Review Report: Teaching and Learning Forum
Weber State University

April 11, 2019

Prepared by Dr. Susan Shadle, Director, Center for Teaching and Learning, Boise State University, with support from Adam Johnston (WSU), Ty Naylor (WSU), Christy Call (WSU), and Jason Pickavance (Salt Lake Community College); see also Appendix 1.

Contents

I. Background

Dr. Colleen Packer, Director of the Teaching and Learning Forum at Weber State University, with the support of primary academic administrators, Dr. Madonne Miner, Provost, and Dr. Brenda Marsteller Kowalewski, Associate Provost for High Impact Programs and Faculty Development, and Faculty Senate Chair, Dr. Doris Geide Stevenson, initiated a review of the TLF. The review occurred February 25-26, 2019 following an extensive self-study prepared by Dr. Packer. The TLF has been around, in more or less its current form, since 1992 and this review provides an opportunity to ask about its current strengths and challenges, as well as to ask important questions about its future.

The primary purpose of the review is to identify actionable ideas and opportunities for continuous improvement within the contexts of 1) programs and services; 2) resource allocation and infrastructure, and 3) organizational structure. The review team was specifically requested to address the following key questions.

1. In light of our mission, what are the TLF's strengths? Where are there opportunities for improvement? What specific opportunities and challenges should the TLF be aware of?
2. How well do TLF resources, infrastructure and organizational structure support its work? What resources does the TLF need to fulfill its mission?

3. How well aligned are the TLF's collaborative relationships with its mission? What relationships need to be strengthened, reassessed or clarified in order to better meet faculty development needs?
4. How well does the TLF provide meaningful evidence of the impact of its work? What recommendations for improvement would you suggest?
5. How does the TLF compare to similar units at peer institutions in terms of resources, infrastructure and organizational structure? What recommendations do you have for improvements to the current structure or a restructure of the TLF?
6. Given the mission and vision for the university and the TLF, what should be the top priorities/areas of focus for the TLF in the next 5 years? In the next 10 years?

Some of these questions are best addressed based on feedback from the Weber State community. Other questions are more easily addressed by looking at emerging evidence-based practice in the field of educational development. We draw on both sources in this report, in addition to our own experiences and expertise. This feedback is provided to the TLF to aid in its own self-assessment and goal setting, as well as to provide information to other stakeholders of the TLF and its mission at WSU.

II. Description of Review Activities
As reviewers, we used two primary sources of information. Before visiting Boise State University, we reviewed the Self-Study document compiled by Dr. Colleen Packer that outlined the history, context, activities and resources of the TLF. We also spent 1.5 days conducting focus group interviews to learn about the various components of the TLF and the perceptions of various constituencies its strengths, areas for improvement, and future directions. Appendix 2 provides a list of the groups of faculty, campus leaders, and staff the review team interviewed. Approximately 55 individuals were involved in these interviews. Where appropriate, we have included quotes from participants in italics to support a general idea expressed during the sessions. Periodically throughout the visit, the review team took a step back to discuss and note themes we heard. At the end of the visit, the review team provided a preliminary verbal report of these "what we heard" themes to Dr. Packer and other campus leaders. (See Appendix 3 for photos of the white boards taken at this report out). This report is a further refinement of those ideas based on reflection and more careful analysis of our notes. It is also important to note that the site visit interviews provided rich information and were marked by considerable openness and candor. However, the opinions of those interviewed may not be representative of every faculty member and administrator on campus. Thus, the ideas captured here should continue to be tested for validity in the Weber State campus community. Finally, there are some specific thoughts, mostly from lead reviewer, Susan Shadle, about the WSU 2030 Vision in Appendix 4 that didn't fit elsewhere in this report

III. Strengths of the TLF

Engaging and Effective Events
The TLF is known across constituent groups especially for its well-executed events for faculty. One campus leader described the TLF as having a "convening" function. Those noted most frequently are described below.

- *New Faculty Retreat (NFR).* The NFR was noted by nearly every group we spoke with as a standout event. It functions to connect new faculty to the university and to each other. It effectively "*builds community*". It models effective pedagogy and keeps participants engaged as they learn about the university.
- *Adjunct Faculty Retreat.* The adjunct faculty retreat was lauded by adjunct faculty as a valuable opportunity to meet and network with other adjuncts, to get access to information that was missing in communication from departments, and to engage generally in professional development. It was also noted by administrators and faculty leaders who acknowledged the need to serve this important faculty group.
- *Book Groups.* These were also noted by both faculty and administrators as valuable because they "promote the intellectual life of the university" and "enrich the community of scholars". One discussion participant noted that book groups engage faculty throughout their life cycle.
- Other campus events and opportunities, such as the Faculty Symposium, brown bag gatherings, the Last Lecture, the Red Rock Retreat, and the recent institute planned with the College of Science were also noted as well planned and facilitated. It was noted that there were a variety of opportunities to choose from.
- These events serve a loyal, core group of faculty (aka "frequent flyers") who seek out opportunities to engage in teaching related professional development.

Programs
The Communities of Practice program and the SoTL Scholars program, were noted by several people as strong opportunities for faculty to explore a particular area. They were noted as valuable because they help faculty find a "critical mass of others". Because these are new, they have not yet touched as many people as the longer-standing events (above) have.

Effective Director
Colleen Packer, the current TLF director, is viewed as an effective leader. She has connected to the TLF with scholarship and emerging practices in educational development. She has implemented engaging redesigns of events. She has many strong partnerships across campus.

