

Themes:

Role of System (and specifically Academic Affairs) falls into two models

1. Keeping the trains running
2. Enabling us to do things that institutions would not be able to do on their own (e.g., promoting larger initiatives, bringing people together, moving campuses away from isolation).

Within this framework, the Council talked a lot about finding both of the above important, but the second being crucial in the teaching/learning arena.

At the same time, keeping the trains running is an important role – lobbying the legislature and providing “air cover” for individual institutions is crucial.

Support of Teaching and Learning

One of the roles that System can play is to send a clear message to the institutions, the public, and the legislature that teaching and learning is “what we are all about.”

System helps to maintain cohesiveness for teaching and learning and professional development.

The importance of having a system is being able to network so that each individual institution doesn't have to continually reinvent the wheel – sharing of best practices, models for instructional improvement and programming, and so on.

Having system support in professional development helps provide cross-pollination and nourishment to the campuses.

OPID

OPID provides leadership opportunities and focus on teaching and learning that isn't always a focus at the campus level.

Money (grants) has provided opportunities which have given individuals and institutions the opportunity to move forward.

OPID brings engagement in national issues to individual institutions and the System. This is important!

OPID is recognized nationally and internationally, which is good for the campuses and helps raise the profile of professional development and teaching and learning.

OPID could really help us to develop a cohesive definition of faculty/professional development that goes beyond how administrators often understand that term (beyond sabbaticals, disciplinary research, and other traditional models).

OPID should become involved in working with faculty in supporting/focusing on undergraduate research.

What can be done differently/better

This constituent group felt that Academic Affairs could/should model (for the campuses) how different units can collaborate to move initiatives forward (e.g., OPID and OLIT, OPID and OPAR).

Each institution has its own cultural identity, and we need to be respectful of that. We shouldn't try to homogenize the kind of teaching and learning that happens with the expectation that each institution is the same or has the same priorities. System can help advocate that each campus serves a unique niche.

System could help carry each individual campus message to the legislature and the public.

The Senior VP for Academic Affairs is really (or should be) the Chief Learning Officer. If this individual (and the rest of the System) saw them in this way, that would help us to establish enduring goals and combine them with operational goals.