

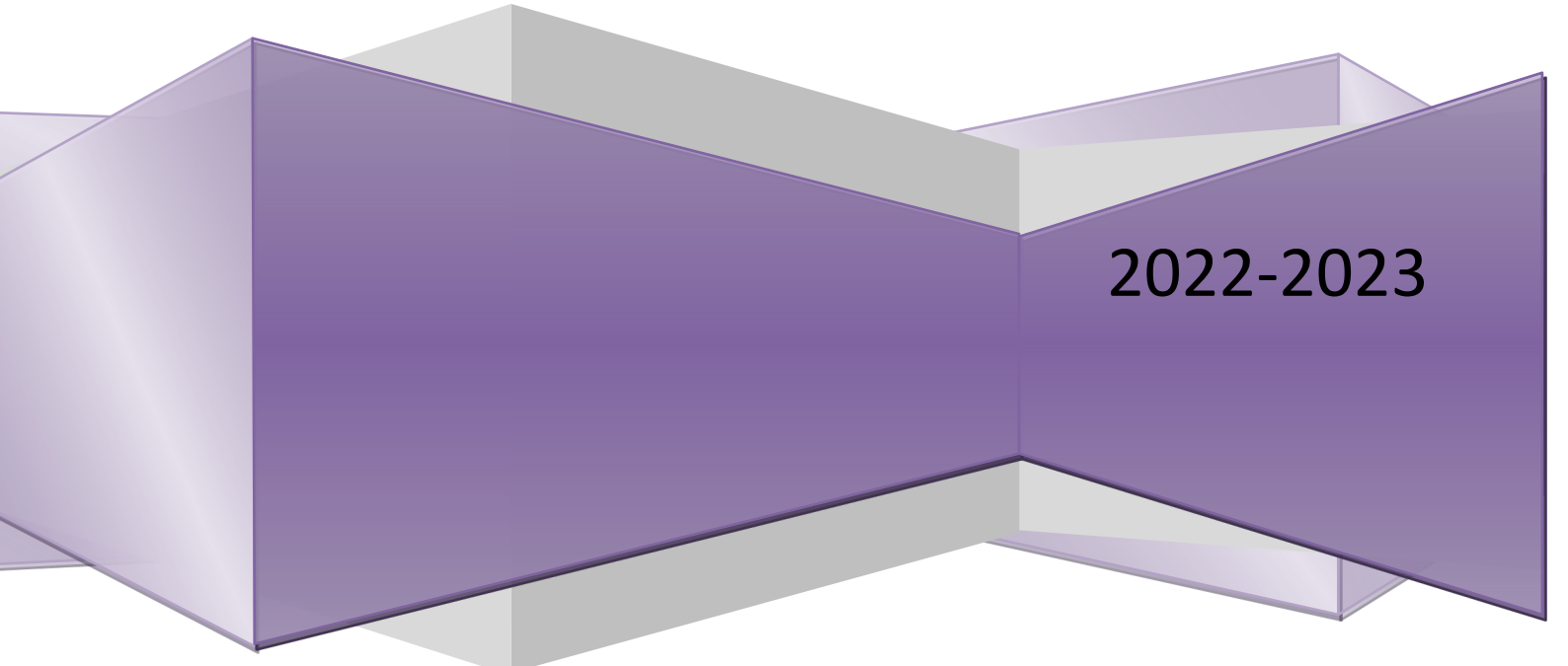
Weber State University

# Annual Report

Teaching and Learning Committee

Melina Alexander, Chair

Eric Gibbons, Liaison



2022-2023

# TLC Annual Report

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## 1. Committee Charges

1. Assist in the creation of the new Center for Teaching Innovation (CTI). Articulate the specific responsibilities of TLC and CTI in the new organization.
  - *Sub-Committee: Diana Meiser, Alex Collopy, Nicole Flink, **Megan Van Deventer**, Taowen Le, C. David Walters (**Ex officio Lead Nicola Corbin**)*
2. Develop a 3-5-year metric for faculty development offerings and experiences.
  - a) Address the implementation of faculty development offerings
  - b) Address new faculty onboarding programs and procedures
  - c) Submit the metric to Provost's Office & other appropriate faculty & administrative organizations.
  - *Sub-Committee: Maria Groves, C. David Walters, **Debi McKee***
3. Update [PPM 4-9a](#) and search (and if possible, delete) references on WSU's website/index/administrative pages for inaccurate information regarding what information should be included on syllabi.
  - a) Now that a first version of recommended syllabus language document is available, the next logical step is to discuss whether the syllabus policy (PPM 4-9a) should be revised to make this language a required component of all syllabi. (report)
  - *Sub-Committee: Electra Fielding, Melinda Stamp, **Christie O'Neil***
4. In collaboration with EDI provide guidelines to faculty on how to incorporate diversity, equity and inclusion into their teaching, scholarship and/or service.
  - a) Provide guidelines for faculty to highlight their efforts toward this goal, and the results during faculty evaluation processes.
  - b) Provide guidelines for faculty to conduct pedagogy and curriculum reviews, and engage in deliberate dialogue to successfully identify and approach issues of diversity and inclusion.
  - c) The EDI subcommittee has conducted internal surveys in each college and reviewed EDI practices at other universities. This wealth of information needs to be synthesized and organized into actionable guidelines. (report)
  - *Sub-Committee: Electra Fielding, Melinda Stamp*
5. Ensure that the language of new or updated documents are inclusive. Review those documents to see how they may inadvertently impact particular communities in an adverse manner. As issues are identified, consult with EDI committee for guidance (*Ongoing*).

## 2. Accomplishments of the committee and objectives yet to be addressed:

1. *Charge 1* – Assist in the creation of the new Center for Teaching Innovation (CTI). Articulate the specific responsibilities of TLC and CTI in the new organization.