Dedicated Staff
In addition to the Director, the TLF is staffed by a small number of very dedicated people. The staff demonstrate an understanding of the unique needs of faculty and rhythms of faculty life. They seek to be "in tune with what is going on on campus". They are responsive to faculty requests as much as possible (e.g., for book group suggestions or one-time workshop requests), and regularly review faculty surveys after each event and use feedback to improve. The quality

of events as described above is a reflection of the significant time and effort put forth by TLF staff, whose work is almost entirely focused on event planning and execution.

Supportive Administration and Faculty Governance Structures
The TLF enjoys strong support from both its administrative reporting line in the Provost's office and its relationship with the Teaching, Learning and Assessment (TLA) committee and leadership of the faculty senate. Uniformly, TLA members, Faculty Senate leaders, and campus administrators praised programming of the TLF and expressed support for its mission and the contribution of the TLF to "elevate conversations about pedagogy". It was noted that Weber State placed great value on "ideas com[ing] up from faculty and through faculty senate and grass roots" and the TLF was viewed as being a place where these ideas can emerge.

Campus connections and relationships
The TLF maintains strong, positive relationships with many other campus offices that touch faculty and/or teaching and students success. These include the Office of Sponsored Projects, Institutional Effectiveness, Office of Undergraduate Research, Campus Sustainability, Honors, Academic Technology Services, WSU Online, Office for Diversity and Inclusion, and the Assessment Coordinator in Student Affairs. Most of these offices see TLF events, especially the NFR, as an effective means of reaching faculty. It is clear that the TLF Director has made herself available to partner with staff in each of these areas and has been flexible and collaborative, constrained mostly by capacity of the TLF office. Some of the connections with other campus units are stronger than others, while others have more basic points of contact. For example, the partnership with WSU Online appears to be particularly robust.

IV. Challenges and Areas for Improvement for the TLF

There is a need for clarity about TLF's mission and focus. Many comments from WSU community members suggest a need for greater clarity about the TLF mission. Absent from the feedback we heard was a sense that the TLF was providing central leadership to drive a strategic vision for teaching and learning that might reach the decentralized units of the campus. Some acknowledged that the TLF has a mission and focus, but perhaps it is not being well-communicated. Others noted that the mission itself is ambiguous. No one mentioned the "FACULTY" acronym that was recently used to frame the TLF mission statement. It is possible that some of the ambiguity is derived from a confusing structure for the TLF (see below) or a lack of alignment of the mission with the activities of the TLF. For example, while people love the book groups, it is not entirely clear how they align with or move the mission of the TLF forward. *"We haven't been as strategic about what the offerings are and how they tie together. To what end are things being offered?"*

One notable take-away from the listening we did was that, consistent with the strengths of the TLF, most people on campus understand the TLF to be an office that offers and organizes events.   Faculty did not describe the TLF as physical place they would go to for guidance or support, a unit with which they seek to have a relationship, or a driver for effective teaching.

There are many needs, but limited TLF capacity. Many of those we spoke with acknowledged that the TLF is already being asked to do more than it can handle given its structure and available personnel. Needs that were mentioned include support for effective instruction, support for faculty success (broadly defined), and the need for the TLF to be an institutional partner in a variety of initiatives. Nearly everyone who discussed these needs acknowledged that the TLF does not have capacity to do more and is stretched to do what is already on its plate.

It is also worth mentioning some topics we didn't hear much about. While the need to attend to assessment was mentioned in several meetings, there was no discussion of the fact that faculty professional development may be needed so that assessment is substantive, makes sense to faculty, and is done well. Similarly, the only meeting in which the need for professional development for faculty around issues of diversity, equity, and inclusion (DEI), was mentioned was with the Chief Diversity Officer. It was noted that in the area of DEI work, "there are cultural shifts needed, [that] we don't know we need to make."

The TLF structure is confusing. Many people on campus do not understand the relationship between the TLF and TLA. (Many, including campus leaders at the Dean level, do not know what the difference is.) For those who do understand the structure, there is some concern that the current structure may result in ambiguity of priorities because the TLF must navigate both the charge from the Faculty Senate to the TLA and expectations of the reporting line in Provost's office. While we did not perceive an active concern that these directives are in competition with or contradict one another, it does require the TLF staff to navigate how to synthesize the ideas that come from two directions. We did hear some concerns about how the TLF Director should balance the day-to-day of "doing TLF stuff" (e.g., event planning) relative to slower, less concrete policy-related charges of the TLA. Several people noted that policy-related work of the TLA and professional development related to assessment may not be getting as much attention as they might because the workload associated with running TLF programs and events takes up all the day-to-day bandwidth. While to some extent this is another example of limited capacity, it is also the case that the structure itself contributes to ambiguity about priorities.   Finally, it appears the TLA members serve primarily in an advisory capacity for the TLF and are not expected to be explicitly engaged in TLF programming.   A TLF staff member said of the relationship, "*We manage the tension [between instructions from TLA and the Provost's office]. It can get in the way of understanding what we are supposed to do. TLF is supporting the TLA and there is an expectation that the TLA is supposed to support the TLF, but it is not necessarily happening…TLA will come up with ideas, but there isn't someone available to carry them out.*"

The TLF Communication strategy is not as effective as it could be. We heard from many people that they received information (usually via email) about TLF events, but that in many cases these emails were obscured by a large number of emails to faculty about events/programs on campus. (In other words, the TLF communication did not stand out; "*There is a ton of programming. How do I pick? How do I find the time? How do I make it*

coherent for my needs?"). Further, the TLF email announcements do not consistently arrive with enough lead time for faculty to plan.

