature”)
- Develop strategies for creating and developing long-term change.
- Be “recognized” as a resource to support and assist faculty members in their efforts to improve teaching & learning
- Assist faculty with the incorporation of Active Learning in their classrooms, write program and course outcomes, review Professional Development Plans, assist with Assessment, etc.
Northwest Technical College
Improving Student Learning through Institutional Change
Team Proposal

Team Members
Administrator – Dan Gehring and/or Kent
Mary Otto
Mary Lynk – DL CTL
Sue TenEyck - Stafka – W CTL
*Tony Sorum - EGF
*Paul Nelson – CTL Bemidji
CTL – FFCC
*CTL – Northland
Karen Knoke – CTL Moorhead
Barb Schueppert – Tie to Assessment
Helene Hedlund, ALA
*Bonnie Andrys, ALA
---------------------------------------------
Distance Ed person
CTS person/Pat Wilber

1. **What is the specific problem on which your team wants to work?**
   ✔ There has been little scholarship and/or discussion about pedagogy
   ✔ Time and distance constraints
   ✔ Consistent
   ✔ Administrative priority

**Which and how many students will be affected?**
✔ Team will identify specific characteristics to be assessed
2. What are the goals of your project and how will it strengthen student learning?
   ✓ Campus liaison to
     o Increase awareness of active teaching and learning; best practices
     o Pedagogy, research (brain-based learning) philosophy behind it (reflective practice)
     o How learning takes place
     o Increase scholarship – teachers should be reading and learning about teaching

   Working on these goals will contribute to college Vital Few #3 “Establishing a measurement system to improve student learning”

   ✓ To create and maintain support for a structure for consistent faculty development as it relates to teaching and learning
   ✓ Working with faculty both seasoned and new, to incorporate active learning strategies within the context of a college classroom
   ✓ Will work directly with classroom instructors as well as adding support to the work of mentors and CTL reps

2nd phase
   ✓ Assist faculty with methods needed to teach and assess the outcomes

3. What programmatic, pedagogical, or other approaches do you expect to explore to reach these goals?
   Approaches: brain-based learning
     Constructive (construct own learning based on my own experiences)
     Parker Palmer (reflective)
       1. Reflective/"soul" piece (reflective/soul piece)
       2. Research (science piece; the “mind”)
       3. Approaches (constructivism)

   Possible Strategies:
   ✓ Read and learn, talk with others
   ✓ Creation of an Assessment Center
✓ Bi-monthly teacher talks
✓ Teacher Simulations
✓ Chalk Talk – creation of newsletter
✓ Create on-line workshops or learning experiences for teachers

4. **What do you want to accomplish during the institute in order to help you reach these goals?**
   -- Educate ourselves and the team on “active learning”
   ✓ Develop plan
   ✓ Create a blue print of how ALAs and team members will work together
   ✓ Continue building team
   ✓ Create communication plan as to how we will disseminate what we have learned from the institute to other faculty, staff, and students?
   ✓ plan assessment
   ✓ integrate techniques (assessment) into student learning (duty of Barb Schuppert)

5. **What planning or other preparations will your team undertake before the institute?**
   ✓ Team research best practices
   ✓ Criteria for building campus teams
   ✓ How multi-campus structure will work
   ✓ Create documents/folder/literature to direct our work at the Institute
   ✓ Meeting with Team on May 21st (MHD if possible)

6. **What specific consulting assistance, activities, or resource materials would be helpful to you at the institute?**
   ✓ Technology (computer, Internet, printer. Library) & how to use technology in Active Learning
   ✓ Discussion/collaboration with other active learning teams as to strategies and ideas
   ✓ Discussion with Jim Berg and Linda Milne about expectations (set parameters)
   ✓ Get general vision of Team
   ✓ Create draft of outcomes (created by Helene and Bonnie)

7. **When and how do you plan to implement your project?**
   ✓ Begin implementation Fall ‘03
✓ Have Team in place
✓ Use existing CTL members and Mentors, and
✓ Use existing faculty leadership as our foundation/toolbox – use their campus-based relationships to assist in spreading the word

**How will you disseminate what you have learned from the institute to other faculty, staff, and students?**
✓ Presentations, visits to classroom where Active Learning occurs, best practices, literature, brochures, etc…
✓ Recognize and honor best practices in teaching and learning

8. **What personal strengths and expertise will your team members contribute to make the institute productive for other participants?**
✓ Barb Schueppert, Dean of Institutional Effectiveness – Assessment
✓ Locally-recognized leaders
✓ The “shakers and movers” of the College
✓ Experience in the classroom
✓ Consistent enthusiasm and passion about the profession
✓ They are elected by faculty members on each campus
✓ Represent broad range of programs

[www.colladd.org](http://www.colladd.org)
**What is a Mentor?**

An experienced person who provides guidance and support in a variety of ways to the developing novice – by being a role model, guide, tutor, coach, or confidante.