a) *The subcommittee completed a document outlining three recommendations:*

1. *Compensating faculty for their time and effort learning and implementing inclusive teaching practices.*
2. *Outreach to specific types of faculty, such as adjuncts or professors who teach mostly online/virtual*
3. *Celebrate, honor, and invite “in-hose” experts who already do EDI work.*

*(for the complete document please see Appendix (A) Charge 1)*

2. *Charge 2-* Develop a 3-5-year metric for faculty development offerings and experiences.

a) *The subcommittee created a professional development schedule for years 0-1, 1-2, 2-3, and 3-5. (for the complete schedule please see Appendix (B) Charge 2)*

3. *Charge 3-* Update [PPM 4-9a](#) and search (and if possible, delete) references on WSU's website/index/administrative pages for inaccurate information regarding what information should be included on syllabi.

a) *The subcommittee recommended the following changes for PPM 4-9:*

1. *Addition of the following statements*

7. *Class and or Department policies,*
8. *Campus Policies including but not limited to statements regarding:*
  1. *inclusivity,*
  2. *professionalism and respect,*
  3. *core beliefs,*
  4. *harassment and sexual misconduct,*
  5. *discrimination,*
  6. *ADA and FERPA rights*

b) *In addition, the committee recommends a campus policy regarding the use of AI generated work (for example, Chat GPT) and its links to plagiarism*

4. *Charge 4-* In collaboration with EDI provide guidelines to faculty on how to incorporate diversity, equity and inclusion into their teaching, scholarship and/or service.

a) *This charge will be revisited next year.*

5. *Other Charges-* The Last Lecture selection, The Thrive Symposium
  - a) *This year the committee reviewed nominations for the last lecture series in the fall semester (8 submissions) and spring semester (8 submissions) and selected one recipient based on review of the nomination.*
  - b) *The annual faculty symposium was updated this year to include not only the traditional research presentations, but also included informational sessions, and an awards banquet. Members of the TLC committee volunteered to moderate sessions throughout the event.*
6. *Other Highlights-* A group of individuals lead by Alex Collopy put together a subcommittee to explore the possibility of creating materials for faculty working with students who identify as neurodivergent. From their work a subcommittee was formed with faculty across campus this group aims to determine faculty needs, determine goals that might be addressed through our new CETL, and determine potential funding sources.

