



WEBER STATE UNIVERSITY

Teaching and Learning Forum

Teaching and Learning Forum External Review Self Study Spring 2019

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WEBER STATE UNIVERSITY

Teaching and Learning Forum

Teaching and Learning Forum Self Study Weber State University Spring 2019

Section 1: Purpose and Process for Review

The Teaching and Learning Forum at Weber State University is undergoing an external review at the request of Dr. Colleen Packer, Teaching and Learning Forum Director, 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. The review has been modeled based on reviews for other academic and high impact program reviews at the institution.

The primary purpose of this 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 impetus for this review is three-fold. First, the Teaching and Learning Forum is experiencing some challenges based on numerous facets of institutional and disciplinary changes that have occurred since 1992, when the TLF was first established. The table on the next page¹ compares numbers of faculty and students between 1992 and 2018. Institutional growth, increased expectations for faculty development, more robust faculty development research, and growth of off-campus and WSU Online course offerings have dramatically changed the face of teaching and learning. Yet, within the past 27 years, there have been no significant changes in the TLF organizational structure, even with increasing demands from growing numbers of faculty, particularly adjunct faculty. Second, with the growing volumes of literature and scholarship on teaching, learning and educational development, it seems prudent to explore possible avenues for improvement as the TLF seeks to meet educational development needs in the years to come. Finally, the WSU Vision Statement for 2030 (see Appendix A) envisions teaching as the “hallmark of the university”. Since the mission of the TLF is to strengthen the teaching and learning environment at WSU, this review can provide insights for more mindful and deliberate decision-making in our strategic planning process. The review process will enable further

¹ Information in this table was provided by the Office of Institutional Research at WSU and is based upon data from the American Association of University Professors, a nationally recognized data point, and the Utah System of Higher Education Data Book for 1992 and 2017.

reflection by seeking new perspectives and validation of our work from our stakeholders and the reviewers, whose recommendations we will use to help improve our programs and services, resource allocation and infrastructure, and organizational structure as we strive to meet the diverse needs of WSU faculty. We also anticipate that this review will provide insights and possible directions we can pursue as we move forward with strategic planning centered on educational development².

Table 1A: Comparison of 1992-1993 to 2017-2018

Item of Analysis	1992-1993	2017-2018
Professors	135	169
Associate Professors	89	103
Assistant Professors	129	162
Instructors	59	109
TOTAL FULL TIME FACULTY	412	551
Adjuncts	No data available	461
Students	14,495	27,949*

*Of that number, 18,309 are degree-seeking students

1.1 Terms of Reference | Guiding Questions

Pursuant to the purposes of this review, the following questions have been developed through collaboration with faculty, staff, administration and professional faculty developers involved in

² Throughout this document, we are using the terms, “faculty development,” “educational development” and “professional development” interchangeably. Yet, existing literature may describe the terms differently. According to Gillespie & Robertson (2010), faculty development refers to “helping faculty members with all aspects of faculty work across their careers” (p. 39). Yet, the term, educational development signals how the field of faculty development is evolving to expand the breadth of their work. This work includes providing professional development opportunities for all faculty and affording opportunities at the individual, departmental, college and institutional levels (ACE, p.1, 2018; Haras, et al. 2017)

ACE/POD. (2018). *A Center for Teaching and Learning Matrix*.

Gillespie, K.J. & Robertson, D. L. (2010). *A Guide to Faculty Development*. San Francisco, CA: Jossey Bass.

Haras, C., Taylor, S. C., Sorcinelli, M.D., von Hoene, L. (2017). *Institutional Commitment to Teaching Excellence: Assessing the Impacts and Outcomes of Faculty Development*. Washington, DC: American Council on Education.

<https://www.acenet.edu/news-room/Documents/Institutional-Commitment-to-Teaching-Excellence.pdf>.

the Professional Organization Development (POD) Network. Thus, we would like the reviewers to address these six 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?

Reviewers should also feel welcome to provide additional comments beyond addressing the preceding questions.

1.2 Organization of the Self Study

The self study is organized into eight sections. This introductory section provides an overview of the purposes and terms of reference for the external review. Section 2 includes an overview and brief history of WSU and the TLF in order to provide a contextual background for reviewers. Sections 3, 4, and 5 correspond to the three broad domains of practice in centers for teaching and learning identified by the American Council on Education and the POD Network in *A Center for Teaching and Learning Matrix* (2018)³ to include organizational structure, programs and services, and resource allocation and infrastructure, respectively. (Details about this instrument can be found at the URL in the footnote below or in Appendix B of this document). Section 6 focuses on our own self reflection efforts from the TLF office and primary stakeholders. Section 7 focuses on learning outcomes and assessment. Finally, Section 8, Looking Forward, highlights ideas for the future followed by appendices to provide more context for information included in this document.

³ The American Council on Education and POD Network (2018). *A Center for Teaching and Learning Matrix*. <https://podnetwork.org/content/uploads/ACE-POD-Teaching-Center-Matrix-2018.pdf>.

1.3 Process for External Review

The collaborative approach that we bring to our work at the TLF is central to our external review process. In the planning of this external review and in the creation of our self study, we sought to create transparency around the review process and provide opportunities for contributions from those entities involved with the TLF. We are involving numerous stakeholder groups in interviews during the process of the program review. Reviewers will be meeting with faculty and staff representatives from the following stakeholder groups:

New Faculty/Tenured Faculty
Faculty not involved with TLF
Faculty Senate (Executive Committee, Senators, Standing committee chairs/members)
Teaching, Learning & Assessment Committee
Teaching and Learning Forum Staff
WSU Online Instructional Designers
High Impact Program Directors
Office of Diversity - Asst. Vice President for Diversity
Institutional Effectiveness Director and Staff
Instructional Technology (IT) /Creative Academic Technology Solutions (CATS)
Office of Sponsored Projects
Provost's Office
Representatives from the Deans' Offices

At the completion of the site visit, the Review Team will meet to discuss directions for the Program Review Report. Susan Shadle, the out-of-state external member of the Review Team, will write the report on behalf of the reviewers. Once the report has been received, a summary of the feedback and recommendations will be prepared and presented to the Provost's Office, Faculty Senate Executive Committee, and the TLF staff by the end of the 2019 academic year. The TLF Director also plans to prepare and release a public response to the report during Summer, 2019.

Section 2: TLF Overview

Teaching and learning is the heart of Weber State University. The Teaching and Learning Forum (TLF) strives to be the center of WSU's culture that values evidence-based teaching and engaged learning to promote student success. The TLF is a resource for all faculty who care about the learning environment they create for students. It seeks to foster dialogue, scholarship, innovation and excellence in learner-centered teaching. The TLF provides and promotes opportunities for the enhancement of excellent teaching and scholarship that mutually inform one another for the benefit of faculty and students. In sum, the TLF values, promotes and seeks to reward teaching as a core scholarly activity informed by research and reflection to positively impact and promote student success. This section of the document

provides a brief history of Weber State University and the TLF to create a context from which to understand the institution and its focus on teaching.

2.1 Institutional Overview

[WSU Mission Statement](#)

Weber State University offers associate, baccalaureate and master degree programs in a broad variety of liberal arts, sciences, technical and professional fields. The university provides excellent educational experiences for its students through extensive personal contact among faculty, staff and students in and out of the classroom. To accomplish its mission, the university, in partnership with the broader community, engages in research, artistic expression, public service, economic development and community-based learning experiences in an environment that encourages freedom of expression while valuing diversity.

Inclusion

In carrying out its mission, Weber State will foster and support an inclusive campus environment serving a diverse community.

Tradition

Weber State University currently is a multi-campus institution that simultaneously meets its mandate from the Board of Regents, supports the workforce and community needs of Weber-Davis-Morgan counties, and delivers exceptional educational programs to traditional and nontraditional students.

“Weber State University (WSU) is a comprehensive public university providing associate, bachelor and master's degrees focused on the educational needs of the more than 500,000 people within a service area centered in Ogden, in Northern Utah. Currently, WSU serves both community college and regional university roles through seven academic colleges with more than fifty academic departments offering more than 230 programs. WSU's 800 full- and part-time faculty provide education in online and traditional classes.

WSU's policies and programs reflect its community college and regional university missions. General admission to lower-division coursework is open, and WSU annually awards the second largest number of associate degrees in the state of Utah. At the same time, an increasing number of programs have selective admissions criteria and graduate enrollments are increasing more rapidly than any other enrollment category.

WSU's student demographics also reflect its dual focus—WSU students are more likely to be first generation college students than their peers at regional universities. A higher percentage are married, have children, are working full-time, receive financial aid, and need remediation in math or English as compared to students attending similar institutions.

WSU faculty see part of their role as helping less well-prepared students to achieve, and its retention and graduation data substantiate their success. In the most recent year, WSU conferred over 1,800 associate degrees, 1,900 bachelor degrees and 230 master's degrees. WSU's engaged learning model includes learning opportunities in undergraduate research, community based and service learning, internships, capstone courses and other forms of

experiential learning. As a Carnegie Community Engaged institution, WSU students, faculty and staff contribute well over 100,000 hours of service to the community.

WSU currently serves more than 24,000 students on two major campuses. The Ogden campus serves 19,000 students and the WSU-Davis campus, located next to Hill Air Force Base, provides instruction to 3,300 students. The Ogden campus has on-campus housing for approximately 750 students. In addition to its Ogden and Davis campuses, WSU offers courses at two small centers within the region and throughout the country through distance-mediated instruction. Over 15% of WSU's total enrollment is in online courses. Like other publicly-funded institutions in the region, WSU has recently experienced a decline in public support while student enrollments have increased” (See WSU website link below)⁴.

Some fast facts about WSU:

WSU offers more than 225 certificate and degree programs & 14 graduate degrees.

79% of students have jobs.

58% of students attend Weber part-time.

Students are 54% female and 46% male.

26 is the average student age.

94% of students are Utah residents.

WSU has 1012 faculty members and 79% have terminal degrees

WSU has a Carnegie Community Engagement Classification

WSU pledges to become carbon neutral by 2050 (See WSU website link below)⁵

Comparative Institutions to WSU include Boise State University (ID), Clarion University (PA), Eastern Kentucky University (KY), Ferris State University (MI), Northern Kentucky University (KY), Northwestern State University of Louisiana (LA), University of Alaska Anchorage (AK), University of North Florida (FL), Utah Valley University (UT), and Youngstown State University (OH).

2.2 History of the Teaching and Learning Forum

In academic year 1993-1994, Sarah Toevs and Kathryn MacKay were instrumental in creating a faculty senate ad hoc committee focused on teaching and learning following their attendance at a teaching-related conference. Sarah chaired the committee whose goal was to support teaching, learning and assessment activities on campus. During that first year, the committee sponsored workshops regarding email, writing across the curriculum (with Carol Holder), and team learning (with Larry Michaelsen). They also paid registration fees for 56 faculty members to attend the International Society for Exploring Teaching Alternatives Conference and sponsored a Forum conference featuring WSU faculty. There were 14 committee members and seven meetings during that first year. The following academic year (1994-1995), the ad hoc committee was formalized as a standing committee of faculty senate. Following is a brief overview of some of the accomplishments of the TLA committee and the TLF over the years.

⁴ Weber State University History and Institutional Context.

https://www.weber.edu/universityplanning/WSU_history.html

⁵ See the WSU Website, <https://www.weber.edu/AboutWSU/>

1994-1995 Sarah Toevs, chair.

TLA Committee formalized as a standing committee through Faculty Senate. Sponsored presentations on teaching portfolios, multiculturalism and general education at opening school meetings. Liaised with other faculty senate standing committees on teaching, learning and assessment activities (Academic Resources & Computing, Curriculum & General Education, Appointment, Academic Freedom & Tenure).

1995-1996 Lee McKenzie, chair.

Focus on active classroom teaching (ACT) study groups and technology initiatives (satellite broadcast, commonspace software, technology in the classroom).

1996-1999 Kathryn MacKay, Coordinator/Chair.

Relocated to offices in Stewart library. Sponsored numerous faculty development activities including the New Faculty Retreat, an opening of school meetings resource fair, workshops on undergraduate teaching practices, a teaching fair, the Faculty Focus Series (a series of workshops throughout the academic year) and a teaching evaluation system project group. TLA committee members attended the Computers & Writing Conference (9), POD (13), AAHE Conference on Faculty Roles & Rewards (4), the AAHE Conference on Learning & Technology (3), and the Conference on College Teaching & Learning (1). The TLF worked with Communication Arts & Technologies to offer faculty development programs supported by Higher Education Technology Initiative funds including the Computers and Writing Project (25 participants), the Faculty Technology Associate Project (6 participants), the Online Writing Lab Collaboration and web workshops for faculty (25 participants). The TLF also developed the Weber Index of Research and Expertise 96-97 which was an online database that included a web-based search engine of faculty and professional staff teaching activities, interests, research and scholarship. Also initiated the book group program, created a faculty handbook and inaugurated the Endowed Scholars Presentation Series with the Stewart Library.

1999-2000 Judith Mitchell, Acting Director (after Chair Robert Higginson left the university).

Published one newsletter focused on teaching and learning ideas, emerging research and teaching-related research from WSU faculty. The Faculty Senate Executive Committee (EC) charged the TLA committee to “explore and define the relationship of the TLA Standing Committee and the Teaching and Learning Forum. The annual report indicated that it was the “intent of the Executive Committee to convene a committee to further explore alternative administrative structures for the Forum.” (Mitchell, 2000, p. 3).⁶

2000-2004 Kathleen Herndon, Chair.

Committee attendance and participation seemed to wane during these years in spite of the continued success of faculty development programs. The committee was charged again to explore and define the relationship of TLA and TLF. During these years, the TLA committee

⁶ Mitchell, J. P. (2000). Teaching, Learning and Assessment Committee Report. Available in Faculty Senate Office Archives. Weber State University.

was asked to play a greater role in planning Forum-sponsored activities and most members responded positively. Adjunct faculty development came to the fore during this time frame through the TEAM workshop series. There was also mention of creating a five-part grant writing workshop series co-sponsored with the Office of Grants and Contracts. 2003 was the first year TLF sent faculty (3) to the Red Rock Great Teaching Retreat.

2004-2010 Fran Butler, Chair.

Emphasis to encourage faculty on the scholarship of teaching, turning problems in teaching into topics for scholarly investigation, sought non-monetary ways to promote and recognize faculty research and scholarship. This was the impetus for the first Faculty Forum. Began to host the Last Lecture series in partnership with student affairs. 2006 - evaluated the continued role of TLA as a faculty senate standing committee. Determined that since teaching is the primary role of WSU faculty, the faculty senate should continue to be involved with professional development workshops through the work of a standing committee. A 2004-2005 survey showed that scheduling was the biggest hindrance to attendance. Encouraged department chairs to promote the importance of workshops. 2008-2009 was the first adjunct faculty retreat at the Davis Campus. Faculty forum was sponsored in conjunction with Academic Affairs and RS&PG.

