

SPRING 2024

CETL CHRONICLE

Faculty Teaching and Learning Newsletter



Let's Make Teaching Public

A NOTE FROM THE DIRECTOR



by Nicola Corbin

“The good news is ... the professor knows your name. The bad news is ... the professor knows your name.” Or so the marketing campaign went.

Since I have been at Weber State, various faculty colleagues have told me this campaign was the one they loved best. I wasn't here for that campaign, but each time I heard the story, the truth in their memories was palpable. I think it's because regardless of when we joined Weber State, we feel the same pride in our teaching, and the personalized approaches that seek to value who is in our classroom.

According to our official designation, Weber State is a public teaching institution. But what if we became the flagship public teaching institution in Utah? Teaching is already at the core of what we do. It's in the way we express care for our students getting to campus in a winter storm, or for their challenges

outside the classroom. It's in the frustration that we feel when we believe that administrative policies aren't supporting student learning. It's in the joy that ripples through each and every graduation when we don our medieval robes and celebrate our graduates with giant hugs. So, we are already doing the thing.

But how does Weber State become the teaching university in Utah? In the same ways we do for our students.

The Center for Excellence in Teaching and Learning is committed to teaching, guiding, mentoring and supporting our faculty in those very ways because research says they work. Many of you may have heard of, or even participated in, our [microcredential](#) program, or might have met new colleagues by joining



In this issue:

A Note from the Director
PAGE 1

Upcoming Events/Programs
PAGE 3

Fall Semester in Review
PAGE 4

Faculty Spotlight
PAGE 5

Quick Teaching Tip
PAGE 6





a book group or by attending the Thrive Symposium (March 26-27 this year). Perhaps your jam was engagement in a Community of Practice, or you met at the New Faculty Retreat and stayed connected through our yearlong New Faculty Experience. Or maybe you are enrolled in our personalized instructional coaches pilot program in which faculty are paired with mentors who help them develop their practice, or simply discuss teaching moves.

These programs are by no means random. They are part of the framework that helps us to become the teaching university. At such a university, we not only know our students' names, but we talk to our colleagues regularly about the best ways to help our students learn. We visit each other's classrooms to observe different ways to do things (outside of the formal review processes). And we share with others through scholarship what has worked or what needs more refinement.

At such a university, we break out of our silos and make teaching public. We talk, we discuss, and we celebrate teaching, even in the face of the headwinds blowing strongly our way. We are here because we love it. So let's celebrate our shared purpose of teaching. Drop me a line at nicolacorbin@weber.edu and let me know what teaching at Weber State means to you.





Upcoming Events and Programs

Book Groups:

The deadline for signing up for Book Groups is January 19. See the book list on our website. In addition to meeting with your Book Groups this semester, we will be facilitating online conversations about the books via our [Facebook page](#).

District Quest:

Join The Digital District departments on an exciting journey and treasure hunt.

- Complete the weekly challenges to revamp your courses and earn \$200.
- Follow the clues to find additional treasure.
- Connect with the Digital District

The District Quest Spring Challenge will span 10 weeks beginning January 22. Sign up on Training Tracker: Course #672-38.

Adjunct Faculty Retreat:

Join the Center for Excellence in Teaching and Learning and your fellow part-time instructors for a lively discussion about AI in the classroom and creating innovative assignments. Participants will receive a \$50 Amazon gift card! [Register now](#).

Thrive Symposium:

Proposal submissions are open from now through February 1 at 5:00 p.m. Sessions will be held on March 26 and 27, 2024, concluding with an awards presentation and celebration in the evening on March 28, 2024. See the CETL website for more information. [Submit your proposal now](#).

Don't forget to nominate your colleagues for one of the [Thrive Awards](#).



Spring Schedule

<u>BOOK GROUP DEADLINE</u>	JAN. 19
<u>DISTRICT QUEST BEGINS</u>	JAN. 22
<u>COMMUNITY & CONVERSATION</u>	FEB. 12
<u>ADJUNCT FACULTY RETREAT</u>	FEB. 16
<u>THRIVE SYMPOSIUM & AWARDS</u>	MAR. 26-28

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Fall Semester in Review

New Faculty Retreat and Experience

In August of 2023, 105 participants (48 new faculty) came together at Homestead Resort to begin the New Faculty Experience with the New Faculty Retreat. This is a yearlong program beginning in the fall semester designed to welcome new faculty members and acclimate them to the various support systems Weber State offers for personal and professional development. From hands-on sessions to panel discussions, from cornhole tournaments to dance offs, this was an unforgettable retreat.



The Last Lecture

On November 1, Carla Koons Trentelman presented The Last Lecture “It’s Complicated...Or, My Journey as a Broad Broad.” Dr. Trentelman teaches a variety of classes, including environmental sociology, sociology of education, medicine and healthcare, and social problems, in addition to core classes such as classical sociological theory and research methods. She brought over 100 people together for her lecture, and encouraged all of us to who attended The Last Lecture to bring canned food donations for either CCS, or for WSU’s Weber Cares pantry. Dr. Trentelman is finishing up her final semester at Weber State.

Adjunct Faculty Retreat

In October, an intimate group of adjunct faculty came together to learn about helping students with neurodiversity in the classroom.

