

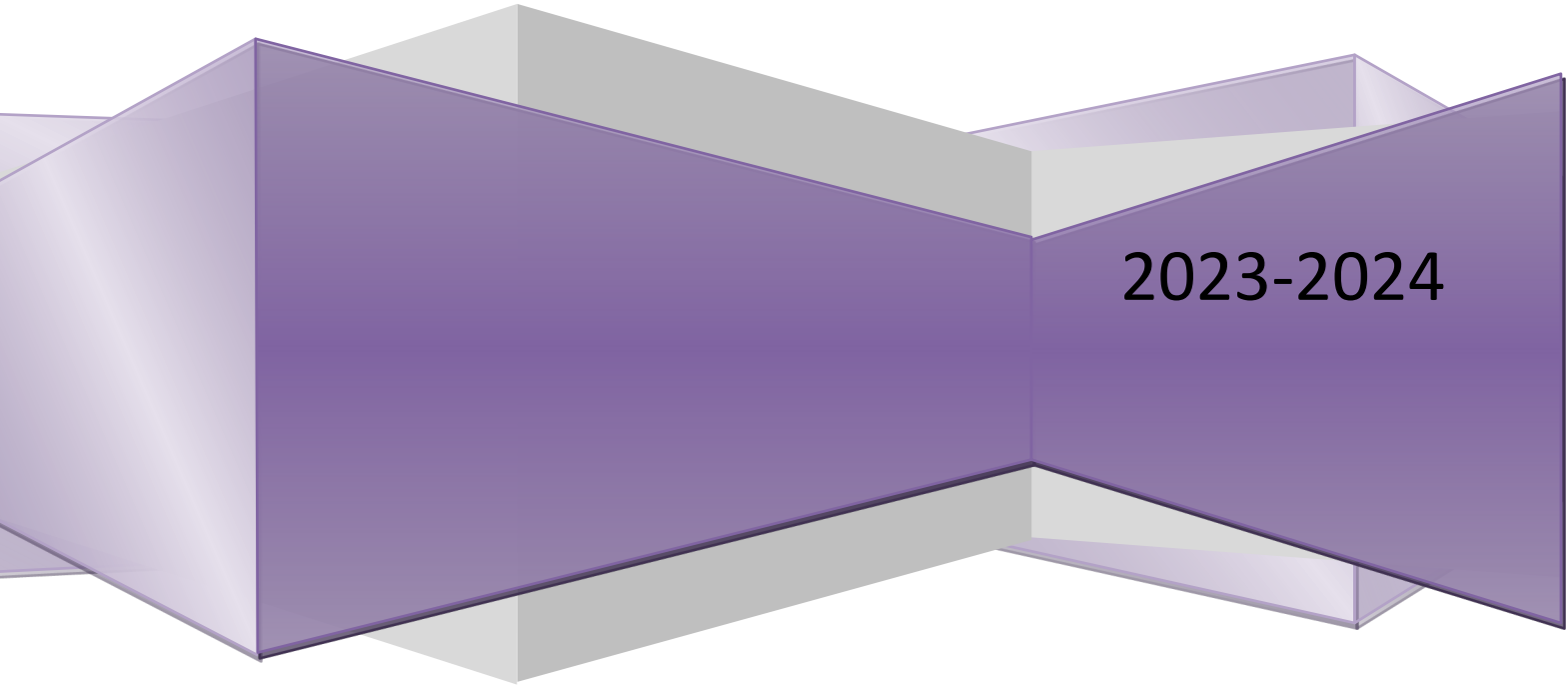
Weber State University

Annual Report

Teaching and Learning Committee

Melina Alexander, Chair

Ryan Cain, Liaison



2023-2024

TLC Annual Report

Committee Charges

1. In collaboration with EDI provide guidelines to faculty on how to incorporate diversity, equity and inclusion into their teaching, scholarship and/or service.
 - a) Provide guidelines for faculty to highlight their efforts toward this goal, and the results during faculty evaluation processes.
 - b) Provide guidelines for faculty to conduct pedagogy and curriculum reviews, and engage in deliberate dialogue to successfully identify and approach issues of diversity and inclusion.
 - c) The EDI subcommittee has conducted internal surveys in each college and reviewed EDI practices at other universities. This wealth of information needs to be synthesized and organized into actionable guidelines.
 - *Sub-Committee: **Diana Meiser**, Youn Soo Goldstein (in for Electra Fielding-Sabbatical), Kristin Hadley-Administrative, Megan Van Deventer, Maria Groves*
2. Review needs from the new CETL to determine our role in supporting their initiatives. Next year's committee can work with the director of CETL in determining faculty needs and supports in the area of teaching and learning
 - *Sub-Committee: **Brock Adams**, Alee Lee, Robert Ferguson*
3. Ensure that the language of new or updated documents are inclusive. Review those documents to see how they may inadvertently impact particular communities in an adverse manner. As issues are identified, consult with EDI committee for guidance (*Ongoing*).
4. Review the suggested syllabus language on Academic Dishonesty (Cheating and Plagiarism) approved by the Provost.
 - *Sub-Committee: Abby Mack, Robert Ferguson, Nicola Corbin*

Proposed Charges

1. Work with GEIAC to develop a 3-5-year metric specifically for adjunct instructors teaching GenEd courses, including on-boarding, procedural training and more specific professional development targeting GenEd students' retention and academic outcomes.
 - *Sub-Committee: **Nicole Fink**, Melina Alexander, Diana Meiser*
2. Address the implementation of more specific and accessible adjunct faculty training/professional development to assure adjuncts meet base-line expectations with an approach that accounts for: course level/content, accumulated classroom experience, and various methods of instructional delivery
 - *Sub-Committee: Oliver Snow, **Diana Meiser**, Electra Fielding*

CETL Requests

1. Create a resource for peer review committees and folks going up for tenure as guidance for observations.
 - *Sub-Committee: Melina Alexander, Kristin Hadley, Ryan Cain, Alee Lee*