2010 - 2013 Adam Johnston, Chair.

Received a grant from ARCC to host a “technology library.” Faculty were able to check out ipads and clickers for their classroom use. Re-introduced a newsletter distributed through campus mail. This was the first time that there was a “push for more faculty development that moves away from single presentations to ongoing discussions” (Johnston, 2013).⁷ This time frame saw the establishment of professional learning groups. Recommended more collaborations with other offices.

2013-2015 Jordan Hamson-Utley, Chair.

These years saw an increased focus on technology-focused faculty development. Many of the existing programs were continued with the addition of a summer Adjunct Academy and co-sponsorship of the Blended Learning Program with WSU Online and Continuing Education. Brown Bag topics were presented twice monthly. In 2014, the TLF also sponsored a TEDx event on campus. TLF staff included a graduate student fellowship for a master’s student who assisted with program development and research, two part time student workers and an administrative specialist in addition to the director/chair.

2015-present Colleen Packer, Chair.

The TLF has seen numerous changes in the past 4 years. Organizationally, the university created a vice-provost position to oversee faculty development which has resulted in increased accountability and oversight for the betterment of TLF. Location-wise, the TLF offices moved

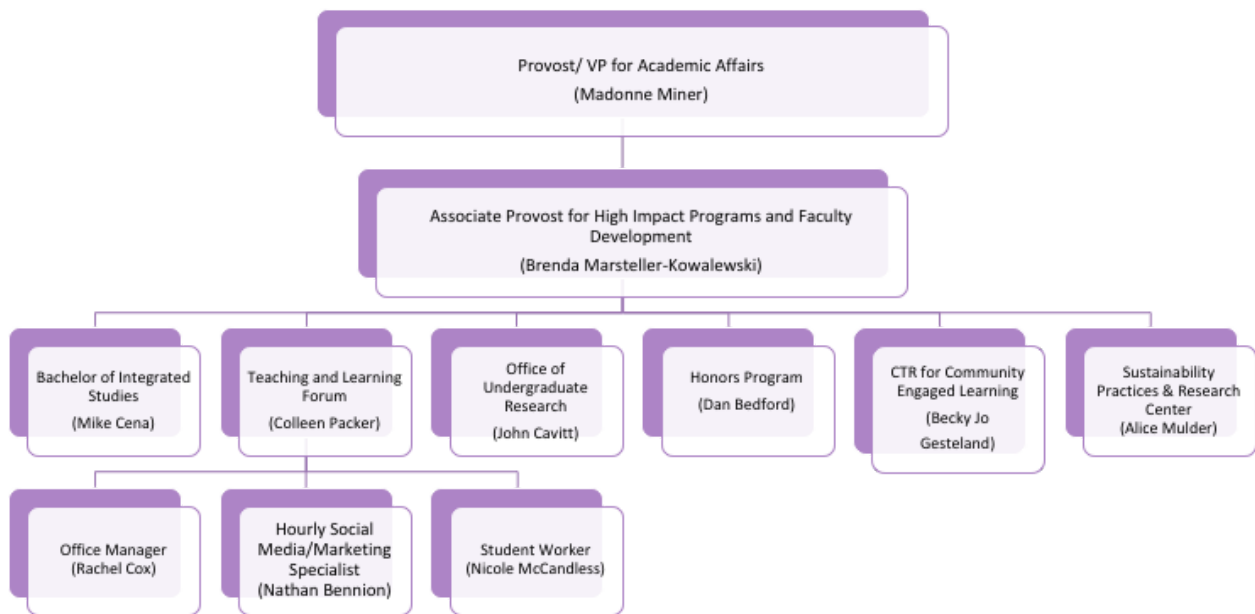
⁷ Johnston, A. (2013). TLA Annual Report. On file in Faculty Senate Archives, Weber State University, Ogden, UT.

twice due to a library renovation. The director has actively sought personal opportunities for training in the field of educational development in order to better fulfill position responsibilities. Research (Condon, Iverson, Manduca, Rutz & Willett, 2016)⁸ indicates that “well designed faculty development initiatives can contribute to teaching in ways that elicit better student work around core institutional learning goals” (p. xi). Thus, the last few years have focused on evidence-based faculty development efforts designed to promote student success through faculty success. Finally, annual themes have been created to enhance TLF branding and identification (See Appendix D: Annual Themes).

Section 3: Organizational Structure

The TLF has a somewhat unique organizational structure. The Director (which is a dual appointment with the academic department) is selected by a committee appointed by the Faculty Senate Executive Committee. The Director also serves as the Chair of the Teaching, Learning and Assessment (TLA) Committee and oversees completion of faculty senate charges for the TLA committee in addition to overseeing the programs, services, and daily operations of the TLF.. The Director reports directly to the Associate Provost for High Impact Programs and Faculty Development. The position is funded through the Provost’s Office.

Table 3A: Organizational Chart for TLF within the Provost’s Office

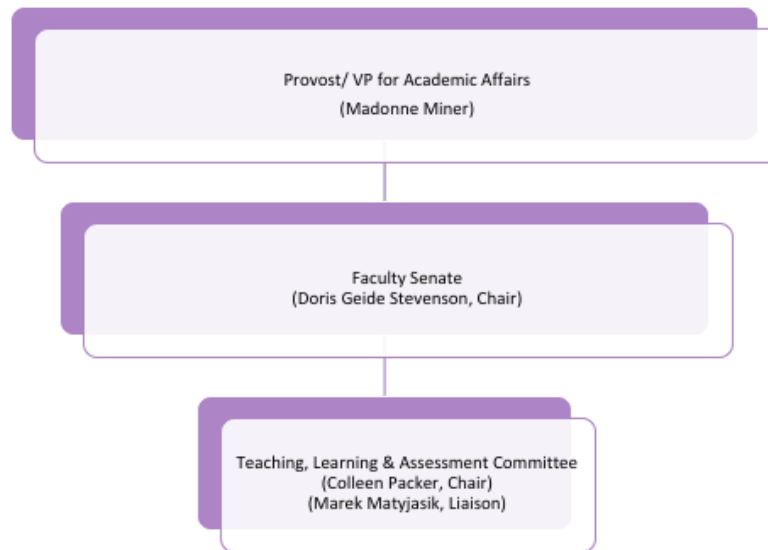


⁸ Condon, W. Iverson, E. R., Manduca, C. A., Rutz, C., & Willet, G. (2016). *Faculty Development and Student Learning: Assessing the Connections*. Bloomington, IN: Indiana University Press.

Organizational Chart for TLF within Faculty Senate

Note that the Teaching, Learning and Assessment Committee is one of twelve standing committees within the purview of Faculty Senate. Weber State University prides itself on shared governance between faculty and administration. The TLA committee consists of twelve faculty members representing academic units across campus in addition to a liaison from the Faculty Senate Executive Committee, an administrative liaison from the Deans, and an ex-officio member from Academic Programs and Assessment.

Table 3B: Organizational Chart for TLF within Faculty Senate



3.1 Mission, Vision and Goals

Mission Statement

The Teaching and Learning Forum promotes, supports and provides faculty development opportunities to strengthen the teaching and learning environment at WSU.

We accomplish this mission through FACULTY by:

- **Fostering** a community of conversation and reflection about the art and science of teaching and learning.
- **Assisting** faculty in developing and strengthening their identities as teachers and scholars.
- **Contributing** to a campus culture dedicated to student success through evidence-based teaching and engaged learning across all disciplines.
- **Upholding** and advancing the university's commitment to teaching and learning through

promoting policies and practices that support and reward high quality teaching.

- Leveraging faculty development resources across campus to empower faculty in their role as teachers at WSU.
- Tailoring faculty development opportunities to address faculty needs and current issues associated with teaching and learning.
- Yearly program evaluation and assessment.

Using this mission as a guiding framework, the TLF contributes specifically to overall excellence in teaching, mentoring and campus-wide faculty development. We adhere to the notion that a successful faculty member can positively and effectively impact overall student success.

Vision Statement

Teaching and learning is the heart of Weber State University. The Teaching and Learning Forum is the center of WSU's culture that values evidence-based teaching and engaged learning to promote student success. The TLF is a resource for all faculty who care about the learning environment they create for students. It fosters dialogue, scholarship, innovation, and excellence in learner-centered teaching. The TLF provides and promotes opportunities for the enhancement of excellent teaching and scholarship that mutually inform one another for the benefit of faculty, students and the community. In sum, the Teaching and Learning Forum values, promotes and seeks to reward teaching as a core scholarly activity informed by research and reflection to positively impact and promote student success.

Another facet of the TLF is the Faculty Senate Standing Committee on Teaching, Learning and Assessment. The committee "endeavors to enhance the learning environment at Weber State University. When the opportunity and need arise, and as charged by the Executive Committee of the Faculty Senate, the Committee studies, evaluates, and makes recommendations on issues affecting the teaching environment and the assessment of student learning at Weber State University. It also advises the Chair of the Committee in his or her capacity as the Director of the Teaching and Learning Forum and supports the activities of the Teaching and Learning Forum" (Faculty Senate Website, Standing Committees, Teaching, Learning and Assessment, <https://www.weber.edu/facultysenate/StandingCommittees.html>).

Goals

The TLF sets modest goals to pursue each year, mostly focused on programs and services. Additionally, we also work with the TLA committee to address the charges provided by the Faculty Senate. We strive to be responsive to faculty needs and ultimately would like to be viewed as the central entity on campus for educational development. In 2017, we created a mission and vision statement for TLF as the first step toward reaching this goal. The accomplishment of the mission through FACULTY and the vision statement serve as overarching goals for the TLF. To synthesize, the TLF seeks to promote collaboration through building partnerships and collaborating with individuals and academic units so that we can better leverage our resources to positively impact teaching and learning at WSU. We seek to build communities of practice among faculty in order to foster collaboration and a sense of

shared goals. We also promote evidence-based innovation in and the continual exploration of developing new instructional and curricular approaches, which is vital to instructors of all experience levels. Finally, we advocate for the importance of teaching and learning at WSU and support it as a vital task of the university worth the highest levels of attention, recognition, and funding.

With this extensive review, we are hoping to gain insights and direction as we pursue a more comprehensive strategic plan for educational development at the university. Currently, we do not have a strategic plan in place, although the WSU 2030 Vision suggests specific areas that find themselves within the purview of the TLF in addition to our existing mission and vision statements. Based on the 2030 document, the TLF should be 1) pursuing faculty recognition and rewards for excellence in teaching, 2) fostering research related to pedagogy and improving student learning, and 3) developing research initiatives that create opportunities to integrate scholarship and learning for faculty.

3.2 Leadership

The TLF Director position is a part time position for a current tenure-track professor. The position is a split appointment with ½ release time from the academic department. The director oversees the programming efforts for the TLF, chairs the Faculty Senate TLA Committee, and teaches half time in his/her academic department. The Faculty Senate Executive Committee creates the position announcement to delineate the required and recommended qualifications for the position. (See Appendix E: Position Announcement). The Executive Committee of the Faculty Senate creates a selection committee to interview interested applicants and make the final selection.

3.3 Staff Expertise & Preparation (Staffing)

The TLF staff consists of a part time director, a full time administrative assistant and two part time student workers.

Director. The Director position is a half time, 10 month position (with an 11th month negotiable with the Associate Provost). The Director oversees TLF programs and services (see Section 4 for a detailed explanation of TLF programs, services and initiatives) and chairs the TLA Committee of the Faculty Senate. The current director has participated in numerous training seminars sponsored by the POD Network in order to better navigate the responsibilities associated with the position. She attended the POD Network Institute for New Faculty Developers that focused on emerging technology, inclusive practice, best practices, and practical applications in the field of educational development in higher education. She has also attended the Workshop for New Faculty Directors at the annual POD conference. She also attended a backward design institute sponsored by the Center for Teaching and Learning at Boise State University. These training opportunities have been invaluable in being responsive to the ever-changing educational development needs of faculty.

The challenge with this part-time director model is that every 3-6 years (depending on whether the director renews his/her position), a new director has to get up-to-speed on educational development research and literature (See Appendix E: Position Announcement for detailed information regarding position selection criteria and responsibilities),

Administrative Specialist. The Administrative Specialist is a full time, 12 month position and is the one constant staff member for the TLF. The Administrative Specialist oversees the day-to-day operations of the center, including p-card conciliations, faculty emails from the TLF, and oversees the book group program. She also supervises the student workers.

Student Office Worker. This is a 20 hour per week position with no benefits. The student completes tasks and projects as needed under the supervision of the Administrative Specialist and Director.

Media Specialist. This is a 29 hour per week hourly position with no benefits. The Media Specialists oversees the TLF website, and social media sites such as Twitter, Instagram and Facebook. He also photographs and films events. He creates all publicity and promotional materials including banners, posters, flyers, and so forth.

The table below provides an overview and comparison of teaching and learning centers in the Utah System of Higher Education (USHE). Information is based on data received from the directors of the teaching and learning centers at teaching-centered universities in the state. Information from R-1 universities is not included.

Table 3.3A: Comparison of USHE Teaching and Learning Centers⁹

	DSU	SLCC	SUU	UVU	WSU
STAFFING					
Director	1	1	1		1
Associate/Assistant Director		0	1		0
Faculty Fellows/Consultants			1		0
Student Consultants			0		0
Administrative Assistants	1	1	.15		1
Student Office Workers	.5	1	.25		.5
Media/Marketing Specialist			0		.5 (hourly)
Other		2 full time faculty			

⁹ Missing information from the chart will be forwarded as soon as it becomes available.

		development coordinators			
DIRECTOR INFORMATION					
Nature of position: Full time professional, part time professional, part time (split appt)		Full time administrative position	Full time		Part time, split appointment (current faculty member)
Term of Appointment		ongoing	10 month		10 months
Length of Appointment			3 years		3 years with option to renew for one term, but must reapply
External or Internal Job Posting		External job posting	Internal		Internal
Selection Process		Hiring committee	Appointed by Associate Provost		Appointed by faculty senate committee and approved by the Associate Provost
NUMBER OF FACULTY (FT/ADJ)					
		350 Full time/ 1100 Adjunct			551 Full time/ 461 Adjunct
NAME OF CENTER					
		Faculty Development	Center of Excellence for Teaching and Learning		Teaching and Learning Forum

3.4 Institutional Placement

The TLF is housed in the centrally-located library on campus. The office resides on the third floor and has a reception area, a storage space and an office for the director (see Section 4.2 for more detailed information regarding the physical space). The TLF is one of several campus entities that support educational development efforts among faculty. The director has access to and meets regularly with the Associate Provost for High Impact Programs and Faculty Development and also reports to the Faculty Senate Executive Committee in matters relating to the Teaching, Learning and Assessment Committee in addition to TLF issues. The director also serves on numerous committees based on his/her role as the TLF director.