Breadth of Faculty Involvement is limited. In multiple meetings, participants commented that a core set of "frequent fliers" were involved in TLF events and programs. There was a general sense that it would be good if a broader set of faculty were involved and engaged. Several specific barriers to involvement were mentioned. These include limited faculty time (given significant teaching and service assignments), as well as a decentralized culture in which it was not clear how the work of the TLF is valued by or benefits colleges and departments.   Similarly, the review team was surprised that some events that seem well-aligned with the TLF vision were not mentioned more often.   The Faculty Symposium was an example of such an event. We hypothesize that it was not mentioned more often because it does not engage large numbers of faculty.

V. Recommendations/Suggestions for the TLF

We recognize the limited time spent in the review process, as well as our necessarily limited understanding of the TLF.   And it is clear there is a great deal of effective work currently being undertaken by the TLF. It is in this context that we offer the following "recommendations" that may be useful to the TLF leadership and other stakeholders, especially the Provost's office and the Faculty Senate.

Clarity of Mission and Scope. We recommend that the TLF Director initiate a set of conversations about the mission of the TLF and how it is operationalized and supported with the Associate Provost and other stakeholders.
- The TLF has a relatively new mission statement with the acronym FACULTY, that is focused on support for teaching and learning. As already noted, no one mentioned anything specific about this mission statement. Thus, it does not appear to be steering anyone's thinking. This is a good time to identify consciously and intentionally the key priorities for the TLF.
    a. The mission should shape (and limit) the programs, services, and partnerships of the TLF. An important question is to what extent the current set of programs and events aligned with the mission, both individually and collectively. For example, the book groups, while popular and valuable, do not appear to be aligned with any particular component of the mission. If book groups are intended to build community (which they seem to do), then that community building should be part of the mission; and if book groups are meant to build understandings of teaching and learning, then the mission and implementation of the groups should be clarified.
    b. What are the highest priority components of the mission? How does this translate into prioritizing programs and services? Does the mission statement need any revisions to reflect priorities?
    c. Is the allocation of staff time such that the most important components of the mission get appropriate attention?

d. Similarly, is the budget allocation for TLF programs aligned with the most important components of the mission?

e. What are the campus activities/priorities that the TLF might effectively amplify and support centrally? For example, the TLF could support faculty exploration and analysis of student success data (e.g., STARFISH) as well as become more integrated into student success initiatives or professional development in support of effective assessment.

f. There are faculty and colleagues who would like the TLF to expand its mission to focus on faculty retention and success more broadly (especially in the area of research and scholarship), in navigating tenure and promotion pathways, even in supporting staff professional development. This might be because TLF sponsors the new faculty retreat. The positionality thus seems to make TLF a logical point for faculty retention and success over a career span. These priorities are not currently written in to the TLF mission, however. Given the current workload constraints already on the TLF, it is unclear that mission expansion would serve the TLF (or Weber State) well, but decisions about the boundaries of the TLF should be clearly communicated so that the campus understands what it does AND what it does not do.

g. One tool that may be useful for this exercise is found in Ref 2, which outlines a process of analyzing one's mission statement and thinking carefully about how broadly a faculty development center should be serving different needs of the campus community.

h. A second resource that might be consulted is Ref 3, which provides four metaphors for how a teaching center might function (and against which a center's work might be evaluated): *Hub, Incubator, Temple, Sieve.* The purpose of this resource is not to have TLF choose a single identity, but to reflect on these roles to identify where the TLF already is strong (and can build on its strengths) and what kind of roles might warrant further development. The program review committee found these metaphors particularly useful as they tried to identify the structure of TLF and its future possibilities.

- The TLF has been making changes in line with current best practices for faculty development. These include fewer "one-off" workshops, replaced by more in-depth programs as well as outcomes for each of the TLF programs against which assessment of the programs can be conducted. Groundwork has also been laid for consultations and mentoring. These are very positive changes that are in line with effective practice. However, the TLF staff should be mindful of overload. As programs and services are added (as is also recommended below), what is the "right size" of the TLF (based on available staffing, budget and scope of offerings)? What are the *most* important things for the TLF to be doing, and how should programs and services be organized to fit into the limits of time and capacity?

- An outcome of a prioritization exercise is likely to be that the TLF does not have the staffing and resources to do everything it would like to do (or that its stakeholders would like). TLF leadership should keep in mind this reality of limited capacity in the short term. If there are priorities that aren't supported by the current staffing model,

the Provost's office is encouraged to think creatively about how to expand capacity over a longer-term horizon (either with more staff and/or with faculty associates).

Teaching and Learning Forum Structure. There is not a prescriptive answer as to how the TLF should be structured; indeed, it needs to be accomplished in a way that fits with the culture of Weber State. There are, however, several possible scenarios. We recommend that the TLF Director initiate a conversation with Faculty Senate Leadership and the Associate Provost to consider the ways in which the current structure is working and ways in which it may not be optimized to help Weber State move forward strategically.