2. Thrive Symposium proposal committee & the CETL awards committee.
 - *Sub-Committee: Melina Alexander, Megan VanDeventer, Diana Meiser, Nicola Corbin*

Accomplishments of the committee and objectives yet to be addressed:

- Charge 1-In collaboration with EDI provide guidelines to faculty on how to incorporate diversity, equity and inclusion into their teaching, scholarship and/or service.
 - a) *The subcommittee determined that they are in a holding pattern until further clarification on HB our response for HB 261. The subcommittee did meet with Wendy Holiday regarding resources, and reviewed the TLC offerings from ACUE before the passing of this legislation. If this is still needed they recommended updating this charge for next years committee.*
- Charge 2-Review needs from the new CETL to determine our role in supporting their initiatives. Next year's committee can work with the director of CETL in determining faculty needs and supports in the area of teaching and learning
 - a) *The subcommittee determined that the role of the TLC in supporting CETL initiatives includes promoting awareness of CETL for all entities including CETLS role in supporting adjuncts and faculty in improving pedagogy and better outcomes for students. This could include marketing through faculty senate. For a full report on this charge see Appendix A.*
- Charge 4- Review the suggested syllabus language on Academic Dishonesty (Cheating and Plagiarism) approved by the Provost.
 - a) *The subcommittee determined to wait on accomplishing this charge until the AI committee comes up with a statement. This should be revisited next year.*
- Proposed additional Charge 1- Work with GEIAC to develop a 3-5 year metric specifically for adjunct instructors teaching GenEd courses, including on-boarding, procedural training and more specific professional development targeting GenEd students' retention and academic outcomes.
 - *The sub-committee communicated with Miranda Kispert, Chair of GEIAC, to seek clarification on the nature and scope of the proposed charges. This interaction aimed to refine the objectives and ensure alignment with institutional goals. Diana Meiser emailed Miranda Kispert on 11/29/23 to initiate dialogue, and Nicole Flink scheduled a meeting. (See Appendix B for subcommittee report)*
- Proposed additional Charge 2- Address the implementation of more specific and accessible adjunct faculty training/professional development to assure adjuncts meet base-line expectations with an approach that accounts for: course level/content, accumulated classroom experience, and various methods of instructional delivery