3.5 Collaborations

The TLF prides itself on its collaborations with other campus entities and strives to do so whenever possible. These partnerships help all involved better leverage resources to meet the educational development needs of our faculty. A representative list of collaborations includes the following (in order based on the frequency of interaction and depth of the partnership):

Table 3.5A: Collaborative Partnerships

Collaborative Partnership	Event
WSU Online	We have an ongoing collaboration with WSU Online. For the past two summers, we have collaborated with WSU Online to sponsor the Technology Buffet, a half day teaching with technology event highlighting the use of emerging technologies in online and face-to-face educational settings. We have also worked with them in the past on workshops and SOTL related research.
Office of Institutional Effectiveness	We have an ongoing collaboration with this office. They are instrumental in assisting with the completion of faculty senate charges involving surveys and assessments. This year, Gail Niklason, the director, is an ex-officio member of the TLA committee.
Student Success Series	This is an institutional initiative through the offices of the chief academic officers of the institution. We have worked closely with the Associate Provost and numerous committees representing academic affairs and student services. We provide advertising and marketing for events and have also sponsored speakers as part of the initiative.
Office of Diversity	We co-sponsored a number of meetings dealing with hate speech and inclusive pedagogy after a racially-motivated incident at the university. We sponsored two panel discussions with the campus AA/EO director, faculty senate chair, and the Assistant Vice President for Diversity. We would like to pursue more collaborations with the office in an effort to promote more faculty training in and experiences with inclusive pedagogy in all classroom settings (face-to-face and online).
Provost's Office & Student Affairs	The TLF was included in a partnership for a week-long institute focused on inclusive pedagogy for faculty. The Provost's Office and Student Affairs received a grant to conduct a retreat regarding inclusive excellence. Inclusive pedagogy has not been a primary focus of the TLF in the past and the current director would like to see more collaborations and more emphasis on this topic in the future.
General Education	Over the past few years, WSU has been focused on general education revitalization. We have collaborated with the Faculty Senate committee on General Education Improvement and Assessment to present workshops at our new faculty and adjunct

	faculty retreats.
Office of Sponsored Projects	We have not yet collaborated with OSP, but would like to in the future. Their expertise in grant writing may prove invaluable for faculty as they pursue funding avenues for conducting and publishing their research. Currently, the OSP oversees a writing group for interested faculty. I would like to explore the possibility of a partnership to create a faculty writing initiative through both offices.

3.6 Operational Procedures & Archives

Currently, we have not developed or maintained a systematic mechanism to archive operational procedures. We have files in a Google Drive document, but they are not organized in a format conducive to searches by outside entities. TLF personnel can access the files, but they are not available on a public level. This is likely due to the part time nature of the director appointment and the Administrative Specialist running the daily operations of the TLF. We most often rely on the institutional memory of the director and administrative specialist regarding operational procedures. This is one area of improvement that needs to be addressed. We need to do a better job of archiving operational procedures and assessments for our programs, budgets, and so forth for reporting purposes and for institutional records. The one public accounting in place is the [TLF/TLA annual report for the past year](#), available on the Faculty Senate website, yet, it is somewhat difficult to locate. It might make sense to house all past annual reports on the TLF website to promote transparency and provide information about TLF programs and initiatives.

Section 4: Programs, Services and Initiatives

The TLF offers a number of various programs, services, and initiatives. When the current director entered the position, most of the offerings involved weekly workshops centered around teaching issues. For the first couple of years of her appointment, WSU faculty received a smorgasbord of workshops and a couple of retreats each year. Yet, at a faculty development institute sponsored by the Professional Organization Development (POD) Network, she learned that “one-and-done” programming is one of the least effective ways to approach faculty development. As a result, programming is evolving to include more sustainable programs over time rather than “one-shot” workshops. Within the last three years, there have been a number of programs introduced through TLF such as Communities of Practice, Ten Before Tenure, Teaching and Learning Consultants and New Faculty Mentorship. Yet, these programs have failed to gain traction, largely in part due to lack of TLF leadership effectively sharing the vision with faculty and administrators and the time commitment needed to effectively facilitate program development. The current director believes that each of these programs shows promise in enhancing faculty development efforts given adequate resources for effective implementation. Our goal is that these programs can become integral parts of the institutional fabric of faculty development.

The remainder of this section focuses on the programs and services we have offered in the past 3-5 years.

4.1 Faculty Retreats

New Faculty Retreat

The New Faculty Retreat is a 3-day flagship event for the TLF. Each fall prior to the beginning of the academic year, new faculty meet at an off-campus location to learn about WSU resources, connect with new and established colleagues, and experience evidence-based teaching practices modeled by presenters. There are multiple purposes for the event including faculty learning about WSU resources, connecting with new and established colleagues and experiencing evidence-based teaching practices modeled by presenters. Sessions begin with an opening breakfast on campus, then continue throughout Saturday afternoon at a local resort. In the past, the retreat has been held at the Snowbird Ski Resort, the Alta Ski Resort, the Homestead in Midway and most recently at the Zermatt Resort, also in Midway. During the retreat, we provide an opportunity for new faculty to complete health assessments on site with our Wellness office. There are also evening socials to promote conversation and interaction. The past two years, we have made an effort to provide sessions that are interactive and consistent with one of the eight evidence-based teaching strategies from the book, *Teaching for Learning: 101 Intentionally Designed Educational Activities to Put Students on the Path to Success*.¹⁰ Each new faculty participant received a copy of the book upon completion of the retreat evaluation.

Adjunct Faculty Retreat

The Adjunct Faculty Retreat is generally held on a Saturday from morning to mid-afternoon to accommodate schedules of adjuncts who have other full time employment responsibilities. In the past, the retreat has featured workshops focused on various aspects of pedagogy. During the past two years, the format has changed to mirror the Great Teachers Model (a model based on the philosophy that well-facilitated shoptalk is one of the highest forms of professional development). Participants engage in highly interactive discussions with other adjunct instructors from different and similar disciplines, sharing teaching strategies and innovations, and seeking solutions to their own teaching problems and challenges. The TLF provides breakfast and lunch. Participants receive some sort of incentive for attending (such as a \$50 Amazon gift card, bags, water bottles, books, etc. These incentives are often extra items we have from other events). We also do a drawing for an ipad at the end of the event as a means to encourage participation throughout the entire day.

¹⁰ Major, C. H., Harris, M. S., & Zekrajsek, T. (2015). *Teaching for Learning: 101 Intentionally Designed Educational Activities to Put Students on the Path to Success*. New York, NY: Routledge.

Red Rock Great Teaching Retreat

The Red Rock Great Teaching Retreat is held in Moab, UT at the end of February. The retreat provides a teaching-related professional development opportunity for higher education faculty. It is based on the philosophy that “well facilitated shoptalk is one of the highest forms of professional development.” Participants bring teaching ideas, teaching literature, and as a group, decide which issues are most relevant for discussion. Retreat facilitators, chosen from the previous year’s participants, provide structure and guidelines to assure effectiveness and efficiency. WSU generally sends 10-12 faculty - both full time and adjunct - to participate.

Great Teacher’s Summit

Every year, Utah Valley University sponsors a “Great Teaching Summit” for its faculty. The two day event is held at the Utah Valley University satellite campus in Midway, Utah. Working with their Office of Teaching and Learning, we sent 3 faculty participants in 2017. We did not send anyone in 2018 due to budget reallocations.

4.2 Faculty Symposium

The Faculty Symposium is an event designed to showcase teaching and learning through research, great ideas for teaching students (GIFTS), panel discussions, teaching demonstrations, reports from Communities of Practice, and the like. It is modeled after many disciplinary conferences in that faculty submit proposals for various types of presentations, which are then selected and programmed into an afternoon event. In the past, the event has begun with a luncheon and either a keynote speaker or panel presentation. This year the event will change its focus to include recognition of the Presidential Teaching Excellence Award recipients and recipients of teaching-related grants from specific donors. We anticipate that this event will become one of the flagship events for the TLF in the future.

4.3 Initiatives

Communities of Practice

The TLF initiated a new program known as Communities of Practice in the 2017-2018 academic year. The program involves groups of 8-12 people who share a common concern or passion about a topic and come together with a facilitator to deepen their knowledge and expertise in this area by interacting with each other on an ongoing basis (Wenger, McDermott, & Snyder, 2002, p. 4)¹¹. At Weber State, these communities of practice are groups of faculty and staff who commit to regularly scheduled sessions on a focus area in teaching and learning followed by actions such as planning and trying out the techniques discussed in the group. These communities provide a supportive environment where members can experiment with

¹¹ Wenger, E., McDermott, R, & Snyder, W. (2002). *Cultivating Communities of Practice: A Guide to Managing Knowledge*. Boston, MA: Harvard Business School Press.

new approaches to teaching and learning, share successes and challenges, and/or engage in the scholarship of teaching and learning (SoTL) through collaborative research projects and dissemination of instructional practices and tools. We began the program with the five groups as listed below. In the future, we hope to increase our offerings to stay current with emerging teaching and learning innovations and to meet faculty demand and interests. For example, this year (even though this year is not included in this program review), we have added communities of practice focused on inclusive excellence and process oriented guided inquiry learning (POGIL).

2017-2018 Communities of Practice

- Scholarship of Teaching and Learning
- Sustainability Across the Curriculum
- Using Great “IDEAS” from Evidence-Based Teaching Strategies
- Community Engaged Learning
- Teaching with Technology

Ten Before Tenure

The Ten Before Tenure program is designed to provide pre-tenure Weber State University faculty with opportunities to enhance their understanding and use of evidence based teaching practices, interact and share ideas with colleagues, and create teaching materials that can be used in their tenure and promotion files. The four highly recommended experiences include participation in/at and reflection about the New Faculty Retreat, Communities of Practice, Digital Literacy through WSU Online, and Classroom Observation and/or the Mid-semester Assessment Process (MAP). The remaining six experiences are at the discretion of the faculty members so that they can select events and opportunities most relevant to their teaching situations. These include (but are not limited to) workshops, teaching conferences, teaching presentations, special projects for the TLF, and the like. Currently, the structure for the program has been created in that the Provost has committed to recognizing those faculty who complete the program with a certificate for their tenure and promotion files. However, the program still needs traction among faculty and faculty committees in order to become viable. Next year, the TLF will be working to institutionalize this program as a vital part of the tenure, promotion and review process as a means of demonstrating continued efforts to improve pedagogical practices.

SOTL Scholars Program

This program took place in Spring of 2016 in an effort to promote scholarly inquiry related to student learning. Pursuant to the WSU 2030 Vision that WSU “will actively foster research related to pedagogy and improving student learning,” the TLF developed the program to assist and promote faculty scholarship in the context of teaching and learning. Those faculty who participated in the program: 1) framed and prepared research questions related to effective teaching and student learning; 2) designed and conducted a SOTL study to investigate effective teaching and student learning, and; 3) presented SOTL research to peers at the Faculty Symposium and/or another academic conference. Participants were selected through a competitive, blind-review process by the members of the TLA Committee. Eleven faculty

members participated. Presentations and publications stemming from participation in the SOTL Scholars Program are listed below:

Anderson, S. & Johnson, R. (2018, November). *Practice-based coaching in early childhood*. National Association of Early Childhood Teacher Educators Annual Conference, Washington, DC.

Goldbogen, T. (2017, March). *Creative processes in the elementary classroom: Examining the effects of community engaged learning on arts-based student learning*. Paper presented at the annual Faculty Symposium of the Weber State University Teaching and Learning Forum, Ogden, UT.

Goldbogen, T. (2018, July). *Translation and exchange across distance: Mapping the use of drama-based pedagogy in Australian and US contexts*. Paper presented at the International Drama in Education Research Institute, Auckland, NZ.

Goldbogen, T. (2018, August). *Mutually beneficial: Arts-based community-engaged learning with higher education*. Paper presented at the annual conference of the American Alliance for Theatre and Education.

Johnson, R., Anderson, S., Henke, T., Ota, C., & Qiu, W. (submitted, Jan 2019). Practice-based coaching in early childhood: Closing the gap between preservice beliefs and practices. *Journal of Early Childhood Teacher Education*.

Lancaster, A. L. (2017, November). *Student learning with permissive and restrictive cell phone policies: A classroom experiment*. Paper presented at the annual convention of the National Communication Association, Dallas, TX. (Paper was selected as a Top 4 Paper in the SOTL Division).

Lancaster, A. L. (2018). Student learning with permissive and restrictive cell phone policies: A classroom Experiment. *International Journal of the Scholarship of Teaching and Learning*, 12, 1, 1-6.

Rasmussen, C. L., Stewart, P. W. (2018). Metacognitive prompts within an online course. *Journal of the International Society for Teacher Education*, 22(1), 19-29.

Rasmussen, C. L., & Stewart, P. W. (2017, April). *Metacognitive prompts within an online course*. Paper presentation at the annual conference of the International Society for Teacher Education, Aarhus, Denmark.

We believe that this type of program should be pursued as a flagship program in the future, offered at least every other year. It is consistent with the mission and vision of the university and puts WSU and its faculty at the forefront of conversations involving SOTL research.

4.4 Book Groups

Each semester, the TLF sponsors book groups across campus. Each group member receives a copy of the book and a lunch voucher to discuss the book with their groups. This program is

open to all faculty and staff and is by far, the most popular program the TLF oversees. Titles and genres are varied, including fiction and nonfiction, classics, popular novels, memoirs, and of course, teaching and learning-related titles. We also strive to include books written by authors who will be visiting campus during the semester whenever possible.

4.5 Speaker/Speaker Series

Last Lecture

For this event, the TLA Committee selects one of Weber State’s distinguished faculty members from a list of nominees to give a hypothetical final presentation to students and colleagues. This tradition is common throughout the country, and has been a way to honor and highlight the work and experiences of one of our faculty members throughout his/her tenure at WSU. The event includes a pre-lecture luncheon for the presenter and his/her guests, followed by the lecture which is open to the public.

Table 4.5A: Overview of Last Lecture Presentations 2014-2018

Year	Presenter	Department	Presentation Title
2018	Mikel Vause	English	Sir Arthur Conan Doyle: The Righter of Wrongs
2017	Molly Smith	Health Performance	Off the Blocks without Goggles or Google
2016	Dixie Blackinton	Math	The Mystery of Math at WSU
2015	Diane Kawamura	Nursing	The Original Shades of Gray
2014	Brad Carroll	Physics	Reflections of a Time Traveler

Student Success Initiative (collaboration with Provost’s Office)

The TLF collaborated with multiple campus entities to provide programming and support for the student success initiative from the Provost’s Office. Much of the information regarding the series and registering for the events is housed on the TLF website:

The purpose of the Promoting Student Success Series is to encourage campus wide conversations about promoting and advancing the culture of student success. The student success lecture series has been designed to inform the development of a vision for the role of WSU educators in promoting student success. During the academic year, WSU educators will hear from nationally-renowned speakers regarding student success efforts in various contexts. Our goal is to identify strategies to better coordinate WSU efforts around student success and better define the roles of educators in promoting student success.

