Objectives Accomplished During Program Year 1

Program Objective #1
Develop at least two (2) Faculty Cohort Teams with a minimum of five members and a maximum of seven members in each group during Program Year One; four (4) Faculty Cohort Teams with a minimum of five members and a maximum of seven members during Program Year Two.

Six (6) Faculty Cohort Teams have been created with a minimum of five members and a maximum of seven members in each group during Program Year One. There are thirty-seven (37) faculty members that joined Faculty Cohort Teams Fall 2001 and thirty-eight (38) faculty members Spring 2002. This is a 38% increase from the projections established by the faculty members of the UMC Teaching and Learning Advisory Committee and Program Coordinator. This also exceeds our projections for the second and third program year. A significant majority of the faculty who have joined Cohort Teams are active participants with a few members less active, predominately due to scheduling conflicts. All six (6) teams have met at between four – six times (October thru February) this school year. The minutes of the Faculty Cohort meetings for most of the teams can be found at our website.

Program Objective #2
Design, offer, evaluate, and conduct follow-up discussion of two or three (2-3) Teaching and Learning Workshops during each year of the program and one (1) Faculty Teaching and Learning Retreat once a year.

The Faculty Teaching and Learning Retreat was held August 20 and 21, 2001 with forty-two (42) faculty in attendance. Teaching and Learning Workshops held October 19, 2001 and February 15, 2002. Faculty Retreat for year two will be held August 19 and 20, 2002.

Objectives to be accomplished during Program Year 2 and 3

Program Objective #3
Offer opportunity for faculty to apply for Teaching and Learning Mini-grants to design classroom assessment activities or to use technology as a tool for the enhancement of the teaching and learning environment.

Original plans are being reviewed by the Program Coordinator and the Bush Teaching and Learning Advisory Committee members.

Program Objective #4.
Initiate dialogue with Student Leaders regarding the creation of Student Learning Focus Groups. A member of the Student Learning Focus Group could become a liaison with a Faculty Cohort Team that is working on similar problem or issue.

Informational dialogue to be initiated Spring 2002.

Program Objective #5.
Design and implement a program which recognizes and provides incentives for faculty members to reflect on the use of technology as a teaching tool and to participate in the UM – Crookston, Bush Faculty Development Program.

Original plans are being reviewed by the Program Coordinator and the Bush Teaching and Learning Advisory Committee members.
Why are we creating Faculty Cohort Teams at UMC?

At the cornerstone of reflective practice and the scholarship of teaching, is the idea that educators continually examine what they do and the contexts in which they do it. It is through reflective practice that faculty can create more coherence between what they do or intend to do and how students experience these actions.

Research documents that faculty collaboration in teaching is associated with improvement of teaching ability, increased intellectual stimulation in teaching, and reduction in the degree of isolation associated with traditional teaching.

Faculty Cohort Teams are the vehicle we are using at UMC to create a community of discourse about learning and teaching.
What are the GOALS of Faculty Cohort Teams at UMC?

1. To create a process which will empower and support faculty as they attempt to improve their ability to help students learn.

2. To engage faculty in an effort to diversify and integrate their teaching strategies to create active, constructive processes of teaching and learning.

What are the OBJECTIVES for Faculty Cohort Teams?

**General Goal:** To develop individual and team goals for addressing particular problems in the learning environment, from which appropriate teaching innovations and technological strategies will emerge.

**Objectives:**

1. Choose a process or method to structure your work on assessing the teaching and learning environment. During the year consideration must be given to needs assessment results *(UM survey, 2000)* which noted the most problematic teaching and learning issues at UMC.
   - Students lack adequate study skills.
   - Students do not complete the reading or note-taking needed to learn successfully.
   - Students are hampered in their learning by a lack of adequate preparation in math, reading, and writing.
   - Students appear to lack sufficient motivation to learn successfully.
   - Students performance on assignments and tests is less than desirable.

7. Design and/or implement a classroom assessment activity. *(min. of one per school year)*

8. Determine learning outcomes and instructional purposes for your content area and courses.

9. Deliberate regarding potential approaches to affect desired change in the teaching and learning environment

10. Discuss and/or seek technical support for the selection of the teaching strategies and/or technology most suitable to facilitate meeting the learning outcomes for a specific course.

11. Work collaboratively to design and implement at least one teaching and learning activity *(per year)* to improve student study skills, student reading or note-taking, student motivation, student preparation, and/or student performance.

What are the RESPONSIBILITIES of Faculty Cohort Team Members?

1. Read and review relevant literature prior to team meetings.
2. Participate in discussion, reflection, and feedback at team meeting.
3. Design and implement at least one classroom assessment activity during the school year.
4. Design and implement at least one new teaching and learning activity during the school year.
5. Attend at least two of the Bush sponsored Teaching and Learning Workshops or one Workshop and the Fall Retreat during the school year.
6. Design and participate in an ongoing assessment of the program's impact on your students and your own teaching goals, methods, and philosophies.