### 3. Number of committee meetings held since August 2022.

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

- September 12, 2022
  - Attendance
    - Electra Fielding
    - Megan Van Deventer
    - Nicole Flink
    - Eric Gibbons (Liaison)
    - Diana Meiser
    - Alex Collopy
    - Maria Groves
    - Nicola Corbin (Ex Officio)
    - Oliver Snow (Ex Officio)
    - Taowen Le
- October 3, 2022
  - Attendance
    - Eric Gibbons (Liaison)
    - Electra Fielding
    - Megan Van Deventer
    - Nicole Flink
    - C. David Walters
    - Debi McKee
    - Christine O’Niel
    - Mindy Russel-Stamp
    - Diana Meiser
    - Alex Collopy

- Maria Groves
    - Taowen Le
    - Brenda Kowalewski (Ex Officio)
    - Nicola Corbin (Ex Officio)
    - Oliver Snow (Ex Officio)
  - November 7, 2022
    - Attendance
      - Eric Gibbons (Liaison)
      - Electra Fielding
      - Megan Van Deventer
      - Nicole Flink
      - C. David Walters
      - Debi McKee
      - Mindy Russel-Stamp
      - Diana Meiser
      - Alex Collopy
      - Maria Groves
      - Taowen Le
      - Brenda Kowalewski (Ex Officio)
      - Nicola Corbin (Ex Officio)
      - Oliver Snow (Ex Officio)
  - December 5, 2022 (subcommittee)
  - January 13, 2022
    - Attendance
      - Eric Gibbons (Liaison)
      - Electra Fielding
      - Megan Van Deventer
      - Nicole Flink
      - Debi McKee
      - Christine O’Niel
      - Diana Meiser
      - Alex Collopy
      - Maria Groves
      - Taowen Le
      - Nicola Corbin (Ex Officio)
      - Oliver Snow (Ex Officio)
  - February 10, 2022 (subcommittee)
  - March 17, 2022 (Thrive symposium and subcommittee)
  - April 14, 2022
    - Attendance
      - Electra Fielding
      - Diana Meiser
      - Nicola Corbin (Ex Officio)
      - Oliver Snow (Ex Officio)

#### 4. Outstanding Members Who Provided Significant Service

- All members of the committee should be commended for their service to the University.
- Electra Fielding was particularly helpful in co-leadership
- The leaders of the subcommittees should be applauded for their work

#### 5. Subcommittees or Special Assignments

Subcommittee	Lead	Group
Charge 1	Megan Van Deventer & Nicola Corbin	Diana Meiser, Alex Collopy, Nicole Flink, Taowen Le, C. David Walters
Charge 2	Debi McKee	Maria Groves, C. David Walters
Charge 3	Christie O'Neil	Electra Fielding, Melinda Stamp
Charge 4	Electra Fielding	Melinda Stamp, Melina Alexander

#### 6. Continuing Charges

- *Charge 4-* In collaboration with EDI provide guidelines to faculty on how to incorporate diversity, equity and inclusion into their teaching, scholarship and/or service.

#### 7. Recommendation for New Charges

- Next year we will need to review needs from the new CETL to determine our role in supporting their initiatives. Next years committee can work with the director of CETL in determining faculty needs and supports in the area of teaching and learning

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

- The addition of the vice-chair role was greatly appreciated. This helped increase the effectiveness of the committee.
- This committee is critical to maintain Weber's reputation of having strong supportive faculty dedicated to student success. We have a student member of the committee however, although invited, they never attended any meetings. It may be that students are too busy to add this to their

schedule and this is asking too much. With this in mind, new directions for this committee may include dedicating a meeting time to collaborating with our student success team to determine how this committee could best facilitate positive student outcomes.

- A suggestion for next year would be to include a better system for taking minutes during the meeting, perhaps even including a recording to be edited later.