In addition to providing support for marketing and promotions, the TLF scheduled and coordinated one of the major speakers in 2017. Todd Zakrajsek, a co-author of *Teaching for Learning* met with TLA committee members at a morning brunch, presented a campus wide keynote address entitled, “Teach Like a Puma” which focused on faculty roles in promoting

student success, and led an afternoon workshop focusing on specific evidence-based learning strategies for the classroom.

4.6 Workshops/ Workshop Series

Pathways

Pathways is a series dedicated to the professional development of new members of the WSU faculty. The series features presentations, discussions and experiences designed to promote the development, advancement and retention of pre-tenure faculty. This program has been minimized due to research that suggests “one-and-done” programming may not have significant impact to overall faculty development efforts. Part of this program included an annual workshop on putting together tenure and promotion files. There was concern on the part of our academic deans that we may be duplicating efforts with them, as they would like to oversee the dissemination of information regarding tenure and promotion files within their own colleges. As a result, the TLF will no longer be providing that particular workshop.

Technology Buffet

The Technology Buffet is a one-day long seminar that showcases innovative uses of technology in the classroom. Presenters are selected based on proposal submissions. The day of the event, they present a 20 minute “teaser” of their session during a blast session with participants. From the teaser presentations, participants attending the buffet can select two sessions to attend in the afternoon to learn more about the technologies most salient to their needs. In the past, emerging technology presentations have included Quizlet Learn, ToonDoo, Kahoot, Canva, Spark Video, SmartPodium, Online Accessibility, Video Creation and Storage, and Flipgrid.

Summer Learning Series

The Summer Learning Series was a series of workshops presented over a 4-6 week time period at WSU’s downtown facility. The purpose of the series was to provide faculty development opportunities outside of a regular semester when faculty may have more time to engage in such endeavors. Sessions focused on measuring teaching effectiveness, competency based learning, teaching excellence, community engaged learning and inclusiveness in the classroom. You can see the smorgasbord nature of the program. We have replaced this series with the Technology Buffet the past two summers. We seem to be getting a better response to the Technology Buffet format, although we recognize that this 4-6 week time period might also be conducive to a more focused “institute-type” of faculty development experience.

4.7 Services

Teaching and Learning Mentorship Cadre

The TLF has laid the groundwork for a mentoring program for new faculty. The goals of the program are four-fold: 1) New faculty will develop a sense of belonging and connection as a faculty member at WSU; 2) New faculty will be better prepared for success as a faculty member; 3) New faculty will receive access and guidance from a college mentor and TLF programming resources; and 4) New faculty will become engaged in the WSU community through participation with their mentor, TLF events, and/or other departmental/ college/ university programs and committees. To meet these outcomes, the TLF will assign each mentor up to 5 new faculty members with whom to interact throughout the academic year.

Mentors are required to be from the college of the new faculty members and be tenured. They are asked to meet with their new faculty cohort at the New Faculty retreat, interact with them at least twice during fall and spring semesters, and go to lunch once during each semester. Additionally, TLF will sponsor a luncheon for mentors and new faculty at the end of each semester. We conducted a pilot study of this program last year and will continue to explore methods to strengthen and improve it. We recently conducted a focus group addressing benefits and challenges of the program and results are being compiled. As we move forward, we will utilize the information to inform our efforts.

Teaching and Learning Consultants

The foundations for the TLC program were developed last year by a small group of tenured, full professors: Michael Wutz, Peggy Saunders, and Colleen Packer. This year we were hoping to implement the program on a small scale to determine its effectiveness and usefulness for faculty. Yet, because of our desire to conduct a program review, we decided to put this initiative on hold for now. Of note, we had one request for a classroom observation (with no public information about the program) and assistance with teaching effectiveness, which we were able to fulfill. Additionally, there were a number of faculty who expressed interest in participating as TLCs when an interest survey was distributed earlier in the year. We will follow up with them as we move forward with program development.

Technology Library

Currently, the TLF houses a technology library that includes 30 each of regular ipads and ipad minis¹². There is also a portable projector for faculty to check out for conference presentations. Faculty are able to contact our Administrative Specialist to check-out the equipment. TLF staff keeps the ipads updated and uploads apps as requested by faculty using the equipment. While we have a limited number of faculty who check out the equipment, those who do are grateful for the resource and have indicated their satisfaction in being able to use the equipment to enhance the educational process in their classrooms.

¹² See Appendix C for an Equipment Inventory List.

4.8 Program Attendance Summary

Table 4.8A: Program Attendance Summary

EVENT	2014-2015	2015-2016	2016-2017	2017-2018	EVENT TOTALS
Retreats					
New Faculty Retreat	92	95	70	78	335
Adjunct Faculty Retreat	87	80	42	44	253
Red Rock Great Teaching Retreat	12	12	12	11	47
Great Teachers Summit	N/A	N/A	N/A	3	3
Faculty Symposium					
Faculty Symposium	N/A	25	24	60	109
Initiatives					
Communities of Practice	N/A	N/A	N/A	48	48
Ten Before Tenure	N/A	N/A	N/A	0	0 ¹³
Institutes	24 ¹⁴	25 ¹⁵	N/A	N/A	49
Mentoring Program	N/A	N/A	N/A	51	51
Book Groups					
Book Groups	332	552	504	706	2094
Speakers / Speaking Series					
Last Lecture	No report	175	140	125	440
Student Success	N/A	N/A	N/A	66	66 ¹⁶
Workshops / Workshop Series					
Pathways (Brown Bags/ GIFTS)	130	34	24	100	288

¹³ The Ten Before Tenure Program was introduced in Fall 2017, but there has been no systematic effort to promote it. The Provost has agreed to support the program and sign certificates, etc., but the TLF has not taken the time to promote the program to the extent that it needs to be for viability. We plan to promote the program in a more organized, collaborative manner following this program review, should that direction be affirmed by the review team.

¹⁴ Adjunct Academy was a two-day overnight program in the summer.

¹⁵ The SOTL Scholars Program was a semester-long program to promote SOTL research.

¹⁶ There have been hundreds of participants at the Student Success Series Events. This is the only event that was completely sponsored by the TLF, thus it is the only event we reported for this self study.

Tenure & Promotion	N/A	11	10	15	36
Technology Buffet ¹⁷	N/A	N/A	N/A	44	44
Summer Learning Series	65	65	28	N/A	158
Services					
Technology Library	N/A	N/A	N/A	2	2
Consultations	N/A	N/A	N/A	1	1
YEARLY TOTALS >>	742	1074	854	1354	4024 ¹⁸

Section 5: Resource Allocation & Infrastructure

5.1 Budget

The TLF receives funding from the Office of the Provost. The budget includes funding for programming, services, equipment, operating expenses, staff travel and salaries. Computer replacement costs are budgeted on a standard 3 year replacement cycle and includes staff computers as well as ipads and other devices for the technology library and our social media specialist. Smaller technologies (peripherals, headphones, etc.) are purchased from the TLF current expense account.

The majority of our operating expenses are base-funded including a full time staff position, an hourly employee and student worker. A funding summary of the TLF operating budget is directly below, followed by a budget break-down of specific programs and services.

Table 5.1A: Teaching & Learning Forum Operating Budget 2015-2019

Teaching and Learning Forum Operating Budget 2015-2019				
Budget Item	2015-2016	2016-2017	2017-2018	2018-2019
Equipment				
Technology Equipment	0	0	0	9870
Camera	0	0	350	0
Professional Development/Travel				
Travel, Director	2500	2500	3000	2500
Travel, Administrative Specialist	0	0	0	500
General Fund (Supplies, copying, printing, space rental, etc.)				
Current Expense	87,613	86,557	101,849	102,200 ¹⁹

¹⁷ The Technology Buffet is a co-sponsored event through a collaboration with WSU Online. We are reporting the attendance here since we were an integral part of the program.

¹⁸ This number includes repeat participants and does not account for unique individual involvement.

¹⁹ This amount is based on the budget request and cost projections for the current academic year.

Salaries/Wages				
Director ²⁰	11,534	12,768	13,023	13,378
Administrative Specialist	29,024	29,610	30,957	32,616
Hourly Wage	19,949	23,764	28,170	23,500
Benefits	20,193	22,344	23,290	21,775
TOTALS	170,813	177,543	200,639	206,339

The budget below is a comprehensive breakdown of costs associated with individual programs and services. The figures below provide an overview of amounts budgeted for specific programs, most of which are reflected in the operating budget. An exception would be funding for the New Faculty Retreat which comes from the Provost's budget. Thus, bottom-line amounts may not align with the TLF budget figures above due to different funding sources.

Table 5.1B: Teaching and Learning Forum Programming Budget 2015-2019

Teaching and Learning Forum Programming Budget 2015-2019				
Budget Item	2015-2016	2016-2017	2017-2018	2018-2019
Summer Learning Series	1240	1702	2839	2500
New Faculty Retreat ²¹	45,139	50,908	54,858	55,000
Pathways/Sessions	333	359	107	400
Last Lecture	1551	1702	1761	1800
Book Groups	12,253	12,543	10,870	12,500
Adjunct Faculty Retreat	9714	4980	4247	5000
Red Rock Great Teaching Retreat	5850	5808	5316	5800
Faculty Symposium	1685	545	1029	1200 ²²
SOTL Scholars	7271	8786	0	0
Communities of Practice	N/A	N/A	2500	10,500
Student Success Series	0	0	3000	3000
Services				
Mentor Program	0	0	1115	0 ²³

²⁰ This amount represents salary monies for the 10th month of pay in addition to an administrative stipend. Funding for instructional wage (IW) to cover the two-course released time is sent directly to the director's academic department from the Provost's Office, so is not a part of the TLF budget.

²¹ Funding for the New Faculty Retreat comes from a separate account earmarked for that purpose from the Provost's Office. TLF is responsible for submitting all receipts, invoices, etc. for budgeting and accounting purposes.

²² Donors recently provided a grant to help offset the cost of the Faculty Symposium. The budget comes out of the President's Office, but the TLF will receive financial assistance from the President's office in the amount of \$13-15K to promote, coordinate and host the faculty symposium event which includes an awards and recognition banquet, which we have not done in the past.

²³ The TLF Director and Associate Provost thought it best to cut funding for the mentoring program and the TL consultants for this year to allow more time to focus on the program review. Both programs were introduced in the 2017-2018 academic year. We would like to continue them in the future.

Teaching & Learning Consultants	0	0	50	0
TOTALS	85,036	87,333	87,692	97,700

5.2 Location and space

The TLF is located on the third floor of the Stewart Library in a 540 square foot²⁴ space remodeled in 2017. The space includes:

- Reception Area: 240 sq. ft. with two staff workstations in a shared space for the administrative assistant/office manager and a student worker. There is also a bookshelf and a table.
- Storage Area: 120 sq. ft. with closets, shelves and storage space for supplies. This is also where the technology library is housed.
- Director Office: 180 sq. ft. workspace with a workstation, office refrigerator, and storage cabinet.
- Kitchen Area: The TLF does not have breakroom space or kitchen space. Currently, the staff shares the kitchen area in the Honors Center which has a microwave, refrigerator and sink.
- Copy Room. The TLF does not have space for a copy machine. Currently, we share the copy room and copy machine with the Honors Center. We shared the cost of purchasing the copy machine with Honors and continue to share maintenance and copy costs.

While the space is adequate for the day-to-day operations of the TLF, there is no space for informal faculty gatherings or TLF meetings. Currently, we schedule meeting space in either the Stewart Library or the Shepherd Union Building, depending on availability.

5.3 Staffing

Director: The Director position is a faculty appointment made by a committee formed by the Executive Committee of the Faculty Senate. Generally, the committee consists of members of the Executive Committee and the Teaching, Learning and Assessment Committee. Candidates for the position must be full time faculty members. The Director is charged with overseeing faculty development and also chairs the Teaching, Learning and Assessment Committee. The director works collaboratively with the TLA committee to complete faculty senate charges and pursue educational development opportunities for faculty within the TLF. The position is a dual appointment, with the director teaching a 2-2 load (the traditional teaching load for full time faculty is 4-4) and then spending the rest of his/her time working in the capacity of TLF Director and TLA Chair. Because the director is appointed from full-time faculty, s/he generally has a limited background in the field of educational development. Fortunately, there are a plethora of opportunities for the director to enhance his/her skill sets in the field through professional development opportunities sponsored by the American Council on Education, the POD Network and other professional entities. In the past four years, the administration has

²⁴ Square footage is approximate.

been extremely supportive in providing funding for the professional development efforts of the director in an effort to enhance his/her success in the role.

Administrative Specialist III/ Office Manager: The Administrative Specialist is a full-time non-exempt²⁵ staff position who oversees the day-to-day operations of the office. S/he is responsible for the budget, P-card reconciliation, negotiating contracts and scheduling with event venues, creating registration documents for events, sending emails to faculty, and maintaining records and archives for the TLF.

Student Office Employee: The student employee reports directly to the Administrative Specialist and assists her in completing the daily work of the TLF.

Social Media/Marketing Specialist: This is a part-time hourly position that oversees and creates all social media (including the TLF website, facebook, and twitter) and marketing/advertising associated with the TLF. The position is funded through and reports to TLF, although his services and expertise are shared with other units under the purview of the Associate Provost for High Impact Practices and Faculty Development. Currently, the specialist works from home since there is limited space for him to work in the office. The TLF provides a laptop computer and camera for him to complete his work.

5.4 Online Resources

The TLF has an established website that includes basic information about the organization in addition to the programs and services it provides. The pages are somewhat easy to navigate although they need to be updated. Currently, many pages are out-of-date. For example, the most recent article on our research page is from 2013 and the most recent minutes from TLA meetings are from 2015. Minutes from current meetings are available, but they have not yet been added to the web page. This may be due to lack of communication in terms of clarifying expectations as to who is responsible for posting the minutes on the page and/or a lack of time to actually complete the task. In sum, we have a lot of opportunity for improvement in terms of establishing an online presence through WSU's website. A full-time multi-media/social media/marketing specialist would greatly improve our online presence on the WSU website.

We also have a facebook page and a twitter account which are overseen and updated by our part-time hourly social media specialist. These areas are more current with live twitter feeds during events.