- a) *The subcommittee reviewed the current resources available for adjunct training. They looked at the adjunct faculty retreat, the accessibility of ACUE course training for adjunct faculty, and the additional resources offered by TLC for adjunct faculty. They addressed the necessity for adjunct training regarding the Gen Ed outcomes by the revisions to R470. A suggestion was made to include program outcomes all canvas courses. (See Appendix B for subcommittee report)*
- CETL Charge 1- Create a resource for peer review committees and folks going up for tenure as guidance for observations.
 - a) *The subcommittee was comprised of individuals with former K-12 experience. Reflecting on K-12 practice the committee determined that the process may be content/subject area/department specific. Therefore these observation tools should not be prescriptive. They suggested coming up with a menu of options available for observations, in addition a resource for peer review letters might be helpful.*
- CETL Charge 2- Thrive Symposium proposal committee & the CETL awards committee.
 - a) *The thrive symposium was a success and a committee helping CETL facilitate this event should be included as a regular charge of the TLC committee.*

1. Number of committee meetings held since August 2022.

Meetings were scheduled each month throughout the 2022/2023 academic year. Some meetings times were dedicated for individual committee work. The committee meetings were scheduled on the following dates:

- September 30, 2023
 - Attendance
 - Melina Alexander, Ryan Cain, Diana Meiser, Nicola Corbin, Oliver Snow, Aaron Egli, Robert Ferguson, Alee Lee, Abby Mack, Brock Adams, Maria Groves, Youn Soo Kim Goldstein, Alex Collopy, Megan Van Deventer, Nicole Fink
- October 18, 2023
 - Attendance
 - Diana Meiser, Ryan Cain, Nicole, Flink, Oliver Snow, Megan Van Deventer, Nicola Corbin, Youn Soo Goldstien, Maria Groves, Kristin Hadley, Alee Lee, Aaron Egli, Alex Collopy
- November 7, 2022
- November 19, 2023
 - Reserved time for subcommittees
- January 19, 2024
 - Reserved time for subcommittees
- February 16, 2024
 - Reserved time for subcommittees
- March, 2024 (Thrive symposium)
- April 19, 2024
 - Attendance

- Robert Ferguson, Alee Lee, Taowne Lee, Diana Meiser, Kristin Hadley, Nicole Fink, Nicola Corbin, Oliver Snow, Ryan Cain, Melina Alexander, Brock Adams,

2. Outstanding Members Who Provided Significant Service

- All members of the committee should be commended for their service to the University.
- Diana Meiser was particularly helpful in co-leadership
- The leaders of the subcommittees should be applauded for their work. In particular, Nicole Fink, Alee Lee, and Brock Adams

3. Subcommittees or Special Assignments

Subcommittee Charge	Lead	Group
Charge 1	Diana Meiser	<i>Youn Soo Goldstein (in for Electra Fielding-Sabbatical), Kristin Hadley-Administrative, Megan Van Deventer, Maria Groves</i>
Charge 2	Brock Adams	Robert Ferguson, Alee Lee
Charge 4	Nicola Corbin	<i>Abby Mack, Robert Ferguson</i>
Proposed Charge 1	Nicole Fink	<i>Melina Alexander, Diana Meiser</i>
Proposed Charge 2	Diana Meiser	Oliver Snow, Electra Fielding
CETL Charge 1	Allee Lee	Melina Alexander, Kristin Hadley, Ryan Cain
CETL Charge 2	Nicola Corbin	<i>Melina Alexander, Megan VanDeventer, Diana Meiser</i>

4. Continuing Charges

- *Charge 1 and Charge 4 need to be reviewed*
 - Charge 1- changes to charge regarding HB 261. Do we need a more broad charge linked to positive outcomes for all students?
 - Charge 4- this charge may have been addressed in the final report from the AI taskforce.

5. Recommendation for New Charges

- We suggest moving proposed charge 1- Work with GEIAC to develop a 3-5 year metric specifically for adjunct instructors teaching GenEd courses,

including on-boarding, procedural training and more specific professional development targeting GenEd students' retention and academic outcomes. To a charge.

6. Suggestions regarding new directions the committee may pursue and ways in which the committee can increase its effectiveness.

- This year we addressed a number of charges. It would be nice to have clear direction on the outcomes for these charges—for example, link outcome expectation to charge--a findings report, a proposal for faculty senate vote, a guide, etc.
- This committee is critical to maintain Weber's reputation of having strong supportive faculty dedicated to student success. We have a student member of the committee however, although invited, the attendance was spotty, although much better than last year. It may be that students are too busy to add this to their schedule and this is asking too much. It may be more beneficial for TLC to include one charge each year that is brought by student governance. The student liaison could oversee this subcommittee with a faculty co-chair. This may increase involvement.