## Appendix (A)

### Charge 1

#### Center for Teaching Innovation Subcommittee

At the end of Fall 2022, our subcommittee reviewed the results from the “Faculty Inclusive Practices” survey administered by TLF. We thank the TLF for orchestrating such a robust survey and administering it to a wide variety of faculty. There were 595 responses to the survey.

Weber faculty cites the following as the most prominent barriers to inclusive teaching: (1) “I do not see the relevance to my course content (8.4%), “I don’t feel qualified to have conversations about inclusiveness and diversity” (9.1%), “My courses have always been taught in very particular ways” (8.74%), “I don’t know how to structure my course for all learners” (11.26%), “I don’t really have the space in my packed course schedule (8.4%). Please note that many respondents feel their “classes are already inclusive” (22.35%).

After reviewing and discussing the results, the TLC Subcommittee recommends the following:

#### **Recommendation 1: Compensating faculty for their time and effort learning and implementing inclusive teaching practices.**

- It is important to note that the TLF has already started this work by paying faculty to enroll in the ACUE Inclusive Teaching course.
- Faculty listed the ways enacting inclusive practices are time-consuming, and ask for financial compensation or course releases to do this work to the best of their ability.
- Establish an award for Inclusive Teaching that is recognized by the university, can be added to a CV file, and is orchestrated by a committee who understand the labor involved in EDI initiatives.

This recommendation is made based on survey results. Here is a sample of responses

that speak to the recommendation:

- “I don’t always have the time, resources, and support to include additional inclusive measures, even though I want to and try to.” (Question 7)
- “I feel overwhelmed quite often, so I can only focus on implementing new inclusive practices one at a time.” (Question 7)
- “I hope this will mean that the work I have put in to revising my courses over the last several years will be valued. Basically, I could have not spent so much time on that and instead spent time progressing my scholarly agenda, which has fallen to the wayside as I work to make changes to my courses every semester. That takes a ton of time and I hope it will be formally acknowledged. This strategic plan also has provided/will provide opportunities for me to engage in new service at the department, college, and university level, as my expertise lies in inclusive education. It could be great to fully use my repertoire of knowledge and skills.” (Question 12)



- “I hope to be better recognized for equity teaching” (Question 12)
- “It will be great to have the administration more formally support these efforts.” (Question 12)
- “I work on dis/ability, caregiving, and gender (in culture/literature/translation/pedagogy) in my own work, but ironically I can't conceive of how my actual lived experience as a struggling researcher will be affected by our new strategic plan. If the plan were to result in more funding or release time for such research, then of course I imagine I would see some improvement in that area.” (Question 12)
- “I love that this is a focus and hope it brings with it resources (especially faculty time and support for inclusive programs, inclusive hiring, more advising and mental health support staff, etc.). It's really important work.” (Question 12)
- “Honestly, I will implement things in my own class, but there is little support or encouragement or any reward for doing this if you are lowly instructor. There is no career path, so no real reason to put oneself to any real effort as those efforts are not valued enough to be rewarded at Weber State. If I work really hard and do a great job, I get the same 2% raise as anyone else.” (Question 12)
- This has been the most stressful part of this work for me. It is frustrating that faculty are pressured to increase accessibility and course enrollment caps then also carry aspects such as transcribing videos themselves without funding being provided in college and department budgets to sustain this work. (Question 12)
- I hope to see a requirement to demonstrate how faculty promote equality, equity and inclusion in their tenure portfolios and this be part of the evaluation process. I do not think that this activity must be demonstrated in all areas (teaching, scholarship, service), and identifying transparent methods of evaluation will be difficult (what is "enough?"). For now, I think a good start would be to include a section on the Canvas portfolio template that allows faculty to share anything they would like about their involvement in equality, equity, and inclusion. (Question 12)
- “Make instructional designers easy to access. Provide resources (e.g., money, software, hardware, people/time to help implement technology). Faculty need TLF to save time rather than take time.” (Question 19)

**Recommendation 2: Outreach to specific types of faculty, such as adjuncts or professors who teach mostly online/virtually.**

This recommendation is made based on survey results. Here is a sample of responses

that speak to the recommendation:

- “the only barrier I see for myself is the online/hybrid format that by nature has less/no f2f interaction, I am conscious of inclusivity and try to implement it at the level possible give the delivery method” (Question 7)
- “I am adjunct faculty. I don't know anything about this.” (Question 12)
- “While I feel this is important, I am an adjunct teaching only one online class. I try to support all my students, especially those who are the first in their families to attend college (I was such a student). (Question 12)
- “As an adjunct, and a very new one, I am not sure.” (Question 12)
- We also need to consider equity for faculty and staff, particularly adjunct faculty who work with very little opportunity for increased pay, advancement, job security, etc. (Question 12)
- “I'm not even sure what resources/training is available for adjunct faculty.” (Question 19)
- “More inclusivity for adjuncts.” (Question 19)

- “I’m an adjunct, more communication specifically for my needs/to connect me with other adjuncts would be nice.” (Question 19)
- “I really appreciate the initiatives TLF offers. I would like to have more opportunities for adjuncts to share their expertise. In the past, for example, the annual adjunct retreat offered more opportunities for adjuncts to share their own research, teaching, practices, etc. In more recent years, it has felt more like that retreat has been more of speaking \*to\* adjuncts rather than in partnership with adjuncts.” (Question 19)

**Recommendation 3: Celebrate, honor, and invite “in-house” experts who already do EDI work.**

This recommendation is made based on survey results. Here is a sample of responses

that speak to the recommendation:

- “Accessing faculty and adjunct professors with lived experiences (personally or with their work role) on campus who can provide great information should be used more often, not just getting outside speakers on the topics.” (Question 19)
- “None. Stop generating new resources. Really, think about how you are spending your money to "support" faculty. I am bombarded with resources for teaching that I just don't have time to take advantage of. When I am asked through surveys, etc. what kind of support I need for teaching, I don't have anything to say because it's all-- too much is-- already accessible. I don't want more training. I am a field expert in inclusion education. I want to be adequately compensated for the work I am already doing, and I am not adequately compensated. “ (Question 19)
- Some items included are not relevant to the hard-sciences (Question 7)
- “Honestly, most everything I ever engaged with from TLF was geared toward social sciences, humanities, etc. Very little I can apply in teaching my classes.” (Question 19)

“TLF seems to be dominated by a small group of faculty whose interests often don't coincide with mine. I'm glad you're reaching out with a survey like this and hope it helps you become a better resource for me.”  
(Question 19)

## Appendix (B)

### Charge 2

#### New Faculty Professional Development

##### 0-1 years:

- the creation of a "New Faculty Handbook" with FAQs and an acronym dictionary
- earlier Canvas training (face-to-face) for faculty to explore their courses before the New Faculty Retreat (*especially Stephanie Speicher's "build your syllabus" information*)
- New Faculty Retreat presentations focusing on:
  - "Day-to-day" expectations of the job
  - New Faculty Expectations for each semester
  - Prioritize what is expected from new faculty (Which of the Canvas New Faculty courses really going to help the most during the first year? Should ACUE be done before building Canvas courses?)
- immediately have each new faculty member assigned a mentor teacher from their college/department
- have a "mentor meeting" twice a semester for the first year
- have a WSU-funded education/teaching conference for each new faculty during the spring or summer of the first year

##### 1-2 years:

- continue with "mentor meetings", but only once a semester
- take an advanced Canvas training course (*for course design and/or testing design*)
- serve as a committee member on a faculty committee (during 2<sup>nd</sup> year)

##### 2-3 years:

- have a 2nd WSU-funded education/teaching conference for each new faculty during the summer after their second year is completed
- attend a grant writing seminar during the summer after their second year is completed
- present at the Spring Faculty Symposium (*for experience and feedback*) during their third year of teaching

##### 3-5 years

- serve as a committee member on a college or university committee (*hiring committee member, TLF member, Faculty Senate member*)
- focus on their tenure process/research (*if applicable*)