5.5 Communication and Reputation

²⁵ Non-exempt staff are salaried employees without faculty appointment whose positions primarily require paraprofessional, clerical, skilled crafts or service training and capabilities ([PPM 3-2-6](#)).

The TLF strives to maintain communication with faculty-at-large on a regular basis. Each week, the TLF sends the Teaching Newsletter from the Chronicle of Higher Education to all faculty. We also communicate with faculty and key administrators through marketing materials for our events. Our current practice is to send a “save-the-date” email 3-4 weeks prior to the event, followed by a registration email and reminder registration email. Events are also advertised on Facebook. We avoid the use of flyers, posters and physical mailers in an effort to maximize sustainability practices. Improvements to communication and marketing could include a regular newsletter highlighting teaching practices, faculty innovations, and the like. More timely communication of events could also be improved. There have been a few instances where information could have been disseminated earlier. We are also open to alternative notifications besides email. We worry that TLF messages are discarded without being read because of the vast numbers of email faculty receive. The TLF also strives to be responsive to faculty needs. In the past, we have asked retreat and workshop participants (in “post-assessment” program evaluations) what types of training/sessions/workshops they would like to see, and we have made adjustments accordingly. For example, adjunct faculty indicated the types of sessions they would prefer to see at the adjunct faculty retreat, and we have made adjustments to include those topic areas. We have also conducted focus groups with new faculty at the end of their first semester with the same goal in mind: to determine what needs they have as new faculty and how we can best meet those needs at the New Faculty Retreat and through TLF programs throughout the academic year.

Section 6: Self Reflections

As part of the process for this review, we solicited feedback from three of our major stakeholders, namely the Teaching, Learning and Assessment Committee, Faculty Senate Executive Committee, and the Teaching and Learning Forum staff.

6.1 SWOT Analysis

The TLA Committee participated in two reflective activities as part of the this self study, the first of which was a SWOT analysis activity to identify the strengths, weaknesses, opportunities and threats of and for the TLF. The Faculty Senate Executive Committee completed an abbreviated SWOT analysis during one of their regularly scheduled meetings. They responded to two prompts: 1) Identify the strengths of the Teaching and Learning Forum, and 2) Identify areas where the Teaching and Learning Forum could improve (in short, weaknesses).

The Teaching & Learning Forum staff also identified strengths and weaknesses in an exercise similar to that of the Faculty Senate Executive Committee. (See Table 6A: Comparisons of TLF Strengths and Weaknesses).

Table 6.1A: Comparisons of TLF Strengths and Weaknesses

Stakeholder Groups >>	Teaching & Learning Forum Staff (n=4)	Teaching, Learning & Assessment Committee (n=17)	Executive Committee (n= 9)
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<p>Strengths</p>	<p><u>Staff</u></p> <ul style="list-style-type: none"> •Commitment of staff •Ability to work with limited resources •Collaborations with other departments <p><u>Programs</u></p> <ul style="list-style-type: none"> •New Faculty Retreat •Book groups <p>Responsive to faculty suggestions and needs</p>	<p><u>Commitment</u></p> <ul style="list-style-type: none"> •Commitment to professional development •Commitment to quality learning •Willingness to listen/flexibility <p><u>Programs and Services</u></p> <ul style="list-style-type: none"> •New Faculty Retreat •Programs to improve teaching •Continuing education opportunities <p><u>Leadership</u></p> <p>In house expertise and diverse faculty (including diversity of faculty on committee). Good support & leadership</p> <p><u>TLA and TLF</u></p> <p>Promotion and awareness of TLA</p>	<p><u>Professional Development Opportunities (4)</u></p> <ul style="list-style-type: none"> •Present innovative ideas •Bring lecturers to discuss pedagogical issues <p><u>Programs and Services</u></p> <ul style="list-style-type: none"> •New Faculty Retreat (7) •Book Groups (5) •Adjunct Retreat (2) •Last Lecture •Learning Series •Faculty Symposium <p><u>Collaboration</u></p> <ul style="list-style-type: none"> •Working with senior faculty to upgrade teaching materials •Collaborating with instructional designers <p><u>Publicity/advertising/marketing</u></p> <p>Publishing news of teaching & learning conference opportunities</p>
<p>Weaknesses</p>	<p><u>Space</u></p> <ul style="list-style-type: none"> •Small space •No faculty work space •No “owned” classroom for events •Difficult to find - not centrally located for faculty •No break room <p>Reputation, efforts not valued</p> <p>Lack of attendance at events</p> <p>Assessment efforts</p>	<p><u>Publicity/advertising/marketing</u></p> <ul style="list-style-type: none"> •Faculty aren’t fully aware of TLA or TLF •Advertising of faculty resources •Improve website and marketing <p><u>Campus-Wide Initiatives</u></p> <ul style="list-style-type: none"> •Graduation and retention rates of underrepresented students •We get our charges solely from Faculty Senate <p><u>Campus Support</u></p> <ul style="list-style-type: none"> •Insufficient buy-in from deans and collaboration •Disagreement on desired direction (e.g., desired forms of assessment - student evals) •Overburdened faculty, lack of availability to participate <p><u>Programs/Services</u></p> <ul style="list-style-type: none"> •Frequencies of training opportunities •Need greater support for later/trans-disciplinary teaching <p><u>TLA Focus</u></p> <ul style="list-style-type: none"> •Not enough emphasis on the Assessment in TLA 	<p><u>Publicity/advertising/marketing</u></p> <ul style="list-style-type: none"> •services & opportunities •timely access to what’s happening •perhaps a calendar link from the “Calendar” home page <p><u>Campus-Wide Initiatives</u></p> <ul style="list-style-type: none"> •Stalled on student evals of faculty •Not sure how/if TLF is involved with students •has not helped so far to improve retention/graduation rates <p><u>Faculty Related Opportunities</u></p> <ul style="list-style-type: none"> •Create an incentive to go to presentations •More recognition of faculty who attend events/workshops •Connecting individual faculty with mentors across campus •Has not engaged all faculty •Not as much participation from faculty (underutilized) <p><u>Programs/Services</u></p> <ul style="list-style-type: none"> •More evidence-based offerings, grounding in SOTL •Visible theme with few important event that have wide reach •More avenues for assistance with courses •More focus on faculty development (scholarship, teaching)

			<ul style="list-style-type: none"> •developing professional files •promoting research •Lack of support for faculty to attend faculty development discipline-specific conferences
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The TLA Committee also identified opportunities and threats as part of the SWOT Analysis exercise. Results are below in Table 6B.

Table 6B: Perceived Opportunities and Threats Identified by the TLA Committee

Opportunities	Threats
<u>Partnerships</u> <ul style="list-style-type: none"> •Partnerships with support departments (course design, educational technology, LMS tools) •Tap into student experience and expertise NCLB <u>Financial Support</u> <ul style="list-style-type: none"> •Donor support for travel, service & scholarship •Better professional development opportunities than other institutions <u>Participation</u> <ul style="list-style-type: none"> •Engaged faculty •More participation in Faculty Symposium <u>Tools</u> <ul style="list-style-type: none"> •Linked In Learning <u>Publicity/advertising/marketing</u> <ul style="list-style-type: none"> •More communication at Faculty Symposium of opportunities and resources •Increase awareness and prestige of awards •Improve website and marketing <u>Programs and Services</u> Speaker Series	Teaching stagnation Evolving educational structure Time commitment Unpredictable external forces Apathy among select faculty Difficulty integrating teaching, service and scholarship (PPM doesn't reflect new direction) Cultural change with new university president

In addition to the above information, the TLA committee also identified values characterizing the TLF as listed below:

- Faculty Success (resources, professional development, communication)
- Excellence in teaching, leading to student success.
- Collaboration

Student retention
Diversity (local, regional, global)
Faculty recognition
Creating a welcoming and supporting environment
Evidenced-based efforts
Advocacy

6.2 A Center for Teaching and Learning Matrix

The TLA Committee members engaged in a reflective activity during the first meeting of the Spring semester, utilizing [A Center for Teaching and Learning Matrix](#) developed by the American Council on Education and the POD Network (2018). Participants indicated their perceptions of TLF “development in the 17 domains of practice across three levels that indicate institutional commitment to professional learning that leads to instructional effectiveness,”²⁶ namely: Organizational Structure, Resource Allocation & Infrastructure, and Programs & Services. Mean results of the survey are on the following pages.

²⁶ American Council on Education & Pod Network. (2018). *A Center for Teaching and Learning Matrix*.

Table 6.2A: Mean Scores for Organizational Structure (n=13)

ORGANIZATIONAL STRUCTURE

The organizational structure of the teaching and learning center (Center, or CTL) reveals institutional commitment to educational development, teaching, and student learning.

	BEGINNING/DEVELOPING	PROFICIENT/FUNCTIONING	ACCOMPLISHED/EXEMPLARY
MISSION, VISION, AND GOALS	Center is crafting a mission, vision, and goals and it is making a first attempt at aligning with campus priorities. CTL is in the process of writing a strategic plan. Center does not yet have an assessment plan and procedures for documenting and measuring effectiveness.	Center has an articulated mission, vision, and goals, but goals may need to be better aligned with institutional mission and connected to campus priorities. Center has a strategic plan and initial process for documenting and measuring effectiveness.	Center has an articulated mission that is connected to its institution's strategic plan and priorities, key goals that align with mission, activities that enable the Center to reach these goals, and a comprehensive evaluation plan.
LEADERSHIP	Center leadership role is emerging for institutional type, e.g., part-time director, minimal release time for small college director, new in position. Center is researching and identifying qualifications, experience, and competencies for a faculty developer position, and makes evident the incumbent should demonstrate a commitment to diversity and inclusion.	Center leadership role is appropriate for institutional type, e.g., full-time director or release time for small college director; there is low turnover (average term of service at least three years). Initial qualities for a leadership position are developed. This includes a concerted effort and commitment to diversity and inclusion when considering candidates with the requisite qualifications, experience, and competencies aligned with the position. There is a concerted effort to reduce staff turnover.	Center leadership role is appropriate for institutional type, e.g., full-time, mid- to high-level unit leader. There is a very clear commitment to equity-minded leadership when considering qualifications, experience, and competencies. There is a low rate of turnover. If director appointment is temporary and rotating, term is long enough for achievement of goals. Director is consulted on plans and included on key committees involving teaching improvement and student success.
STAFF EXPERTISE AND PREPARATION	Director/staff may be recognized for teaching excellence. Director/staff may be new to academic leadership and/or educational development.	Director has some experience managing an academic center or program. Director/staff have some background or experience that directly impacts educational development or student learning.	Director has considerable management and supervisory experience in higher education administration (including in a CTL context). Director/staff have substantial educational training or documented work experience in educational development and student learning. Director/staff engage in ongoing professional development.
INSTITUTIONAL PLACEMENT	A formal center and/or an individual charged with responsibility for educational development is emergent.	A formal center and/or an individual charged with responsibility for educational development has been identified. A number of several campus units that support instructors; direct, or explicit (sometimes) access to chief academic officers; director may report to a unit outside of central academic administration.	Center is the principal educational development unit on campus. Director has a direct reporting line to a chief academic officer and explicit access to central academic administrators, e.g., provost, dean.
COLLABORATIONS	Center is in initial stages of identifying mission-aligned collaborations or mergers.	Center is cultivating mission-aligned collaborations or mergers (instructional technology unit is a common partner but CTL may network with other units). Services across units need better coordination or integration. CTL director/staff have limited influence on selection of instructional technologies, learning spaces, and resources that support teaching and learning.	Center works extensively with mission-aligned collaborating units or departments to provide coordinated, integrated, or embedded services. (Common partners include instructional technology unit, departments/colleges, and/or library. Other partner units may include student academic support, assessment, writing, diversity and inclusion, community service learning, or graduate school.) CTL may co-locate, integrate, or closely collaborate with other units, e.g., instructional technology. CTL director/staff are involved in decisions that influence selection of instructional technologies/learning spaces/resources that support teaching and learning.
OPERATIONAL PROCEDURES AND ARCHIVES	Center is developing guidelines for organization's operation and creating mechanisms for transmitting institutional memory (e.g., records of programming, assessment activities).	Center has some guidelines for organizational operation; mechanisms for transmitting institutional memory (records of past programming, assessment activities) are in place. Records may be in paper or digital format.	Center has robust guidelines and procedures for organizational operation. Mechanisms for transmitting institutional memory (records of past programming, assessment activities) are in place and have impact over time. Records are digitally organized, archived, and regularly updated.

Table 6.2B: Mean Scores for Resource Allocation and Infrastructure (n = 13)

RESOURCE ALLOCATION AND INFRASTRUCTURE

The degree to which an institution funds and locates teaching development, and the ways in which a CTL designs programming for the campus, indicates its centrality. Depending upon institutional mission, size, and Carnegie classification, some of these elements (like staffing) may be aspirational, or outside of Center scope.

	BEGINNING/DEVELOPING	PROFICIENT/FUNCTIONING	ACCOMPLISHED/EXEMPLARY
BUDGET	Funding for the Center is largely in the form of support for specific events or programs.	Center has appropriate institutional budget, although it may fluctuate from year to year. Budget may encompass both programming and personnel costs. Budget may be supplemented by cost-sharing with other units, one-time campus allocations, or external grants.	Center budget is funded proportional to campus mission, vision, and strategic direction. Budget absorbs rates of fluctuation from year to year and allows for long-term planning, staffing, and growth. Budget encompasses programming, personnel costs, services (e.g., food, outside speakers), and supplies. Funds are available to support the professional development of all Center staff. Budget is supplemented by cost-sharing with other units or one-time campus allocations. Budget is sufficient without external sources of funds but CTL may hold a gift fund, secure external grants, or partner on grants.
LOCATION & SPACE	Center utilizes space that may be shared among multiple institutional units. Center staff may be housed in a location separate from where programming and services are offered.	The Center has dedicated space and can be located without difficulty. There is adequate office space for staff; access to a classroom, lab, or space for meetings, programs, and events. Center space is adequately resourced but design may not reflect pedagogical principles and practices.	CTL is in a location that is easily found and accessible, with ample office space for staff. May include a workspace for instructors. CTL has dedicated classroom, lab, and meeting/event space. Center space is welcoming, engaging, and resource rich. CTL features new spaces or repurposes existing space configured with technology. Pedagogical principles and practices drive space design, including educational technology implementation.
STAFFING	CTL may be led by a faculty committee (some with release/reassigned time) or by an individual administrator, faculty or staff member who may be less than full time. The committee/individual charged with leading the CTL is beginning to develop a background in the field of faculty/educational development. CTL struggles to meet requests.	CTL has an individual charged with supporting educational development. Center staff includes a director, although may be less than full-time. Staffing is relatively lean. At least one member of the CTL staff has a background in the field of educational development. Requests from faculty may exceed the staff's capacity.	Center has a dedicated staff that includes a full-time director who may also hold other titles. Staffing is substantial and may include a program coordinator, associate or assistant director, instructional/technology consultant, faculty associate, postdoc, graduate student or undergraduate assistant, full- or part-time. Multiple members of CTL staff have backgrounds in educational development. Staff is able to meet most or all requests for services and is sufficient to meet operational needs (e.g., publicity, archiving).
ONLINE RESOURCES	Center's website is in development or is established with basic information about Center's location, contact information, and schedule of events. Center staff are considering how/whether to provide instructional resources online.	Center may extend its reach via web pages that are current and easily navigable. Some instructional resources and program materials may be available online.	Center significantly extends its reach via a dynamic online presence. Web pages are current and easily navigable. Instructional resources and program materials are online and may include asynchronous programming (webinars), electronic newsletters, blogs, and links to other print and visual materials.
COMMUNICATION & REPUTATION	Center staff is developing a marketing plan. Communication is largely event-based and is accomplished through flyers, word of mouth, and emails. CTL is developing a needs assessment to better understand the diverse interests of faculty across departments, career stages, and appointment types.	Regular communication is offered to the campus (e.g., via email, newsletter, or social media). CTL is beginning to develop a reputation for providing programs responsive to instructor/construction needs. Some departments/appointment types may be underrepresented in attendance, while others may be overrepresented. Programming may be perceived as for certain departments/appointment types only, e.g., humanities, tenure-track faculty.	CTL provides proactive and timely outreach via email, newsletters, social media engagement, and "on the road" events. Center has strong reputation for programs highly responsive to identified needs and increases awareness on campus through promotional materials. Programming is well attended and perceived as open and available to all.