Appendix (A)

Charge 2

2023-24 TLC CETL Subcommittee

Committee Members:

Brock Adams
Alee Lee
Alex Collopy
Robert Ferguson

Charge: Review needs from the new CETL to determine TLC role in supporting their initiatives.

Tasks: Reached out to Dr. Nicola Corbin, CETL Director, November 17th, 2024 for Zoom Discussion about CETL needs and initiatives. Attendees: Brock Adams, Alee Lee, Alex Collopy, Nicola Corbin

Follow up call in April with Dr. Nicola Corbin to confirm our findings and discussions about CETL. Attendees: Brock Adams, Nicola Corbin

Findings: The main objective for how we can help the CETL is to raise more awareness and understanding about their center as a whole, and their main purpose for faculty and staff. Their main purpose being: **to inspire, motivate, and support all faculty, regardless of rank or status, in their journey towards inclusive teaching excellence and innovation. They promote community and collaboration across Weber State campuses and create safe spaces to innovate. They strive to enhance faculty excellence academically and in life.**

Dr. Corbin expressed her main priority is to continue to raise awareness, and essentially market the CETL to faculty, staff, students, as a resource to improve the pedagogical approach in as many aspects as possible. Additional points Dr. Corbin asked us to be aware of are the following:

- They are finalizing the hire of a classroom coach coordinator this spring, whose primary responsibility will be to coordinate the process of classroom coaches in colleges, and departments. Classroom coaches are mainly there to assist professors in their pedagogical approach each semester, always hoping to improve.
- An emphasis on not having a specific one-track mentality in improving teaching approaches. Essentially, there are many aspects in which faculty can improve. CETL is there to be a resource, and an ally for all teaching positions.
- CETL is not just a resource for full-time faculty, but in addition to staff, adjuncts, and students, who are the main variables in the learning environment.
- Promotion of and for the center is crucial in dialogue among departments and colleges. Being made aware of the CETL and its resources is something that has not been on the forefront of dialogue, but it something that is crucial in the years ahead.

- There is a heavy focus on examining the relationship between teaching and the AI Learning Community. The AI Learning Community is offering a summer series of workshops for individuals to utilize. The events are as follows:
 - May 3 – Learning Community Kickoff
 - May 9 – Small-group discussion on AI Prompt Construction
 - May 15 – Small-group discussion on using AI to develop course resources
 - May 22 – Small-group discussion on creating AI-inclusive and AI-restrictive assignments.
 - May 29 – AI Learning Community Wrap-Up
 - Registration for the above workshops are handled by emailing Dr. Corbin at nicolacorbin@weber.edu
- In addition, there are other summer faculty development offerings given by the CETL for pedagogical utilization. They are the following:
 - May 1-2 – Summer Back-to-school workshops
 - May 3 – Introduction to Adobe Express
 - August 6-7 – Process Oriented Guided Inquiry Learning (POGIL) workshop
 - May-August – Summer Writing Group
- Ongoing – ACUE Faculty Development Certification Courses.
- CETL also hosts the Thrive Symposium Conference, which run a series of educational sessions and panels designed to again, assist faculty, staff, and students in their pedagogical, and educational pursuits. Thrive targeted for March 2025, and presenters are welcome to apply.

Next steps: CETL is requesting marketing and awareness to be made on behalf of their center to as many organizations, and through as many channels as possible, so that all parties connected to Weber State University, are aware of the resources available to them here on campus. Again, **the main purpose of CETL is to holistically improve teaching in as many avenues as possible for faculty, staff, and students.** Dialogue about, and reinforcement for CETL will advance their mission to help all educational entities.

Appendix (B)

Proposed Charges 1 & 2

TLC Subcommittee Report Spring 2024: Adjunct Metrics for Gen-Ed and Training (Proposed Charges 1 and 2)

Members: Nicole Flink, Diana Meiser, Melina Alexander, Rachel Cox-Vineiz (CETL), Electra Fielding, Oliver Snow.