Community & Conversation

Throughout the Fall Semester, we had several sessions of Community & Conversation, including conversations on neurodiversity and AI in the Classroom.

Ongoing Programs

NEW FACULTY EXPERIENCE

ADJUNCT FACULTY EXPERIENCE

BOOK GROUPS

FACULTY DEVELOPMENT COURSES (ACUE)

THE LAST LECTURE

THRIVE SYMPOSIUM

COMMUNITY & CONVERSATION

COMMUNITIES OF PRACTICE





Faculty Spotlight

Carrie Quesnell, an instructor in the Developmental Math program, has been building community with the students in her classes, leading to a connected classroom experience. More than just being an excellent math teacher, Carrie's students praise her for knowing each student by name, facilitating connections among students, and ensuring that everyone feels seen and heard.

One student commented to Carrie, "I now have about 20 more 'friends' that I can say hello to on campus and feel a connection to—because we shared time in YOUR class. You made sure we were all seen and heard and I noticed how you met each student where they were and nudged them to go just a little bit further. It was truly a privilege to be in your class and be taught not just math, but kindness, consideration and genuine concern—pretty much, you loved us and we felt it."

Thanks, Carrie, for caring so much about your students!



"It is not what is poured into the student, but what is planted, that counts."

E. P. Bertin





Quick Teaching Tip

by Stephanie Speicher, Teacher Education



Transparency Matters: Crafting Effective Syllabus Statements on AI

In the rapidly evolving landscape of higher education, the integration of AI tools has become a topic of great importance. As faculty members, it is crucial to be transparent about our AI policies, fostering clear expectations and open communication with our students (Arendt-Bunds, 2023; Gannon, 2023). As faculty, we face a unique challenge: how can we guide our students to embrace the potential of AI while fostering ethical and responsible use? One crucial step is establishing clear expectations through transparent AI statements in our syllabi.

Why Transparency Matters:

- **Clarity for Students:** A well-defined statement helps students understand what's allowed and what isn't, reducing confusion and anxiety.
- **Shared Responsibility:** When we treat students as partners in upholding academic integrity, rather than potential cheaters, we build trust and encourage a collaborative learning environment.
- **Adapting to Change:** A clear statement allows us to adapt to the evolving landscape of AI tools, ensuring fairness and integrity without stifling innovation.

The following are examples of syllabus statements catering to different approaches regarding AI usage.

Example 1: Restrictive AI Policy:

In this class, we prioritize critical, analytical thinking applied to materials within our discipline. To become competent in our field requires that students must read, understand key points, and synthesize information from a variety of sources to offer plausible interpretations, without the assistance of generative AI. Since AI is specifically prohibited in this class [or for this assignment], its use will lead to a grade reduction for the assignment [and/or the overall class].

I expect that all the work students submit for this course will be their own. The use of any generative artificial intelligence (AI) tools, including brainstorming or drafting, is strictly forbidden. Violations will be considered academic misconduct. (Adapted from Harvard University's Office of Undergraduate Education.)

Example 2: Exploratory AI Policy

Students may complete assignments using generative AI. While you are not required to attribute your use of AI tools for particular assignments, please consider maintaining your own records of prompts and answers you generated so that you can reflect on the success of your prompt formulation.

Students are allowed to use advanced automated tools, including artificial intelligence and machine learning, on all assignments. No special documentation is required to disclose tool usage as long as no plagiarism or copyright laws are violated. (Adapted from Boston University Center for Teaching and Learning.)





Example 3: Teaching-Focused AI Policy

You may use one or more generative AI tools from the approved list for this class for the following assignments: (List of assignments). With each assignment, you are required to disclose the prompt/s you used and provide appropriate acknowledgment of the AI tool/s using APA Style. This specific approval is given to allow you to become familiar with AI tools, increase your AI literacy, and understand how to use AI appropriately within an academic context.

For assignments in this class, we will be using ChatGPT-3. Creating a ChatGPT account requires that you provide personal information, such as an email address. Please review the privacy information supplied by [OpenAI](#) so that you are aware of the uses of your information. As faculty, I abide by FERPA (Family Educational Rights and Privacy Act) Guidelines and will not create or respond (for example, through feedback or grades) to assignments in any way that will impact the privacy of your student records. (Adapted from Center for Teaching and Learning, University of Delaware.)



Remember:

Incorporating AI into your syllabi requires thoughtful consideration. By being transparent about your AI policies, you can guide students to use these tools ethically and purposefully, fostering a transparent learning environment that embraces technology while upholding academic integrity. The ideal AI policy will depend on your course, discipline, and personal preferences. The key is to be clear, consistent, and open to conversation with your students.

Additional Tips:

- Include links to resources on responsible AI use.
- Consider inviting guest speakers from your field to discuss AI and its impact.
- Dedicate class time to open discussions about AI and its potential impact on your discipline.

Further Training and Resources

- [Unlocking the Power and Creativity of AI: Preparing Students for the Future Workforce](#) (January 31)
- [Digital Literacy Cafe](#) from Adobe
- [Adobe Education Exchange](#)
- [ACUE's 10 Best Practices for AI Assignments](#)