Table 6.2C: Mean Scores for Programs and Services (n = 13)

PROGRAMS AND SERVICES

Teaching and learning centers develop evidence-based, mission-dependent programming based upon instructor, student, and campus need. While the domains below may be context-specific, relationships and community remain key indicators of Center viability.

	BEGINNING/DEVELOPING	PROFICIENT/FUNCTIONING	ACCOMPLISHED/EXEMPLARY
SCOPE	Programs and services are responsive to the expressed needs of some CTL constituencies but are not fully aligned with Center mission and goals. Programs are limited in variety and ability to scale.	Programs and services are responsive to expressed needs of many/all CTL constituencies and are aligned with mission and goals. Programs are not scalable, or largely targets a particular career stage, appointment type, or disciplinary area.	Programs and services are responsive to and advance needs and initiatives as defined by the institution, are aligned with CTL mission and goals, and are grounded in literature on teaching, learning, and educational development. A diverse array of programs is designed to reach broad campus constituencies.
TARGET AUDIENCE	Center programs and services target individual instructors including those with contingent appointments, post-doctoral fellows, or graduate students (as applicable for the institution).	Plus: Center programs and services target cohorts that represent instructors at similar career milestones (e.g., new faculty), roles (e.g., pre-tenure-track faculty), common interests or responsibilities (e.g., teaching crucial gateway courses, or teaching multicultural content), or those from the same academic department or program.	Plus: Center collaborates with other centers, or disseminates to a wider audience beyond the institution, through online resources, programs, and scholarly communications (e.g., presentations and publications).
CONTENT	CTL programs address course design, topics in teaching effectiveness, and/or use of specific technologies.	Plus: CTL programs address curriculum and learner-centered activities and assignments for culturally diverse classrooms, and fair and equitable assessment.	Plus: CTL offers a programmatic approach that provides a continuous professional development model for instructors as learners, offering targeted, motivating and inclusive instruction that supports faculty growth. Programming addresses a strategic campus need, e.g., increasing graduation rates among all student groups, developing faculty leadership.
APPROACH	CTL programs and services disseminate content related to teaching and support implementation mainly through one-time workshops, individual consultations, and self-help resources (e.g., online). Center may rely heavily on outsourced programming sources.	Plus: Center offers an array of original programs (e.g., individual consultation with feedback, discipline-specific/customized workshops or seminars in a series, communities of practice, institutes/reasons) that disseminate content related to teaching and strongly support implementation.	Plus: Center offers longitudinal programming designed according to principles of adult learning. Center offers an array of original programs and curricular opportunities (e.g., courses, certificates) that disseminate content related to a range of educational development needs. CTL strongly supports implementation and encourages reflective practice (e.g., retreats, grants to support scholarly approaches to teaching and learning, curriculum projects, conference travel).
REACH¹	Depending upon campus mission and size, CTL reaches a small fraction of instructors. Participation is not representative of appointment types, career stages, departments/colleges. CTL thinks strategically about how to incentivize participation, e.g., how to reach faculty with part-time or contingent appointments for whom developmental activities are not included as part of regular faculty work.	CTL reach is growing. Participation is somewhat representative of appointment types, career stages, departments/colleges. Center is able to offer modest incentives to select constituencies to encourage and recognize engagement in CTL initiatives.	Depending upon campus size and mission, CTL reaches a critical mass of instructors. Participation is strategically distributed across appointment types, career stages, and departments/colleges to serve critical institutional initiatives. Incentives for instructors, especially those for whom developmental activities are not part of their regular workload, might include stipends to offset additional time commitments, paid course release time, conference registrations, or leadership opportunities to impact teaching culture, policies, and procedures.
IMPACT	Center collects data on the numbers of participants using services and self-reports of program value, usefulness, and satisfaction. Data are used for planning, resource allocation, and to inform and enhance programs and services.	Plus: Center collects evidence of program outcomes, which may include measurements of the impact on participants' teaching (e.g., attitudes, implementation of teaching practices, adoption of reflective strategies, and direct/indirect diffusion of effective practice). Center uses this evidence to improve program design.	Plus: Center collects evidence of program outcomes on student learning and/or institutional culture of teaching. Center engages in the scholarship of educational development that can inform and enhance the CTL's programs and services through presentations and publications.

¹ The field of educational development would benefit from more research on what constitutes ample "reach," but Bishop and Keehn's (2015) study of 171 institutions suggests that estimated reach varies by institution type, ranging from 12–49 percent of full-time faculty, 17–34 percent of part-time faculty, 0–25 percent of graduate students, and 5–37 percent of undergraduates. Other proposed guidelines include a move past a threshold of 15–16 percent of instructors, to scale beyond innovators/early adopters or past "broken status" (Kanter 1977; Rogers 1962).

Section 7: Learning Outcomes & Assessment Efforts

During the past couple of years, we have begun to develop learning outcomes for each of our programs. These outcomes are designed to help us, as facilitators of faculty development efforts, to maintain focus and purpose in our programming. We are still in the process of developing learning outcomes for all of our programs and services, yet we have a good start.

For each of our programs, we have used some form of assessment or evaluation. These follow-up evaluations generally ask about what we could do to improve the program in the future, yet seldom address the learning outcomes specifically. In order to improve our assessment efforts, our assessment questions need stronger alignment with learning outcomes. The programs for which we have developed learning outcomes are listed below.

7.1 Faculty learning Outcomes

Faculty learning outcomes help us identify the expectations we have for different types of programs and services and allow us to be more intentional in our programming. We strive to consider the goals of the program and the needs of the faculty, mindfully select programming models through evidence-based scholarship, and then develop the program accordingly. Programmatic learning outcomes are identified below with a brief comment of assessment measures as available.

New Faculty Retreat

1. New faculty will feel a sense of belonging to a WSU teaching and learning community.
2. New faculty will feel confident and prepared to start teaching their classes at WSU.
3. New faculty will be able to integrate at least one teaching strategy into their courses in the coming semester.
4. New faculty can identify various WSU programs that can promote faculty and student success.

Assessment measures included a survey/questionnaire consisting of likert-type and open-ended response questions administered at the end of the retreat. Overall, the feedback was very positive, including comments about the effectiveness of the “educational sessions”, “exposure to new pedagogical techniques”, “having the chance to connect with other faculty” and “learning about WSU and the resources available.” Said one participant “the sessions and community building were absolutely fantastic, informative, engaging and well structured.” There were also suggested areas for improvement including having fewer, but longer sessions to maximize more effective learning and exploring alternatives to the Talent Show in an effort to be “more inclusive of the introverts in the group.” These suggestions will inform our planning for next year’s retreat. Additionally, we will revise the evaluation form to better align with our learning outcomes.

Adjunct Faculty Retreat

1. Adjuncts will feel a sense of belonging to a WSU teaching and learning community.
2. Adjuncts will be able to integrate at least one teaching strategy into their courses in the present or coming semester.

For the past two years, we have changed the format of the Adjunct Faculty Retreat to model the Great Teachers Retreat, based on the philosophy that well-facilitated shop talk is one of the highest forms of professional development. Participants bring a handout that includes their contact information, an engaging teaching strategy, an unresolved teaching problem, a technique for teaching with technology, and/or an object lesson/device, or activity. We have received positive feedback regarding the model and plan to continue it in the future. Sadly, however, our assessment questions did not align with our learning outcomes.

SOTL Scholars Program

This program seeks to assist and promote faculty scholarship in the context of teaching and learning. To the end, SOTL scholars will:

1. Frame and prepare research questions related to effective teaching and learning.
2. Design and conduct a SOTL study to investigate effective teaching and learning.
3. Present SOTL research to peers at the WSU Faculty Symposium or another event.

We felt that this program was very successful. As a result of their participation, SOTL scholars presented their papers at 6 conferences which led to two publications and one manuscript currently under review. Of note, the manuscript under review is an extension of the research done during the SOTL institute. The SOTL scholar provided an opportunity for a master's student to become involved with the research and the two of them have submitted the manuscript for publication. (See the list of presentations and publications in Section 4.3 under SOTL Scholars Program).

Communities of Practice

Participants in learning communities should be able to demonstrate at least two of the following:

1. Integrate research-based, learner-centered and/or inclusive pedagogies in their teaching.
2. Leverage collaborative relationships with colleagues across disciplines on topics related to learning-centered instructional innovation and student success.
3. Disseminate practices and scholarship with the broader teaching community at and beyond WSU.

Three of the groups submitted a final report of meeting attendance and activities. We did not gather specific assessment data from each group, but all five of the groups presented sessions at the Faculty Symposium. The Teaching with Technology Community of Practice held a competition for the best "teaching with technology" idea and used their funding to give small stipends to winners of the competition.

Ten Before Tenure

Participants will be able to:

1. Enhance their understanding and use of evidence-based teaching practices.
2. Interact and share ideas with colleagues.
3. Create teaching materials that can be used in the tenure and promotion files.

No assessment data has been gathered with this program because it is in the nascent stages of development and promotion to new faculty specifically and the campus in general. Additionally, we need to do some work to integrate it into the fabric of the tenure and promotion process before we create an advertising and awareness campaign. We contend that the program has promise in demonstrating a thoughtful and reflective approach to improving teaching and plan to explore the possibility of institutionalizing this program if there is enough interest to do so.

Faculty Symposium

1. Participants will feel an increased desire to integrate more effective, efficient, and innovative teaching strategies in their courses
2. The symposium will provide an opportunity for faculty to share best practices, innovations, and/or lessons learned from their teaching experiences with their colleagues.
3. The symposium will provide an opportunity for faculty to network and develop professional relationships and collaborations with each other based on common interests.
4. The symposium will provide an opportunity for faculty to give a professional presentation related to the scholarship of teaching and learning. This experience may encourage more faculty to be more involved in research and present their research at professional conferences.
5. The conference will provide an opportunity for faculty and staff to share what they have presented (and also learned) at professional conferences with other WSU faculty.

Symposium feedback could have been better aligned with the outcomes for the event. We received feedback on individual sessions, but not the symposium overall. Feedback regarding individual sessions was positive, with attendees saying that they learned helpful information that could inform their teaching. One attendee indicated, "I was wowed by the information from the Sustainability session..." The major criticism with the event was publicity. Five respondents indicated that they only knew about the symposium because they were presenting. Representative comments included, "More information in advance would be helpful in preparation." "Get the schedule out earlier." "I would have liked to receive more information on each workshop in advance."

Assessment of TLF programs is an area that needs improvement. Current data collection is superficial and nonsystematic. The TLF needs to explore strategies for collecting, analyzing, and integrating data to provide evidence of the integration of enhanced teaching behaviors that support student success. In preparing this self study, we have found numerous resources that

could assist us in bolstering our assessment efforts. The work of Susan Hines²⁷, Carol Hurney, et. al²⁸, and Catherine Haras, et. al²⁹ and Dee Fink³⁰ explore frameworks for assessing and evaluating the effectiveness of programs based on learning outcomes. We plan to consult these resources as we move forward with the creation of a comprehensive assessment plan in the future.

Section 8: Looking Forward

The future of the Teaching and Learning forum is rich with possibilities. It is our firm belief that faculty development efforts focused on the implementation and execution of evidence-based strategies will lead to faculty success, which in turn, will positively impact student success. We would like our efforts to meet those needs and goals. Thus, this self study becomes a point of departure from which to pursue domains in each of the three specific areas of educational development identified in the “Center for Teaching and Learning Matrix” (See Appendix B).

8.1 Organizational Structure

Center Mission, Vision, and Goals. The TLF has a specific mission and vision statement that align with the overall mission of the university. Improvements need to occur in terms of developing goals that complement the TLF mission and vision statements. Additionally, the TLF needs to develop a comprehensive assessment plan to measure the impact of the office and its programs. Strategic planning measures have been haphazard at best. Developing and implementing a strategic plan to document and measure TLF effectiveness should strengthen our efforts to reach faculty.

Leadership. Currently, our faculty development model does not reflect standards of excellence calling for a full time, mid to high level administrative director. WSU continues to have a part-time director who may or may not possess competencies in faculty development skills. Fortunately, the last few directors have had faculty development experience, although that may not always be the case. Additionally, there is the possibility that the director will change every three years, which hinders continuity in the position. We hope this review will identify issues for consideration and possible directions to pursue as we seek to improve our existing organizational structure.

Expertise and Preparation. The TLF is proficient in this area, yet could easily be considered exemplary with some changes in organizational structure. The ACE/POD document suggests that the director should have “considerable management and supervisory experience in higher

²⁷ Hines, S. (2017). Evaluating centers for teaching and learning: A field-tested model. *To Improve the Academy*, 36, 89-100. Doi: 10.1002/tia2.20058.

²⁸ Hurney, C. A., Brantmeier, E. J., Good, M. R., Harrison, D., & Meixner, C. The faculty learning outcome assessment framework. *Journal of Faculty Development*, 30, 2, 69-77.

²⁹ Haras, C., Tylor, S. C., Zakrajsek, T., Ginsberg, M., & Glover, J. (2017). Promising practices in the assessment of faculty development outcomes. *Institutional Commitment to Teaching Excellence: Assessing the Impacts and Outcomes of Faculty Development*. American Council on Education, 29-54.