- The following national context may be helpful: The Weber State TLF structure is a hybrid of two common structures for faculty development programs: the faculty development program run by a single faculty member (with or without a physical office) and the program run by a faculty committee with or without a director (Ref 1, p. 23). It is important to note that both of these structures are commonly, but not exclusively, found at small liberal arts colleges.[1] Further, in structures with a committee, committees frequently function as a working group, executing the plans made by the committee. In contrast, many comprehensive universities have a centralized center with multiple staff people, including a director who might be drawn from the faculty (Ref 1, p. 24). Centralized centers often engage a faculty advisory committee. A centralized center on a relatively large campus like Weber State, with control over its own budget, may be able to be more nimble in strategically aligning its resources (people and money) with its mission and with campus needs. A faculty senate committee could focus on policy work related to teaching (curriculum, teaching evaluation, etc); it is common for the director of a centralized center to serve *ex officio* on such a committee. It will be important for the TLF to establish its value for faculty and a sense that it is faculty-driven, regardless of the structure.
- For additional reference, Appendix 5 contains a table of information about faculty development centers at peer institutions. One should be aware that there are many ways that teaching centers are organized; staffing is often reflective of the scope of responsibility of a teaching center. That said, nearly all the centers in the table have a larger staff than is the case for the TLF at Weber State.
- An important element of this discussion is an analysis of the pros/cons of a part-time rotating director elected by the TLA. While this structure ensures support from faculty governance, it may not result in enough continuity for the TLF to build on work over time. Further, it may not result in a director who is well-versed in scholarship, trends, and issues in the field of faculty development. The part-time nature of the director role contributes to the limited capacity of the TLF.

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[1] Should a faculty development committee structure be retained, the TLF director is encouraged to consult the recommendations in Ref 1, Chapter 4 "Working with a Faculty Development Committee" in Ref 1. For example, work should be shared by committee members and members should be educated on issues in faculty development.   (This chapter may also be useful for the discussion about structure).

- As this exploration proceeds, the question of where the TLF fits in the overall landscape at Weber State will be important. It was observed that the institution and other units have "grown up" around the TLF, while the TLF's structure has remained unchanged. For example, the Center for Community Engaged Learning, which fits at the same level in the hierarchy of offices under the Provost's Office, has expanded substantially in recent years; and other offices like SPARC have taken root. A clear understanding of TLF's role within Academic Affairs (and why it should be/should not be different from other parallel units) would be useful. The TLF and its stakeholders should consider to what extent the TLF might be positioned and empowered to function as a strategic campus change agent.
- Finally, the exploration should explicitly work to clarify where and how "assessment" is supported and, in particular, to determine the role of the TLF vs. TLA.   It was acknowledged in several contexts that, despite its name, the TLA was not attending much to assessment. There appear to be many assessment tasks and conversations in different offices (e.g., TLA, the Office of Institutional Effectiveness, IR, other Faculty Senate committees, Jessica Oyler, etc.) which are not well coordinated. Since TLA has assessment in its title, it may appear that the lack of coordination is the fault of the TLA. However, it was also not clear that people envisioned TLF could or should add assessment programming or assessment responsibility to its duties. There are many ways effective support for assessment might be structured. For example, a faculty senate committee might contribute ideas for how assessment should be conducted at the program level and they might invite the TLF to provide programming to develop faculty knowledge and skills to do assessment well. While other offices on campus could consider the overall assessment of the institution and its programs, TLF could help individual faculty at the course level, which would in turn help assessment efforts overall.

Building on Strengths.
- The current set of well-regarded offerings provide a foundation on which the TLF should build. The TLF should consider how it can build on its solid reputation as an office that organizes events.
    a. Especially notable is how the NFR might be used as the first touch-stone in building an ongoing relationship between the TLF and faculty. For example, might some time during the NFR could be spent helping new faculty plan their path through "Ten Before Tenure" (or something similar), as a way to set the expectation that faculty development is something everyone at Weber State does and, further, that faculty do much of that development through the TLF?
    b. Developing the "Teaching and Learning Mentorship Cadre" would build on the welcome that new faculty receive at NFR. The TLF might consider how mentoring can explicitly encourage ongoing engagement. For example, might a mentor/mentee pair be encouraged to attend a TLF event together?
- If the very popular Book Groups program is retained in the TLF portfolio, how might it be leveraged so that the connection to TLF mission and professional development is

more explicit? Or, how can the Book Group program be clarified to fit with the TLF mission?

- Continue to build engagement in Communities of Practice, which are well-aligned with the TLF mission.
- The institutional relationships the TLF (and its Director) have built are strong, as are support from the Provost's office and the Faculty Senate. In many ways, it is institutional colleagues who most clearly see the potential for the TLF to be a hub of faculty support around teaching and, potentially, professional development in other areas. However, because of limited capacity, the TLF leadership should use the clarification of mission and scope to determine which relationships should be the strongest partnerships in moving the mission of the TLF forward. For example, if the TLF is going to play an explicit role in program assessment, then strong relationships with others involved in assessment on campus will be needed. If the TLF will facilitate faculty input about instructional technology and classroom redesign, then strong relationships with Academic Technology Services will be important. A word of caution here: because the TLF is effective, it runs the risk of trying to "do it all" and fill all the gaps that exist through institutional partnerships. Right-sizing and prioritizing is essential.

Communicating. The TLF should consider what the goal(s) of its communication are. Who is the TLF trying to reach and what is the best way to reach them?

- The TLF might consider a consistent schedule for communication to faculty. For example, a once-per-month "push" email, sent using a service such as mailchimp, would allow the TLF to brand itself and would simplify the information that faculty must digest to determine to what they should pay attention. Making sure the TLF website guides people to important information will be a helpful complement to more strategic "push" communication.
- If there are many emails going to faculty (e.g., from units within Academic Affairs), it may be useful for the Provost's office to provide some guidance about how each unit's message might be coordinated so everyone's message gets through.[2]
- An analysis of other, especially parallel, units on campus and how they are able to communicate what they do/who they are may be helpful in this regard.