Introduction

The TLC Subcommittee members convened to address Proposed Charges 1 and 2, focusing on adjunct metrics for General Education (GenEd) courses and enhancing adjunct faculty training and professional development. The subcommittee engaged with university representatives from the General Education Institutional Assessment Committee (GEIAC), The Center for Excellence in Teaching and Learning (CETL), and the faculty senate to advance these initiatives.

Proposed Charges:

- 1. Work with GEIAC to develop a 3–5-year metric specifically for adjunct instructors teaching GenEd courses, including onboarding, procedural training, and more specific professional development targeting GenEd students' retention and academic outcomes.*
- 2. Address the implementation of more specific and accessible adjunct faculty training/professional development to ensure adjuncts meet base-line expectations with an approach that accounts for course level/content, accumulated classroom experience, and various methods of instructional delivery*

Outline of Committee Progress:

The sub-committee communicated with Miranda Kispert, Chair of GEIAC, to seek clarification on the nature and scope of the proposed charges. This interaction aimed to refine the objectives and ensure alignment with institutional goals. Diana Meiser emailed Miranda Kispert on 11/29/23 to initiate dialogue, and Nicole Flink scheduled a meeting.

Meeting with GEIAC Representative:

On February 27, 2024, the subcommittee convened with Miranda Kispert, representing GEIAC, to explore potential avenues for collaboration and gather recommendations for advancing the proposed charges.

Discussion Highlights:

- Miranda proposed the potential integration of ACUE (Association of College and University Educators) courses to enhance adjunct professional development.

- GEIAC could offer support in the areas of onboarding and procedural training, which are essential for adjunct faculty.
- The necessity for adjunct training aligned with General Education outcomes was underscored, particularly amidst revisions due to changes in R470.
- Suggestions were made for integrating department outcomes into Canvas courses to streamline training efforts.
- Rachel proposed the establishment of a Gen-Ed adjunct cohort to undertake ACUE micro-credentials and emphasized the importance of aligning outcomes with assignments and rubrics. She is happy to take any feedback on what to include in the Adjunct faculty experience. She would create a section specifically for teaching general education.
- Current training offerings for adjuncts by CETL were reviewed, highlighting opportunities for future enhancement.
- Helpful Resources:
 - Each gen ed course is supposed to address all their associated outcomes:
<https://catalog.weber.edu/content.php?catoid=22&navoid=7921>
 - An outline of what is currently being offered about training for adjunct faculty: https://weber.edu/adjunctfaculty/new_adjunct_resources.html.

Clarification from Faculty Senate:

Jason Francis provided initial insights indicating that the charges primarily target adjunct faculty, aiming to augment their training in alignment with faculty standards. Based on the posed questions, the subcommittee awaits further clarification from the Adjunct Senators.

The subcommittee contacted Deana Froerer and Heather Chapman, requesting clarification on specific aspects of the charges. Key questions included:

1. Are the charges tailored to adjunct professors to demonstrate outcomes regarding student retention in GenEd courses, or do they encompass adjunct training and onboarding, including GenEd students' retention and academic outcomes?
2. If outcomes are involved, are they related to faculty training and onboarding success metrics or student success and retention outcomes?
3. Additional background or clarity on the intended directions of the charges was solicited.

Updates on these inquiries are pending.

Next Steps:

The subcommittee outlined the following actions to advance the proposed charges:

- Miranda will explore the possibility of appointing a GEIAC liaison to facilitate ongoing collaboration.
- Nicole and Diana will await responses from Deana Froerer and Heather Chapman to address outstanding inquiries and refine the subcommittee's direction.
- The committee will initiate direct communication with the adjunct senators.

