CTFD Board of Advisors Meeting
Wednesday, November 30, 2016
12:00 pm SS 216-13

Attendees: John Tully, Tom Vasko, Paul Petterson, Shelly Jones, Kris Larsen, Glynis Fitzgerald, Amy Gagnon

Review of CTFD Initiatives and Spring 2017 programming
Glynis brought up the trouble we have been having getting people (faculty) to commit to programming efforts, so while the CTFD seems like it had a quiet past few months, we have been working on changing that. CTFD is working on three programs for the Spring including using department staff from the Office of Diversity and Equity and CIE, and the library.
Spring programs are as follows:
January—Grand Opening of the CTFD
February—Diversity
March—CIE
April—OERs with library staff
April—Faculty Day and EIT Award Ceremony

We also requested that if a Board member would like to spearhead a workshop or discussion, to contact us to discuss. We stated that it will be easier once the Center is open and we have a permanent space to hold programs.

Board also discussed an on-going Drop-in Lunches series when the Center is open and running for faculty to meet and discuss.

Kris introduced the idea of asking President Toro to attend the CTFD Grand Opening. Glynis will contact Dr. Toro to invite her.

Board discussed the best times to offer programs and decided that **Thursday** afternoons (3+) and **Wednesday** lunchtime (12) were good choices.

LCG Descriptions and Additional Funding Request
Advisors received updated LCG descriptions (also on website).
Glynis will contact faculty members via Academic Affairs and send out a sign up request for LCGs
Board accepted Sharon Clapp's $300.00 additional grant funding for her LCG (attached).

Website Development
Amy updated the board on the need to create a new website for the CTFD. Board agreed.
Board discussed what a new site would look like and agreed it should have lots of resources and links. Also discussed webinars and livestreams.
John mentioned the ability to offer information on other CCSU departments and pages (I.e., Writing Center and Academic Misconduct) and would be especially useful for new faculty.

Facebook and Twitter Accounts
Amy updated the Board on the new CTFD Facebook and Twitter Accounts. Board approved, Amy will start promoting them. Shelly mentioned that social media will be good for getting LCG information out there and it will also be good for posting things new faculty should know. Glynis explained "Monday Morning Mentor" and how sending a blanket email to entire faculty would not be appreciated, but could really have some impact and get it to the right people via social media. We also mentioned that it is a good tool for promoting CTFD events like Faculty Day and monthly programming.

Faculty Day 2017
Faculty Day 2017 is a few weeks this year than previous years. We will have the same food, but have a separate bar set up. LCG presentations are in the morning with the EIT Awards Ceremony in the afternoon.

CTFD in Burritt Library
CTFD's new space in Burritt Library will be open with the start of the spring semester. We will hold a Grand Opening event in January. (Glynis and Amy have an appointment next week to see the space and ask for modifications if needed.)

Bylaws
Glynis brought up the issue that the Center had no bylaws and there were no standards for term limits or rotating people on and of the board. This brought up the discussion of what is the Center and how is it defined. Does it need bylaws? John mentioned that it might just need standard operating procedures and Kris mentioned answering the following questions: What is the CTFD? Who is it—who are its members? What is its purpose? Who selects its members? From these questions, Glynis will draw up a framework and request a committee to work on some form of operating procedures. Shelly and Paul agreed to be part of the committee.

Our next meeting will be in February 2017, however, we hope to see the body of the Board of Advisors at the Grand Opening celebration, date TBD. We will send out a formal announcement/invitation when we have the exact date.

Respectfully submitted,
Amy Gagnon
12/01/16

Enclosures:
Board Agenda
LCG descriptions
Clapp's request for additional funding

CTFD Initiatives/spring programming
       Diversity – Office of Diversity and Equity
       International Students – Center for International Education
       OER workshop with Sharon Clapp

LCG Descriptions
Additional funding request—Sharon Clapp

New CTFD website
       What are the goals for the site?
Facebook and Twitter accounts
       Facebook: https://www.facebook.com/CTFDatCCSU/
       Twitter: https://twitter.com/CTFDatCCSU

Faculty Day 2017 – booked for April 28, 2017

CTFD's new home in library

Bylaws

The Climate Change Learning Community Group
Barbara Clark and Kurt Love
The Climate Change Learning Community Group will investigate ways in which to participate and support the 10th Annual Global Environmental Sustainability Symposium presented by GESAC-The CCSU Global Environmental Sustainability Action Coalition. In conjunction with the GESAC Symposium faculty participating will also be involved with the CCSU Exhibition Earth, Fire, Water, Air: Elements of Climate Change. Both events are running concurrently with complimenting venues during the spring semester of 2017. CCSU faculty participating include the departments of Geography, Art, Educational Leadership, Literacy, ELED & Early Childhood, Theatre, History, Anthropology, and Management. Community partners include Mary Pelletier from the CT Park Watershed and Sherry Buckberrough from the University of Hartford Art School.