TLF Program Assessment. An important outcome of aligning programs, services, and relationships strategically around the TLF mission will be that it will be easier to assess the work of the TLF. Identifying which component(s) of the mission are intended to be addressed by a

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[2] A former Provost at Boise State took control of (and significantly limited) mass emails within Academic Affairs. She directed announcements to go into the campus (web) Update. At first this was constraining, but it allowed her to coordinate and shape what faculty were getting. Over time it meant that faculty are more likely to pay attention to the messages they do get because there aren't so many. Even after that Provost left and the rules were relaxed, we remain very mindful of the quantity and quality of email we send.

program or service will allow assessment to focus on the extent to which the mission has been fulfilled through that program.

- Note that good assessment takes time. In a center like the TLF with limited capacity, it is recommended that assessment be limited and strategic. For example, gathering basic feedback from participants (as is already done by the TLF) can be done on a regular basis to be sure the TLF leadership knows how to modify programs in response. For more intensive assessment, many faculty development centers use a rotation system so that deeper assessment (e.g., a process that requires a special survey, focus group data, or analysis of deliverables from faculty participants) of a program might be done every three years. Thus, each year only a fraction of the center's programs and services are assessed. As the TLF portfolio is prioritized and workload is considered, the time needed for assessment should be factored in.

Adding Value and Reaching Beyond "The Choir". Many people we heard from expressed concern that more faculty were not involved in the TLF's events and programs. The following are some ideas to consider to address this challenge.
- **Space.** Provide the TLF with welcoming space, centrally located on campus. This sends the message both about the value of the TLF and about the TLF as a place to go for information, exploration, and support. For example, there was support from WSU Online staff to be cohoused with the TLF to strengthen the positive collaboration that already exists.
- **Rewards & Recognition.** While the TLF should steer clear of engagement in personnel matters, others (e.g., Provost's office, faculty senate) might explore how faculty professional development is acknowledged and rewarded. For example, might faculty be asked to document the ways in which they have invested in their development as part of their annual evaluation? The TLF can support these efforts by acknowledging work in a way that raises the visibility of engagement in faculty development. For example, the TLF might send letters to deans and department chairs about the good work faculty have done in a Community of Practice, at the Faculty Symposium, and other annual participation rates in TLF events.
- **Services.** Consider services not currently in the TLF portfolio.[3] This might include teaching observations, individual consultations, or mid-semester assessments. Such services might reach people who are less likely to choose to attend an event. It will also communicate that the TLF is a place that can help faculty grow and be more effective in what they do. It is important that these services be offered in order to support exploration of new teaching ideas or general engagement in teaching. The TLF has already begun planning for a Teaching and Learning Consultant program that might support this expanded set of services.   Consultations will need space for private conversations; and having dedicated and expert faculty/staff available for this program

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[3] During the discussion with members of the Faculty Senate, the senators (including TLA members) had a robust discussion about a teaching visits program and support for effective peer observations

will be critical. (While the services may be helpful to faculty who are struggling, it is important that these services not be viewed as a "fix" for these faculty. This is important to ensure that the TLF not be branded as a place one goes only if one is struggling).

- **Deans and Department Chairs.** Cultivate additional administrative support. Explicitly align programming with the needs of various colleges and departments. This may mean offering events tailored to a college or department. However, it is very likely that the current offerings are already aligned with college and department needs; and what is needed is more communication about how the programs (and potential services) of the TLF can provide value. One might envision a future in which deans and department chairs move beyond awareness of TLF programs and explicitly encourage faculty of all ranks to engage in TLF programs and services based on the value to the college/department. One dean remarked "*Department chairs are not bypassed, but are part of the general communication. Chairs could be mediators if they were brought into the conversation*". As time permits, the TLF Director might do a "listening tour" with department chairs to hear about their needs; this information can be used to shape future programs and services.

- **Faculty Life Cycle.** Attend to the faculty life cycle. Because of the high regard in which the NFR is held, there is a sense that the TLF serves the needs of new faculty well. Consider programming specifically targeted at faculty at different stages of the life cycle. For example, specifically recruit recently tenured faculty into communities of practice.

- **Incentives.** Consider ways in which high priority engagement might be incentivized. Targeted course reductions (e.g., for recently tenured faculty to participate in a program) or stipends for involvement in academic year or summer programming can help faculty who are interested carve out the time for faculty development. When faculty find their time well spent, this can create more interest in programming (even when it isn't incentivized). This recommendation would require new funding or a reallocation of funding from a current program.

The Name. As the above conversations are taking place, we recommend a discussion of whether the current name (Teaching and Learning Forum) helps to clarify for the campus community what the TLF mission is and what it has to offer. Keeping the name for historical reasons may be important and It may be just the right name for the Weber State context. If, however, any structural or mission-based changes emerge from the discussions outlined above, a name change can be a valuable way to communicate the new direction.

VI. Concluding Comments

The TLF has done an exceptional job in building a strong foundation for teaching development at Weber State University. The challenge for the future will be to focus its work so that the TLF can be have a positive impact both on the faculty it serves and on the institutional mission to serve students and their learning.