³⁰ Fink, L. D. (2013). Innovative ways of assessing faculty development. *New Directions for Teaching and Learning*, 133, 47-59.

education administration” and “substantial educational training in educational development and student learning” (p. 5). Yet, WSU’s current selection practices may not necessarily lead to a director who has this experience and expertise. Often, good teachers who have overseen other campus programs are selected for the position, yet they may have little background in educational development or management/supervisory experience. This program review provides an excellent venue to explore possible restructuring options to remedy this challenge.

Institutional Placement. Institutional placement is a challenge for the TLF because it is not the foremost area for faculty development on campus. There are numerous other areas that also provide faculty development opportunities (such as WSU Online, Inclusive Excellence Programs, etc.). Our overall goal is to be recognized as the place to go for “all things teaching”, yet we are but one of several campus units that support our faculty. As we move forward with this review, we hope to identify ways to collaborate and combine resources into a more unified effort.

Collaborations. We pride ourselves on our collaborations and have every intention of continuing these efforts in the future. The similar educational development missions in TLF and WSU Online prompt numerous collaborations throughout the year. We would also like to pursue additional collaborations with other campus entities in an effort to provide more breadth and depth in our educational development efforts and offerings. Specifically, we would like to explore more significant, ongoing collaborations with the Office of Diversity to focus on inclusive teaching and the Office of Sponsored Projects to assist with grant writing and research. Another area where collaboration could be improved lies within Instructional Technology (IT). To their credit, IT has invited the TLF director to participate in some of its strategic planning meetings and the office has sought input regarding future directions for the IT team. We can see the value in being involved in the selection of instructional technologies and learning spaces that support teaching and learning, for example. We contend that coordinating with other faculty development efforts on campus will have a more positive, lasting effect on improved teaching and learning.

Operational Procedures and Archives. Currently, there are guidelines for many TLF programs, yet they lack an overall organizational structure and are sometimes difficult to access. The Administrative Specialist has begun to create program charts with standard operating procedures that outline tasks, contact personnel, and so forth for each of our programs. A significant time commitment will be required to create a more robust set of guidelines for operating the office and its programs, which may prove difficult given the current responsibilities of office staff. Moving forward, the TLF may benefit from creating an archive of previous programming, annual reports, assessment efforts, and the like in order to create an institutional memory that is easily accessible.

8.2 Resource Allocation and Infrastructure

Budget. The budget has been adequate for current programs, yet new initiatives are difficult to pursue due to limited funding (and personnel resources). It seems reasonable to pursue an endowment specifically earmarked for TLF. Recently, the university was able to secure a \$3 million grant from a donor to award excellence in teaching. We recognize the generosity of the donors and applaud the efforts of the university in securing this funding. Yet, research (see

Carusetta, 2001³¹ and Hammer, et. al, 2010³²) indicates that teaching awards do not necessarily foster improved teaching, and in fact have only minimal influence on such. We would support development efforts to secure a TLF Endowment with funding for a donor-named physical space (such as the Jane Smith Center for Teaching and Learning) and/or donor-based initiatives within the TLF (such as the John Smith Inclusive Excellence Institute). Absent an endowment, the director could collaborate with the development office and/or the Office of Sponsored Projects to explore and possibly secure external funding.

Location and Space. We appreciate the space we have in the library. We have access to classroom and meeting space through the library and the Honors Center. Yet, the space does not have dedicated training space, a faculty lab, a teaching library, or space for informal faculty discussions. There isn't a feeling of "place" beyond the office staff. The design of the TLF office is driven by square feet functionality rather than pedagogical principles and practices. Ultimately, we would like to see a Center for Teaching and Learning that houses all educational development entities under the same roof. The space should include an active learning classroom, a faculty teaching lab (even the faculty space within WSU Online is sparse with only 3-4 computer stations). Additionally, we would like to be more physically proximate to those units with whom we work most closely (such as WSU Online, IT and Institutional Effectiveness).

Staffing. The TLF staff members are hard-working and their willingness to take on additional responsibilities is commendable. We are able to function well in our current capacity, yet challenges surface when we strive to expand our offerings. We are often expected to do more with little to no change in resources (in both staffing and funding). Currently, the workings of the office depend primarily upon the director and the administrative specialist. We would like to explore the possibility of staffing changes in an effort to create an office that is not dependent upon any one or two people to function.

Online Resources. We have made some improvements over the last couple of years by updating our website to include new information about teaching and learning conferences in the region and more details about specific events. Moving forward, we would like to see a more dynamic online presence with webinars, newsletters, and the like. Our part-time hourly employee does fantastic work with our website and creating a social media presence. Unfortunately, his hours are limited by university policy, making it nearly impossible to maintain our web presence at the level we would like. A full-time social media specialist could create a more dynamic, robust website to enhance our online presence.

Communication and Reputation. Most of our communication to faculty promotes upcoming events that we sponsor, with the exception of a weekly "Quick Tip" for teaching from the *Chronicle of Higher Education*, which faculty receive in an email from our office. We have no comprehensive marketing or public relations strategies to enhance the overall reputation of the TLF. We make an honest effort to market programs to the campus community, yet sometimes experience low attendance at events, particularly by adjunct faculty. Moving forward, the TLF

³¹ Carusetta, E. (2001). Evaluating teaching through teaching awards. *New Directions in Teaching and Learning*, 88, 1, 31-40.

³² Hammer, D., Piascik, P., Medina, M., et. al. (2010). Recognition of teaching excellence. *American Journal of Pharmaceutical Education*, 74, 9, Article 164. <https://doi.org/10.5688/aj7409164>.

could explore ways in which to create a stronger overall campus presence for faculty who want to know about and improve teaching and learning at WSU.

8.3 Programs and Services

Scope. Over the past few years, the TLF has worked to broaden the scope of its programming efforts, and has done so with little change in resources. Past years have focused on one-time events which may prove ineffective in terms of lasting changes in teaching behaviors. Harwell (2003)³³ notes that “sustained, systematic professional development programs that unfold as *processes* over time are generally superior (p. 1)” to one-time events. Thus, the TLF has moved beyond a collection of one-time workshops to promote more systematic, continuous programs to enhance faculty teaching practices.

Target Audience. We consider ourselves proficient, not exemplary, in this area as we target cohorts of faculty who are at similar milestones in their academic careers. The New Faculty Retreat and the Adjunct Retreat are prime examples of target groups. We emphasize work with tenure-track faculty as well. We would like to reach all faculty, of course, and perhaps could create specific programming to meet the needs of faculty more advanced in their academic careers.

Content. The Student Success Initiative at the university has motivated much of the programming during the last two years, which explains why programs have focused mostly on teaching topics designed to improve student success. We have sought to address campus needs in this regard. We also focus on faculty success, specifically as faculty navigate the tenure and promotion process. Our goal is to provide a “continuous professional development model for faculty as learners” (ACE/POD Matrix, 2018, p.7). The Ten Before Tenure program is a step toward creating a model that promotes continuous faculty growth and development as teacher scholars. Moving forward, we would like to continue the process of integrating the Ten Before Tenure program into tenure and promotion documents. Additionally, SWOT analysis data suggested that the TLF could do more to address specific university initiatives (such as developing faculty leadership, student success, retention, general education revitalization, etc.). More efforts in these areas should prove beneficial in reaching across disciplinary lines and reaching broader campus constituencies.

Approach. The TLF seeks to provide evidence-based programming to enhance the professional development of faculty members. In the past three years, we have created the framework for programs that disseminate content related to teaching and learning including Ten Before Tenure, Communities of Practice, Teaching and Learning Consultants, and Teaching and Learning Mentorships. These programs, while not yet fully developed, have the potential to create meaningful faculty development opportunities across campus. Moving forward, we would like to institutionalize these programs by weaving them into the tapestry of educational development opportunities.

Reach. Currently, the TLF specifically reaches new faculty, and pre-tenure faculty in its programming efforts. We could improve our reach by focusing on offerings for established

³³ Harwell, S. H. (2003). *Teacher Professional Development: It's Not an Event, It's a Process*. Waco, TX: Center for Occupational Research and Development (CORD) White Paper.

faculty. Moving forward, the TLF needs to determine the extent to which we are reaching faculty across campus and which departments are more active so that we can identify strategies to better meet the needs of all academic departments. Additionally, we need to be more responsive to our adjunct faculty population. According to data from Institutional Research, WSU employed 863 adjunct faculty members in 2018. It is incumbent upon the TLF to explore more meaningful professional development strategies for our contingent colleagues.

Impact. Herein lies our Achilles heel. The TLF needs specific guidance as to how better assess our impact on campus, particularly in relationship to faculty development and student success. Currently, the TLF gathers self-report data on attendance, satisfaction, and suggestions for improvement for separate programs. Moving forward, our challenge is two-fold: First, we need to create an alignment between the learning outcomes and the assessment strategies we use for each of our programs and services. Secondly, we need to create a deliberate, comprehensive assessment plan to measure the impact of the our programs and services. We are hopeful that this shortcoming can be remedied.

Appendix A: [WSU 2030 Vision Statement](#)

WSU Vision Statement In 2030...

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.
3. WSU has an inclusive campus environment that meets the needs of a growing, diverse student body of more than 26,000.
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.
5. WSU welcomes traditional and nontraditional students and fosters an engaging and supportive campus culture enhanced by student-centered educational services.
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.

Directions

Based on an assessment of higher education trends in Utah, the Planning Council recommends the following action steps to ensure that Weber State University will reflect the attributes we strive for in 2030.

Teaching Excellence

- Hiring, developing and evaluating faculty will continue to reflect WSU's focus on teaching excellence.
- Faculty recognition and rewards for excellence in teaching will be expanded.
- WSU will continue to develop programs for undergraduate research and service learning as well as other activities that foster meaningful student engagement.

Research

- WSU will develop research centers that create opportunities to integrate scholarship and learning for faculty and students. The centers will attract faculty that are interested in exploring new

knowledge through research and engaging students in discovery. These centers will be a driving force in attracting external funding.

- WSU faculty and students will continue to play a leadership role in traditional, applied, and community based research.
- WSU will be the leader of cultural and artistic endeavors in northern Utah.
- WSU will actively foster research related to pedagogy and improving student learning.
- WSU's importance as an economic engine for the regional economy will increase.

Campus and Student Culture

- WSU will continue to develop its campuses in both Ogden and Layton with additional buildings, programs and student services to serve the growing student population.
- WSU will expand offerings in student-convenient "satellite" locations.
- 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.
- WSU will expand access to scholarship programs for all students and focus services and programs to meet their needs.
- WSU will enhance out-of-class student learning experiences through the development of leadership skills, ethical decision-making, and civic responsibility.
- The WSU campuses in Ogden and Layton will become significant destination nodes for the Wasatch Front mass transit system.
- WSU will offer courses at locations and times convenient for students.
- WSU will hire, develop and evaluate staff who foster a student-centered campus culture.
- WSU will engage alumni in the life of the university.
- WSU will expand efforts to foster a more sustainable campus through educational outreach, facility upgrades, recycling initiatives, and the encouragement of alternative modes of transportation.

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.
- WSU will use its open-access, community college role to become a leader in changing attitudes regarding access to and the value derived from higher education.

Student Success

- WSU will enhance academic, student development and support services to retain students through graduation.
- WSU will help students achieve their educational goals in a timely manner.
- WSU faculty and staff will collaborate on the goal of student success.
- WSU alumni will occupy leadership roles in business, education and government.

Appendix B: [A Center for Teaching and Learning Matrix](#)

Organizational Structure

ORGANIZATIONAL STRUCTURE

The organizational structure of the teaching and learning center (Center, or CTL) reveals institutional commitment to educational development, teaching, and student learning.

	BEGINNING/DEVELOPING	PROFICIENT/FUNCTIONING	ACCOMPLISHED/EXEMPLARY
MISSION, VISION, AND GOALS	Center is crafting a mission, vision, and goals, and it is making a first attempt at aligning with campus priorities. CTL is in the process of writing a strategic plan. Center does not yet have an assessment plan and procedures for documenting and measuring effectiveness.	Center has an articulated mission, vision, and goals, but goals may need to be better aligned with institutional mission and connected to campus priorities. Center has a strategic plan and initial process for documenting and measuring effectiveness.	Center has an articulated mission that is connected to its institution's strategic plan and priorities, key goals that align with mission, activities that enable the Center to reach these goals, and a comprehensive evaluation plan.
LEADERSHIP	Center leadership role is emerging for institutional type, e.g., part-time director, minimal release time for small college director, new in position. Center is researching and identifying qualifications, experience, and competencies for a faculty developer position, and makes evident the incumbent should demonstrate a commitment to diversity and inclusion.	Center leadership role is appropriate for institutional type, e.g., full-time director or release time for small college director; there is low turnover (average term of service at least three years). Initial qualities for a leadership position are developed. This includes a concerted effort and commitment to diversity and inclusion when considering candidates with the requisite qualifications, experience, and competencies aligned with the position. There is a concerted effort to reduce staff turnover.	Center leadership role is appropriate for institutional type, e.g., full-time, mid- to high-level unit leader. There is a very clear commitment to equity-minded leadership when considering qualifications, experience, and competencies. There is a low rate of turnover. If director appointment is temporary and rotating, term is long enough for achievement of goals. Director is consulted on plans and included on key committees involving teaching improvement and student success.
STAFF EXPERTISE AND PREPARATION	Director/staff may be recognized for teaching excellence. Director/staff may be new to academic leadership and/or educational development.	Director has some experience managing an academic center or program. Director/staff have some background or experience that directly impacts educational development or student learning.	Director has considerable management and supervisory experience in higher education administration (including in a CTL context). Director/staff have substantial educational training or documented work experience in educational development and student learning. Director/staff engage in ongoing professional development.
INSTITUTIONAL PLACEMENT	A formal center and/or an individual charged with responsibility for educational development is emergent.	A formal center and/or an individual charged with responsibility for educational development has been identified. Center is one of several campus units that support instructors; director has implicit (unwritten) access to chief academic officers; director may report to a unit outside of central academic administration.	Center is the principal educational development unit on campus. Director has a direct reporting line to a chief academic officer and explicit access to central academic administrators, e.g., provost, dean.
COLLABORATIONS	Center is in initial stages of identifying mission-aligned collaborations or mergers.	Center is cultivating mission-aligned collaborations or mergers (instructional technology unit is a common partner but CTL may network with other units). Services across units need better coordination or integration. CTL director/staff have limited influence on selection of instructional technologies, learning spaces, and resources that support teaching and learning.	Center works extensively with mission-aligned collaborating units or departments to provide coordinated, integrated, or embedded services. (Common partners include instructional technology unit, departments/colleges, and/or library. Other partner units may include student academic support, assessment, writing, diversity and inclusion, community service learning, or graduate school.) CTL may co-locate, integrate, or closely collaborate with other units, e.g., instructional technology. CTL director/staff are involved in decisions that influence selection of instructional technologies/learning spaces/resources that support teaching and learning.
OPERATIONAL PROCEDURES AND ARCHIVES	Center is developing guidelines for organization's operation and creating mechanisms for transmitting institutional memory (e.g., records of programming, assessment activities).	Center has some guidelines for organizational operation; mechanisms for transmitting institutional memory (records of past programming, assessment activities) are in place. Records may be in paper or digital format.	Center has robust guidelines and procedures for organizational operation. Mechanisms for transmitting institutional memory (records of past programming, assessment activities) are in place and chart impact over time. Records are digitally organized, archived, and regularly updated.