The main purpose of this LGC is to investigate interdisciplinary concepts and pedagogy within our curriculum domains to identify ways in which to involve our CCSU students and greater community members with the Elements of Change Arts Exhibition and the GESAC Symposium.

Leveling the Playing Field: Assessing the Impact of Universal Design for Learning (UDL) Tools in our Classrooms
Joan Nicholl-Senft
This Learning Community Group will provide faculty with access and training to AudioNoteTaker, software designed to improve student learning at the college level. Specifically this project will target faculty from across all five of CCSU's schools who are scheduled to teach two sections of the same course during the Spring 2017 Semester. Outcomes of this project will include a study of the impact of AudioNoteTaker and dissemination of our findings.

Culturally Relevant Teaching at the Collegiate Level
Shelly Jones
The LCG will read and discuss the current literature on culturally relevant teaching, pilot instructional strategies learned and share lessons learned. The goal is to better address the needs of culturally and linguistically diverse students at the collegiate level. Participants will attend and provide feedback from four LCG meetings and provide feedback on piloting instructional approaches aligned with the literature on culturally relevant teaching.

Exploring Open Educational Resources at CCSU
Sharon Clapp
What are Open Educational Resources and how can they help CCSU students and faculty members alike? How can faculty members convert their courses to either a full or partially OER-based course? This OER LCG will explore the uses and potential of Open Educational Resources, with the goal of selecting one course by the beginning of April to convert all or partially to OER for deployment the following fall semester.

LCG Additional Funding—Clapp
Open Education Resources Elihu Burritt Library

The Elihu Burritt Library is seeking an additional $300 to use as the basis for making a grant to one OER LCG participant who is ready to convert their course to OERs.

While the use of OERs in the classroom has been proven to increase students' retention and success rates, only 25% of faculty members in a recent nationwide survey (Babson) reported that they were "aware" or "very aware" of what OERs were (see: http://www.onlinelearningsurvey.com/oer.html). Further, figuring out how to implement OERs presents a great challenge to faculty members. This can be partially mitigated by a combination of incentives and partnerships with librarians, who are experts in the discovery and selection of resources.

OERs address issues of concern to students by increasing the affordability of the materials that are required for their courses. They are also excellent tools for the improvement of pedagogy because they allow faculty members to selectively "remix" the contents of the learning materials, customizing them to meet their specific learning outcomes. The Learning Community Group will address the issues of awareness and implementation of OERs. It will dovetail with a Faculty Senate & SGA-run initiative (in which the library also plays a significant role) to promote OERs and textbook affordability. Ultimately, as part of the LCG we are seeking to convert at least one course to an OER basis. For that, we are seeking this additional funding.

The practical activities that will take place in the LCG will include discussions about the OER readings, videos/presentations through:
•An online component / Blackboard course shell with readings, videos, reference materials on OERs
•In-person meetings to discuss what's been presented, workshop the discovery and comparison of OERs vs. traditionally-published materials for a given course, and a wrap-up day with each participant discussing the potential challenges and benefits that would arise from their conversion from traditional textbook/resources to OERs in one or all of the courses that they teach (during which the initial grant funds will be spent on refreshments, to help incentivize attendance and participation)
•Award of an incentive grant to an interested LCG participant to convert a selected course to OERs.

We are seeking the additional $300 to underwrite that capstone portion of the LCG, the conversion of a selected course to OERs.

Assessment of the LCG's effectiveness will take place via:
•Pre and post participant surveys on understanding of OERs and their potential
•Conversion of one course to OER & assessment of that course's performance

Thank you for any feedback you may have as we apply for funding to underwrite the pilot conversion of one course to OERs.
Please let me know if you need something different or a specific application form to be filled out in order to apply for additional LCG funding.