VII. References

1. A Guide to Faculty Development, Kay Gillespie and Douglas L. Robertson (Eds), Jossey-Bass, 2010
2. Schroeder, C. (2015), Unpacking and Communicating the Multidimensional Mission of Educational Development: A Mission Matrix Tool for Centers of Teaching and Learning. To Improve the Academy, 34: 20-62. doi:10.1002/tia2.20030
3. Defining What Matters: Guidelines for Comprehensive Center for Teaching and Learning Evaluation. POD Network 2018.

Appendix 1. Review Team

Susan Shadle, Lead Reviewer, has been the director of the Center for Teaching and Learning at Boise State University for 13 years. She holds a faculty appointment and teaches in the department of chemistry. She has a strong commitment to enacting change in higher education through faculty and organizational development and is active nationally in the field of educational development through the POD Network, as well as through a number of STEM education reform efforts.

Adam Johnston (WSU) is a former director of Weber State's TLF and is a faculty member in Physics. His research and service is focused in science education and professional learning for K-12 teachers, as well as science teacher educators.

Ty Naylor (WSU) is the IT Marketing and Training Manager in Weber State's IT Business Services unit. He works closely with the TLF
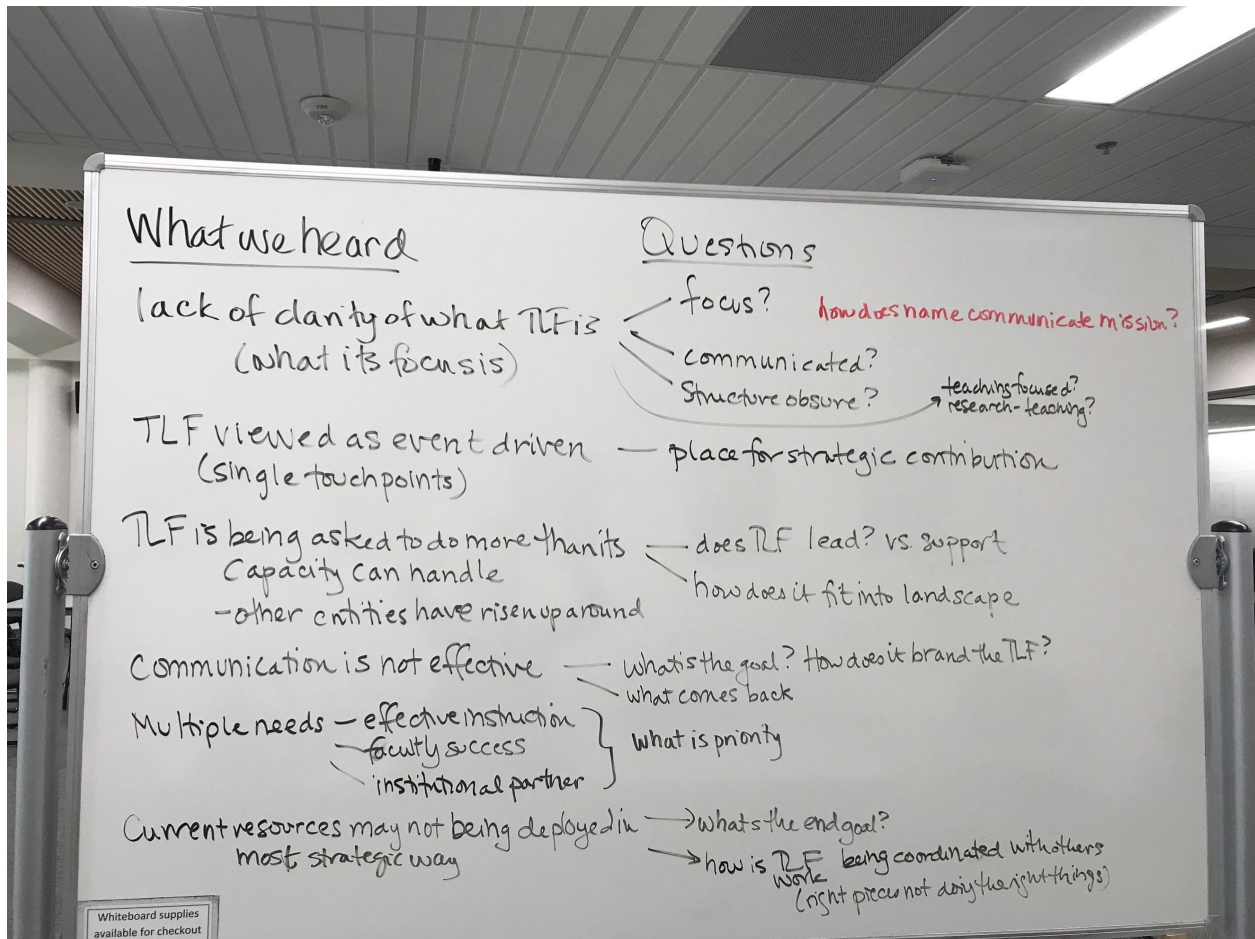
Christy Call (WSU) is an Assistant Professor English. Her research highlights emergent ethical issues in literature, especially within the work of Cormac McCarthy. She also trains educators in pedagogies of literature.
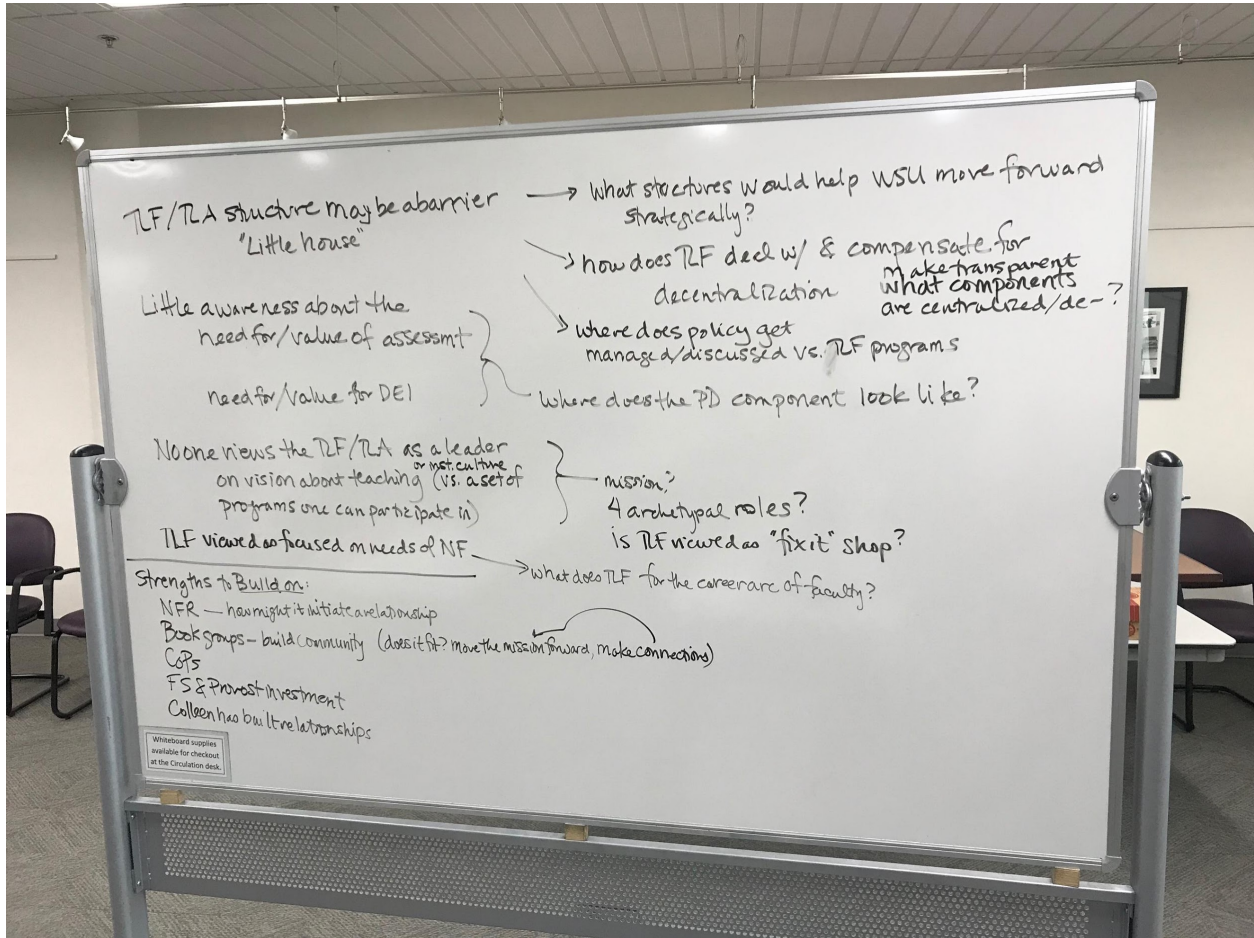
Jason Pickavance (Salt Lake Community College) is the Director for Faculty Development and Educational Initiatives at Salt Lake Community College.