Appendix (C)

Meeting Notes

TLC Meeting

September 20, 2023

In Attendance:

Melina Alexander, Ryan Cain, Diana Meiser, Nicola Corbin, Oliver Snow, Aaron Egli, Robert Ferguson, Alee Lee, Abby Mack, Brock Adams, Maria Groves, Youn Soo Kim Goldstein, Alex Collopy, Megan Van Deventer, Nicole Fink

Agenda

1. Introductions
2. Charges
 - a. A sign up for sub committees will be available in the shared drive.
 - b. A question was asked by that needs clarification—On the first charge: How are those guidelines intended to be used? By “faculty evaluation processes,” does that mean we are meant to be drafting new EDI standards by which faculty would be held to determine tenure? Or something different? I would need to understand that to determine whether I could/would contribute to the charge.
Jason has been emailed
3. Time to meet
 - a. A link for when2meet will be sent to the committee

TLC Committee

Agenda 10/18/2023

In Attendance: Diana Meiser, Ryan Cain, Nicole, Flink, Oliver Snow, Megan Van Deventer, Nicola Corbin, Youn Soo Goldstien, Maria Groves, Kristin Hadley, Alee Lee, Aaron Egli, Alex Collopy

1. Welcome
2. Items from CETL (Nicola) -- Add to subcommittee list
 - a. Guidance in AI initiative. Help university come up with a strategy to move forward in the new area of AI
- i.2 Volunteers from TLC-Diana, Melina
- ii. Framework including Pedagogy, Legal, Code of Conduct (Oliver)
 - b. Projects from CETL, Create a resource for peer review committees and folks going up for tenure as guidance for observations.
- .Pedagogy
- i.Format
- ii. Guide rather than form
 3. Update on Subcommittees
 4. Future Meeting Schedule
 5. Other Items
- . Last Lecture on November 1st, 2 to 3 pm in Hetzel-Hoellein
- a. Neurodiversity community conversation last week
- .How do we streamline inclusivity into how we do our daily work-
- i. Next conversation Nov 15th on AI

ii. November (title to come) SmartTeach

TLC Committee
Agenda 4/19/2024

Agenda

In attendance:

Robert Ferguson, Alee Lee, Taowne Lee, Diana Meiser, Kristin Hadley, Nicole Fink, Nicola Corbin, Oliver Snow, Ryan Cain, Melina Alexander, Brock Adams,

1. Committee Charge Reports

- a. Charge 1: In collaboration with EDI provide guidelines to faculty on how to incorporate diversity. (Diana)
 - i. Possibly in a holding pattern but we do have great ACUE courses, met with Wendy Holliday. Equity audits in progress and are scheduled to be completed by July 1. We will wait for legislature clarification and the equity audits to figure out next steps.
 - b. Charge 2: Review needs from the new CETL to determine our role in supporting their initiatives. (Brock)
 - . Awareness of CETL for all entities on campus. Center sometimes overlooked. Purpose it to support faculty staff adjuncts and students. Promote better pedagogy. Not one way to meet this goal. Need awareness/marketing. Faculty Senate can provide this. Provide schedule. Many summer workshops available to help educators. All initiative to improve teaching and education.
 - c. Charge 4: Review the suggested syllabus language on Academic Dishonesty (Cheating and Plagiarism) approved by the Provost. (Abby)
- . Pause until AI committee comes up with statement
 - d. Proposed 1: Work with GEIAC to develop a 3-5 year metric specifically for adjunct instructors teaching GenEd courses (Nicole)
- . Combined with proposed charge 2. Met with GEIAC. Proposing to have liaison here with GEIAC.
 - e. Proposed 2: Address the implementation of more specific and accessible adjunct faculty training/professional development. (Diana)
 - f. CETL 1: Create a resource for peer review committees and folks going up for tenure as guidance for observations. (Melina)
- . Reflecting teaching K-12 experience. Talk about optional times rather than prescriptive measures. Charge coming up with a menu/options on how to get started on improving practice. How letters should look like. What do we want to highlight or champion.
 - g. CETL 2: Thrive Symposium proposal committee & the CETL awards committee. (Nicola)
- . Thrive was a large success this year. 41 submissions, and solicited sessions. Feedback showed that folks appreciated sessions. Improve timing. Timing difficult. Considerations for next year include shifting the symposium for fall semester. Second week in October. Possibly provide a professional development day. Too many sessions. Banquet was a success. Moving forward with AI information.
 - i. Taowen gave Thrive suggestions and suggested creating a platform for sharing ideas.
- b) Draft Policies for Online Courses (Oliver)
 - a. Working with Eric Amsel. There are some DOE regulations coming down the line and affecting accreditation. Framed these into policies. Roll out these policies slowly. Oliver will send copies of draft out for review and Oliver will look for feedback.

3. Thank you to outgoing members, Welcome Diana as new Committee Chair