Appendix B (cont.): [A Center for Teaching and Learning Matrix](#)

Resource Allocation and Infrastructure

RESOURCE ALLOCATION AND INFRASTRUCTURE

The degree to which an institution funds and locates teaching development, and the ways in which a CTL designs programming for the campus, indicates its centrality. Depending upon institutional mission, size, and Carnegie classification, some of these elements (like staffing) may be aspirational, or outside of Center scope.

	BEGINNING/DEVELOPING	PROFICIENT/FUNCTIONING	ACCOMPLISHED/EXEMPLARY
BUDGET	Funding for the Center is largely in the form of support for specific events or programs.	Center has appropriate institutional budget, although it may fluctuate from year to year. Budget may encompass both programming and personnel costs, although personnel may be part of central administration budget. Funds are available to support the professional development of some Center staff. Budget may be supplemented by cost-sharing with other units, one-time campus allocations, or external grants.	Center budget is funded proportional to campus mission, vision, and strategic direction. Budget absorbs rates of fluctuation from year to year and allows for long-term planning, staffing, and growth. Budget encompasses programming, personnel costs, services (e.g., food, outside speakers), and supplies. Funds are available to support the professional development of all Center staff. Budget is supplemented by cost-sharing with other units or one-time campus allocations. Budget is sufficient without external sources of funds but CTL may hold a gift fund, secure external grants, or partner on grants.
LOCATION & SPACE	Center utilizes space that may be shared among multiple institutional units. Center staff may be housed in a location separate from where programming and services are offered.	The Center has dedicated space and can be located without difficulty. There is adequate office space for staff; access to a classroom, lab, and spaces for meetings, programs, and events. Center space is inviting and adequately resourced but design may not meet current demand/need and/or reflect pedagogical principles and practices.	CTL is in a location that is easily found and accessible, with ample office space for staff. May include a workspace for instructors. CTL has dedicated classroom, lab, and meeting/event space. Center space is welcoming, engaging, and resource rich. CTL features new spaces or repurposes existing space configured with technology. Pedagogical principles and practices drive space design, including educational technology implementation.
STAFFING	CTL may be led by a faculty committee (some with release/reassigned time) or by an individual administrator, faculty or staff member who may be less than full time. The committee/individual charged with leading the CTL is beginning to develop a background in the field of faculty/educational development. CTL struggles to meet requests.	CTL has an individual charged with supporting educational development. Center staff includes a director, although may be less than full-time. Staffing is relatively lean. At least one member of the CTL staff has a background in the field of educational development. Requests from faculty may exceed the staff's capacity.	Center has a dedicated staff that includes a full-time director who may also hold other titles. Staffing is substantial and may include a program coordinator, associate or assistant director, instructional/technology consultant, faculty associate, postdoc, graduate student or undergraduate assistant, full- or part-time. Multiple members of CTL staff have backgrounds in educational development. Staff is able to meet most or all requests for services and is sufficient to meet operational needs (e.g., publicity, archiving).
ONLINE RESOURCES	Center's website is in development or is established with basic information about Center's location, contact information, and schedule of events. Center staff are considering how/whether to provide instructional resources online.	Center may extend its reach via web pages that are current and easily navigable; some instructional resources and program materials may be available online.	Center significantly extends its reach via a dynamic online presence. Web pages are current and easily navigable. Instructional resources and program materials are online and may include asynchronous programming (webinars), electronic newsletters, blogs, and links to other print and visual materials.
COMMUNICATION & REPUTATION	Center staff is developing a marketing plan. Communication is largely event-based and is accomplished through flyers, word of mouth, and emails. CTL is developing a needs assessment to better understand the diverse interests of faculty across departments, career stages, and appointment types.	Regular communication is offered to the campus (e.g., via email, newsletter, or social media). CTL is beginning to develop a reputation for providing programs responsive to instructor/constituencies' needs. Some departments/appointment types may be overrepresented in attendance, while others may be underrepresented. Programming may be perceived as for certain departments/appointment types only, e.g., humanities, tenure-track faculty.	CTL provides proactive and timely outreach via email, newsletters, social media engagement, and "on the road" events. Center has strong reputation for programs highly responsive to identified needs and increases awareness on campus through promotional materials. Programming is well attended and perceived as open and available to all.

Appendix B (cont.): [A Center for Teaching and Learning Matrix](#)

Programs and Services

PROGRAMS AND SERVICES

Teaching and learning centers develop evidence-based, mission-dependent programming based upon instructor, student, and campus need. While the domains below may be context-specific, relationships and community remain key indicators of Center viability.




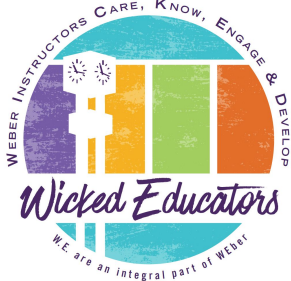
	BEGINNING/DEVELOPING	PROFICIENT/FUNCTIONING	ACCOMPLISHED/EXEMPLARY
SCOPE	Programs and services are responsive to the expressed needs of some CTL constituencies but are not fully aligned with Center mission and goals. Programs are limited in variety and ability to scale.	Programs and services are responsive to expressed needs of many/all CTL constituencies and are aligned with mission and goals. Programming may not be scalable, or largely targets a particular career stage, appointment type, or disciplinary area.	Programs and services are responsive to and advance needs and initiatives as defined by the institution, are aligned with CTL mission and goals, and are grounded in literature on teaching, learning, and educational development. A diverse array of programs is designed to reach broad campus constituencies.
TARGET AUDIENCE	Center programs and services target individual instructors, including those with contingent appointments, post-doctoral fellows, or graduate students (as applicable for the institution).	Plus: Center programs and services target cohorts that represent instructors at similar career milestones (e.g., new faculty), roles (e.g., non-tenure-track faculty), common interests or responsibilities (e.g., teaching crucial gateway courses, or teaching multicultural content), or those from the same academic department or program.	Plus: Center collaborates with other centers, or disseminates to a wider audience beyond the institution, through online resources, programs, and scholarly communications (e.g., presentations and publications).
CONTENT	CTL programs address course design, topics in teaching effectiveness, and/or use of specific technologies.	Plus: CTL programs address curriculum and learner-centered design that is inclusive of all students, motivating and effective learning activities and assignments for culturally diverse classrooms, and fair and equitable assessment.	Plus: CTL offers a programmatic approach that provides a continuous professional development model for instructors as learners, offering targeted, motivating and inclusive instruction that supports faculty growth. Programming addresses a strategic campus need, e.g., increasing graduation rates among all student groups, developing faculty leadership.
APPROACH	CTL programs and services disseminate content related to teaching and support implementation mainly through one-time workshops, individual consultations, and self-help resources (e.g., online). Center may rely heavily on outsourced programming sources.	Plus: Center offers an array of original programs (e.g., individual consultation with feedback, discipline-specific/customized workshops or seminars in a series, communities of practice, institutes/retreats) that disseminate content related to teaching and strongly support implementation.	Plus: Center offers longitudinal programming designed according to principles of adult learning. Center offers an array of original programs and curricular opportunities (e.g., courses, certificates) that disseminate content related to a range of educational development needs. CTL strongly supports implementation and encourages reflective practice (e.g., retreats, grants to support scholarly approaches to teaching and learning, curriculum projects, conference travel).
REACH¹	Depending upon campus mission and size, CTL reaches a small fraction of instructors. Participation is not representative of appointment types, career stages, departments/colleges. CTL thinks strategically about how to incentivize participation, e.g., how to reach faculty with part-time or contingent appointments for whom developmental activities are not included as part of regular faculty work.	CTL reach is growing. Participation is somewhat representative of appointment types, career stages, departments/colleges. Center is able to offer modest incentives to select constituencies to encourage and recognize engagement in CTL initiatives.	Depending upon campus size and mission, CTL reaches a critical mass of instructors. Participation is strategically distributed across appointment types, career stages, and departments/colleges to serve critical institutional initiatives. Incentives for instructors, especially those for whom developmental activities are not part of their regular workload, might include stipends to offset additional time commitments, paid course release time, conference registrations, or leadership opportunities to impact teaching culture, policies, and procedures.
IMPACT	Center collects data on the numbers of participants using services and self-reports of program value, usefulness, and satisfaction. Data are used for planning, resource allocation, and to inform and enhance programs and services.	Plus: Center collects evidence of program outcomes, which may include measurements of the impact on participants' teaching beliefs/attitudes, implementation of teaching practices, adoption of reflective strategies, and direct/indirect diffusion of effective practice. Center uses this evidence to improve program design.	Plus: Center collects evidence of program outcomes on student learning and/or institutional culture of teaching. Center engages in the scholarship of educational development that can inform and enhance the CTL's programs and services through presentations and publications.

¹ The field of educational development would benefit from more research on what constitutes ample "reach," but Bishop and Keehn's (2015) study of 171 institutions suggests that estimated reach varies by institution type, ranging from 12–49 percent of full-time faculty, 17–34 percent of part-time faculty, 0–25 percent of graduate students, and 5–37 percent of undergraduates. Other proposed guidelines include a move past a threshold of 15–16 percent of instructors, to scale beyond innovators/early adopters or past "token status" (Kanter 1977; Rogers 1962).

Appendix C: Equipment Inventory

Office Equipment		Date Purchased
3	Desktop Computers <ul style="list-style-type: none"> • Mac with a second screen (Director) • HP with a curved screen (Admin) • Mac with one screen (Student) 	Prior to 2014 2017 Prior ro 2014
4	Laptop Computers <ul style="list-style-type: none"> • Macbook Air (Director) • Macbook Pro (Media Specialist) • HP (Office computer used for events) • Asus (Administrative Specialist) 	2018 2017 2016 2014
1	Digital Camera	2018
1	Tripod	2018
Technology Library		
30	New mid size iPads	2018
30	Mini iPads	Prior to 2014
1	Portable Projector	Prior to 2014
2	iPad Charging Carts	Prior to 2014

Appendix D: Annual Themes

<p>Connecting (2015-2016)</p>  <p>This theme was primarily used for the New Faculty Retreat only. New faculty were encouraged to connect with the multiple facets of WSU including connecting with colleagues, teaching strategies and students. Although it was the theme for the year, we seldom used it for other programming.</p>	<p>Putting it Together with Teaching and Learning (2016-2017)</p>  <p>This theme was originally used for our New Faculty Retreat where participants were encouraged to begin putting together their teaching career at WSU. Participants were told to put it together with their new colleagues, teaching strategies and WSU resources. The theme was extended to use throughout the year at all TLF events.</p>
<p>Keep C.A.L.M. and Teach On: Cultivating A Learning Mindset (2017-2018)</p>  <p>The theme was based on Carol Dweck's (2016)³⁴ growth mindset research. This theme was carried through all of the programming sponsored by the TLF and the Teaching, Learning, and Assessment Committee of the Faculty Senate.</p>	<p>Wicked Educators: Weber Instructors Care, Know, Engage & Develop (2018-2019)</p>  <p>This theme is based on Hanstedt's (2018)³⁵ notion of <i>Wicked Students</i>. The assumption behind his work is that students need to do more than memorize for tests and write papers in order to impact the wicked problems of society. This theme applies that same line of thinking to teaching and learning by recognizing that when faculty use innovative, evidence-based pedagogies in their classrooms, faculty and students alike will thrive in their educational experiences together.</p>

³⁴ Dweck, C. (2016). *Mindset: The New Psychology of Success*. New York: Ballantine Books.

³⁵ Hanstedt, P. (2018). *Creating Wicked Students: Designing Courses for a Complex World*. Sterling, VA: Stylus Publishing.

Appendix E: Position Announcement

Chair - Teaching, Learning and Assessment Committee Director - Teaching and Learning Forum

The Faculty Senate Executive Committee is in the process of identifying an experienced tenure-track faculty member interested in serving as the Chair of the Faculty Senate Committee on Teaching, Learning, and Assessment with joint appointment as the Director of the Teaching and Learning Forum.

This position is a ten month, half-time reassigned faculty position. The term of the Chair/Director is three years with the possibility of one additional consecutive term. The Chair/Director will supervise one three-quarters time administrative assistant and administer a budget. **The appointment will begin July 1, 2018.**

The successful candidate should be an experienced teacher and scholar with knowledge of current trends and innovations in teaching, learning and assessment at the university level. The candidate should also possess strong organizational skills and the ability to advance the purpose of the Teaching and Learning Forum by working with multiple stakeholders across the university. Budget skills and knowledge of WSU academic departments and educational resources are desirable.

The purpose of the Teaching and Learning Forum is to enhance the learning environment for WSU students by expanding faculty awareness of a variety of teaching, learning, and assessment strategies, fostering opportunities for faculty to share ideas and help each other improve instruction, and coordinating efforts to assess and improve student learning.

The Teaching and Learning Forum hosts numerous workshops and events for faculty that focus on pedagogy and curricular innovations. TLF activities are available to all faculty, adjunct, contract, and tenure-track. In the past, the TLF has offered these events and resources:

- New Faculty Retreat, welcoming and orienting new colleagues to Weber State (August)
- Faculty Forum and “Last Lecture,” recognizing and promoting faculty scholarship, in conjunction with RS&PG
- Adjunct Faculty Retreat and Teaching & Learning Symposium, supporting faculty professional development and the scholarship of teaching and learning (Spring)
- A variety of programs to promote the discussion and sharing of pedagogical practices and research across campus (each semester)
- Support faculty collaborations and peer groups (ongoing)
- Book Groups (each semester)
- Provide resources (from teaching and learning consultants to a technology library) to foster the implementation of innovative classroom teaching (ongoing)
- Support other initiatives, speakers, and campus discussions, as appropriate.

The Director of the Teaching and Learning Forum regularly meets with the Associate Provost for High Impact Programs and Faculty Development and reports to the Faculty Senate Executive Committee. Applicants should **email a brief vita and letter** outlining their interest and experiences to [Patti Glover](#), by **Wednesday, December 20, 2017**. Review of applicants will begin immediately.