-- B. Bolton, *Adult Education*

A person who oversees the career and development of another person, usually a junior, through teaching, counseling, providing psychological support, protecting, and at times promoting or sponsoring.

--M.G. Zey, *The Mentor Connection*

The mentor is ordinarily several years older (though most likely not in this case - ☺️), a person of greater experience and seniority in the career. This person acts as teacher, sponsor, counselor, developer of skills and intellect, host, guide, exemplar, and one who supports and facilitates the realization of the mentee’s dream.

--D. J. Devinson

**Do I Need a Mentor?**

As part of our commitment to quality education for our students, the College offers a Mentoring Program to new and not-so-new faculty members to get them on their way into the world of teaching. The Mentoring Program has three specific objectives:

- **Help new faculty to smoothly integrate into the College’s culture**
  - Facilitate orientation processes
  - Provide resources and referrals
  - Be a friendly face in a strange, new place

- **Help new faculty to build their instructional skills**
  - Provide instructional coaching
  - Be a resource for ideas and techniques
  - Observe teaching & offer feedback

- **Help new faculty to grow professionally**
  - Assist in professional growth plans
  - Provide assistance to prepare for faculty evaluations

There are some other important facts about the Mentoring Program you may wish to consider. One, your participation in the Program is completely confidential. In other words, the Mentor must keep a record of the day and time we meet, but that’s it. No other records are kept. Any issues, problems, or concerns you may have about the classroom experience and other non-teaching duties remain only between the Mentee and Mentor. Two, Mentors can offer you different perspectives on the various elements of good instruction and active learning you may not have considered before. Mentors may help you to understand why you do what you do in the classroom, and help you to reflect on the success of those practices. And, three, and most importantly, the Mentor has agreed to be a part of this Program because he/she learns from the whole experience too! There’s nothing like a brand new teacher to help the “veteran” teachers reflect upon their own teaching experiences and refresh their memories as to why they chose this profession in the first place.

I look forward to working with those of you interested in this Program.

Regards, Bonnie Andrys
Every new faculty member has different mentoring needs, and that’s just fine. If you are interested in being a part of the Mentoring Program, please check the frequency of meetings you would like to participate in (left-hand column), and below please provide some possible meeting times, so that we can find a time that works for us both.

Since our campus only has one Mentor (3 hours release-time/week), it’s “first come, first served”. Get your form in – soon!

Return to: Bonnie Andrys      Your Name: _________

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Other comments:

* Mentor not available

We're in this together!
September 17, 2007

Hello, New Teachers,

Allow me to introduce myself. My name is Bonnie Andrys and I have been a Faculty Mentor for the College since 1995. A large part of my job is helping new faculty members. Teaching is clearly a series of complex multi-tasking duties, and the College would like you to have someone you can lean on and learn from as you acclimate yourself to college teaching.

If you would like to have a mentoring relationship, I hope you will contact me. If you haven't been mentored yet – it's never too late! The College would like to help you to be a successful teacher – and so would I!!

Bonnie Andrys, Ext. 4801/Office 125K

It has also become apparent that several new faculty members are trying to cope with the same issues. If you're not shy about sharing, we could easily have “group mentoring sessions,” which might be the most efficient way to work you. If you are interested in a group session, please indicate below. Also, please suggest several times when you would be available to meet.

Name: ____________________________________

_____ No, I prefer individual meetings.

_____ Yes, I am not shy and I am interested in meeting with other teachers who may share the same concerns as me

The following times would work for me:

Mondays: ______________________________

Tuesdays: ______________________________

Wednesdays: ______________________________

Thursdays: ______________________________

Fridays: ______________________________
September 14, 2006

Hello, New Teachers,

Allow me to introduce myself. My name is Bonnie Andrys and I have been a Faculty Mentor for the College since 1995 and an Active Learning Advocate since 2002. A large part of my job is helping new and veteran faculty members to be effective teachers. Teaching is clearly a series of complex multi-tasking duties, and the College would like you to have someone you can lean on and learn from as you acclimate yourself to college teaching.

On the TRF campus, both Dorinda Sorvig and I are Mentors. I will be available on your campus on Wednesdays from 10:00 – 2:00 if you need help with program or course outcomes, assessment, active learning techniques or mentoring. If you haven’t been mentored yet – it’s never too late! The College would like to help you to be a successful teacher – and so would I!!