Appendix 2. Groups who provided input during the Review process

- Provost's office staff
- Deans
- Office of Sponsored Projects
- TLF Staff
- Faculty Senate members
- High Impact Practice leaders
- Academic Technology Services
- New Faculty
- Tenured faculty
- Faculty not involved in the TLF
- Adjunct faculty
- WSU online staff
- Chief Diversity Officer
- Student Affairs, Assessment Coordinator

Appendix 3. Review team notes from final discussion at Review

What we heard   Questions

lack of clarity of what TLF is ⟨   focus?   how does name communicate mission?
    (what its focus is)   communicated?
                                       Structure obscure? → teaching focused?
                                                             research-teaching?

TLF viewed as event driven   — place for strategic contribution
    (single touchpoints)

TLF is being asked to do more than its — does TLF lead? vs. support
    capacity can handle   how does it fit into landscape
    – other entities have risen up around

Communication is not effective — What is the goal? How does it brand the TLF?
                                    what comes back

Multiple needs — effective instruction ⎫
              — faculty success   ⎬ what is priority
                 institutional partner ⎭

Current resources may not being deployed in → what's the end goal?
    most strategic way   → how is TLF being coordinated with others
                                        work   (right pieces not doing the right things)

Appendix 4: Specific Thoughts about the WSU 2030 Vision

On p. 15 of the Self-Study document, several elements of the Weber State 2030 Vision document are noted as potential priorities for the TLF. Especially if this strategic vision is being used to align resources and initiatives on campus, the TLF is advised to use elements of this document to guide priority setting as suggested in Section V, above. That said, I would identify a different set of components from the Vision statement than those identified in the Self-Study document. Those are annotated below in italics