Bonnie Andrys, EGF
218.773.3441/Office 125K

It has also become apparent that several new faculty members are trying to cope with the same issues. If you’re not shy about sharing, we could easily have “group mentoring sessions,” which might be the most efficient way to work you. If you are interested in a group session, please indicate below. Also, please suggest several times when you would be available to meet.

Name: ____________________________________

_____ No, I prefer individual meetings.

_____ Yes, I am not shy and I am interested in meeting with other teachers who may share the same concerns as me

The following times would work for me:

Wednesdays between 10:00 - 2:00

1st choice: ____________________________

2nd choice: ____________________________
Why do assignments or activities sometimes fail? What really happens when a lesson succeeds? Good teaching is about considering why; when an assignment fails, uncovering causes; when a program falters, envisioning improvements. Teaching well means taking in events of the classroom, thinking about them, and learning.

This kind of reflection digs into the nooks and crannies of all school life, drawing strength from the intellectual context teachers build for themselves and for one another. It builds from questions teachers raise as they talk in hallways. It grows from practices observed from another and wisely adopted as one’s own. It feeds significantly from stories teachers tell one another about teaching, and thrives on helpful advice and shared confidences between teachers.

A school’s intellectual context grows most generously when teachers pull from the herd to define themselves individually as teachers. This effort represents ultimate mindfulness, thinking at its peak. Teachers on this path do much personal searching to find a best fit of self with teaching. They listen to the influencers, the leaders who direct, advise, and persuade. Nearer to home, they listen to colleagues. But they also pay close attention to themselves: to what they have success with, to what they enjoy, and to what makes them feel good about being a teacher.

This is the work of becoming better and better at teaching. And it comes most enduringly when that commitment exists in an open and thoughtful context that supports the work—a context built largely by teachers themselves, layer by layer.

Supporting Active Learning & Teaching

Teacher Development is the process of becoming the best teacher that you can be. It means becoming a student of learning, examining how the relationship between students and teachers influences learning.

—Adrian Underhill
“The important work of the teacher really is to think about teaching, to think about it all day, every day, and through the thinking to get better at the doing.”

**WHAT IS S.A.L.T.?**

*SALT* is a local campus team made up of teaching colleagues who are committed to helping other professionals by providing opportunities for teachers to reflect upon their practices in the classroom.

**WHAT CAN S.A.L.T. DO?**

- Provide a common language to describe and discuss practice
- Help teachers to identify and define the problems of practice that have often been ignored.
- Support one another regarding the critical importance of the context within which teachers must work.
- Establish a professional learning community which supports the examination of teaching practices
- Sustain critical, professional reflection on policy and practice, both individually and in groups, which influence classroom practices
- Evaluate current research and theories, concepts and principles about learning and teaching
- Provide support to help teachers implement active learning into the classroom
- Effectively evaluate approaches to their own and others professional practice

**YOUR S.A.L.T. TEAM WILL**

—Be advocates for active learning principles
—Identify & recruit key change agents & best practice faculty
—Assist in compiling faculty resource documents
—Encourage other faculty to attend active learning workshops & seminars
—Encourage collaboration activities
—Facilitate teaching circles, contribute to newsletter, share self-reflection about their classroom practice
—Advocate for teachers on College Committees & Union events
—Assist in acclimating new faculty

**CONTACT YOUR ACTIVE LEARNING ADVOCATE OR S.A.L.T. TEAM MEMBER FOR MORE INFORMATION**
TRF Faculty Mentoring

TRF was first granted faculty release time for faculty mentoring in fall 2005. One faculty member was given two credits for fall semester to serve as faculty mentor to new faculties. There was no release time for spring semester for any of the 3 years noted.

New faculty members were encouraged by the academic dean to meet with the mentor; however, this was not required so some new faculties did not participate. The new faculties were given a ‘needs assessment’ at the beginning of the semester, and the mentor utilized that as a guide for the weekly or bi-weekly sessions. Examples of topics included were: managing the classroom, syllabus information, lesson plans, methods of teaching adults, working with diverse students, effective instruction, principles of learning, and many more. The sessions occurred in 1:1 settings or with several new faculty together and included discussions, review of handouts, and active learning methods. New faculty also observed the mentor in her/his classroom, and then the mentor observed the mentee. Suggestions, helpful tips, and praise was provided on a non threatening evaluation form and shared with the mentee.

For fall 2005 there were___ FT faculty and _____ participated in the mentor program.

Fall 2006 _____% of new FT faculty participated (      ).

During fall semester 2007, ____ out of ____new faculty members took part in the mentor opportunity.