WSU 2030 Vision Statement

1. Weber State University is an exceptional comprehensive university providing associate, bachelor and master's degrees to meet the needs of the region. WSU graduates are broadly educated, capable and prepared for meaningful careers, graduate and professional schools, and civic engagement.
2. The hallmark of the university is excellent teaching with extraordinary interactions between faculty and students.
    - *The TLF has an essential role to play in supporting faculty to foster extraordinary interactions and to create learning environments in which all students thrive.*

3. WSU has an inclusive campus environment that meets the needs of a growing, diverse student body of more than 26,000.
   - *The TLF can offer faculty development that helps the campus develop perspectives and practices that foster diversity, equity and inclusion for students and colleagues.*
4. WSU is a multi-campus university that delivers courses, programs and extracurricular learning experiences at convenient locations and times and uses leading-edge technology.
   - *In partnership with WSUOnline and others, the TLF can help equip faculty to effectively leverage leading-edge technology in teaching.*
5. WSU welcomes traditional and nontraditional students and fosters an engaging and supportive campus culture enhanced by student-centered educational services.
   - *The TLF can offer faculty development that helps the faculty understand the perspectives and experiences of both traditional and nontraditional students. Faculty can be supported to design learning experiences to meet the needs of the full range of students at WSU.*
6. WSU is distinguished by outstanding academic programs that recruit motivated students to work with faculty to create and share knowledge.
7. Substantial external funds support a vibrant level of scholarly pursuits that engage faculty, staff, students and community partners, including traditional research, applied and community-based research, and artistic endeavors.
   - *SoTL work, supported by professional development offered by the TLF, can contribute to the vibrancy of scholarship at WSU.*

The relevant directions are annotated below.

Teaching Excellence
- Hiring, developing and evaluating faculty will continue to reflect WSU's focus on teaching excellence.
  - *The TLF has an essential role to play in supporting faculty to foster extraordinary interactions and to create learning environments in which all students thrive.*

Research
- WSU will actively foster research related to pedagogy and improving student learning.
  - *SoTL work, supported by professional development offered by the TLF, can contribute to the vibrancy of scholarship at WSU.*

Campus and Student Culture
- WSU will continue to expand high-quality online programs and courses and remain on the cutting edge by using new technologies to enhance learning experiences.
  - *In partnership with WSUOnline and others, the TLF can help equip faculty to effectively leverage leading-edge technology in teaching.*

Inclusion
- WSU will meet the needs of the diverse learners in the communities it serves.
- WSU will foster a campus culture in which everyone feels respected and valued.

- *The TLF can offer faculty development that helps the campus develop perspectives and practices that foster diversity, equity and inclusion for students and colleagues.*
- *The TLF can offer faculty development that helps the faculty understand the perspectives and experiences of both traditional and nontraditional students. Faculty can be supported to design learning experiences to meet the needs of the full range of students at WSU.*

Student Success
- WSU faculty and staff will collaborate on the goal of student success.
  - *The TLF has an essential role to play in supporting faculty to foster extraordinary interactions and to create learning environments in which all students thrive.*

Note I would recommend that the TLF <u>not</u> become involved in work related to faculty recognition and rewards. Just as it is advisable that the TLF not be viewed as a "fix-it" shop, likewise, it is good to avoid the TLF being the place that "picks the winners".

Appendix 5. Faculty Development Centers at Peer Institutions

Institution	Staffing	Programs and services offered
Boise State University	13 positions: Director, associate director, faculty associates, project manager, instructional design group, service learning program	- Consultations - Workshops - Summer institutes - Certificates - Faculty learning communities - Integration of technology - Service-learning
Clarion University of Pennsylvania: Learning Technology Center	9 positions: Manager, tech support analyst, instructional technology technician, media technology specialist, instructional technology operations coordinator, student assistants	- Instructional design and technology - Learning management system - Digital resources - Classrooms - Grants
Eastern Kentucky University	20+ positions under the umbrella of *Noel Studio (broader than T&L support):* administrative staff, advisory committee, applied creative thinking curriculum committee. Their portfolio is broader than just teaching and learning support	- Consultations - Observations - Learning communities - Workshops - Media services - Faculty leadership - New faculty orientation
Ferris State University	10 positions: Digital media specialist, faculty coordinator of special projects, instructional designer, director, digital production,	- Faculty learning communities - Workshops - SGIDs (mid-semester assessments)

	student assistants	- New faculty program - Instructional design - Video production - Digital media services
Northern Kentucky University	Center for Teaching and Learning is under the Vice Provost	Center for Teaching and Learning just started in Fall 2018; no website yet
Northwestern State University of Louisiana	12 positions: Administrative assistant, senior elearning system support specialist, media development specialist, instructional multimedia and design specialist, etc.	- LMS support - Instructional design - Course reviews - Video - Tech toolbox
University of Alaska, Anchorage	3 staff positions: Director, associate director, program coordinator; multiple faculty associates	- New faculty orientation - Faculty career support - Workshops - SoTL support
University of North Florida: Office of Faculty Enhancement	1 staff member (director) + Faculty Fellows	- New faculty orientation - Summer institute - Community-based learning - Consultations - Workshops - Faculty Learning Communities
Utah Valley University	20+ positions: Faculty development specialist, senior director, instructional designer, administrative support, graphic designer, coordinator, support specialist, faculty associate	- Workshops - New faculty orientation - Campus teaching conference - Learning circles - Large class support - Grants - Instructional design/graphic design - LMS support
Youngstown State University	Director and faculty development committee (of 12 ppl)	- Workshops - Classroom observations - Consultations - New faculty orientation - Faculty learning community