- At the end of their 5th year, the new faculty member becomes a mentor teacher

- **WSU “Frequently Used Contacts” Handbook**

- Bookstore / DayOneAccess
- Facility Maintenance
- IT Support / Classroom Support
- Canvas Support
- Testing Support
- Starfish Support
- Disability Services Office
- Parking Services
- HR/Payroll
- Printing Services
- Exercise Centers (Stromberg Complex/Davis Center)
- Library Resources
- Tuition Benefits / Personal Course Registration
- Acronym Dictionary
  - AA/OE
  - ACUE
  - ALEKS
  - CCEL
  - CLC
  - CIL
  - CATS
  - DELC
  - DS
  - FAFSA
  - FERPA
  - FM
  - FYE
  - OP
  - OSP
  - PPM
  - ROTC
  - RSPG
  - SAC
  - STAR
  - STEM
  - SPARC
  - TLF
  - TRIO
  - UTA
  - USHE
  - UWHEN
  - VA / UB

- 

Other suggestions:

- “I think having ‘inclusive learning’ workshops for students is as important as ‘inclusive teaching’ workshop for the teachers.”

- A colleague at another university recently introduced me to the National Center for Faculty Development and Diversity resources, which focused on work/life balance, being a more well-rounded professor, and inclusive pedagogical practices. It would be amazing if WSU was able to obtain an institutional membership to give all WSU faculty access to these resources.
- “I imagine that rather than add more services, just always finding innovative ways of getting the word out about the services you have (and are continually renewing/developing) is probably a good focus to have.”
- “A faculty hotline. There are many info/resources that are hard to navigate on the website & in person. I wish there were a one-stop-shop place that could direct us to the right place, office, department, resources that we need.”
- “I have been looking for a womxn of color faculty group - build and sustain a community to share our research, teaching, and professional experiences. I was part of the University of Utah's WoCA - Womxn of Color in Academia group. We did writing retreats and presentations on what it meant to navigate and survive academia as a Womxn of Color.”

## Appendix (C)

### Meeting Notes

#### TLC Committee

Meeting Notes 9/12/2022

1. Welcome and Introductions
  - Electra Fielding
  - Megan Van Deventer
  - Nicole Flink
  - Eric Gibbons (Liaison)
  - Diana Meiser
  - Alex Collopy
  - Maria Groves
  - Nicola Corbin (Ex Officio)
  - Oliver Snow (Ex Officio)
  - Taowen Le
  
2. 2022 Charges
  - Sub-Committees--Access committee charges and put your name under the charge that interests you for the subcommittee. Please fill out those that are blank if possible.
  
2. Last Lecture Nominations
  - Discussion Forum—We need to discuss who it should be. Nominees are included in the folder. Past years have all been men.
  
  - Nomination/ Selection Criteria for Last Lecture
    - . Nominee can present within the year of retirement.
    - a. Nominee is anticipated to retire within 5 years. If not within 5 years of retirement, is there a compelling reason for the nominee to present a last lecture sooner?
    - b. Nominee has extensive experience and a message.
    - c. Nominee has taught at a university, been active in their field of expertise, or made innovative contributions over the last 25 years.
  
  - 
  - Need name by September 23rd
    - November 9<sup>th</sup> is the lecture
  
3. Faculty Symposium Review and Feedback and other items (Nicola)
  - Survey sent for faculty symposium for spring semester
    - Reimagine to be broader than a symposium about teaching
    - Conference? Can we make it a space for faculty to present research?
    - Thinking maybe have a night of faculty excellence the night before the conference.
    - Open for suggestions/ideas
      - Take out of the shell to new ideas
      - Other universities apply at a later date

- Alex commented that attendance may be a matter of time. Doesn't help career. Maybe find a link to tenure and promotion. Stated that is important to think about how this is framed, for example—what do people want to get out of this and why?
- Maria posted on possible hybrid symposium. Also liked the idea of having senior faculty showcase what has worked.
- Taowen commented that we should know our audience. Things seem to be the same things mentioned years ago. How do we address those that are tenured? Target at Junior faculty and Adjunct? Different fields addressed? How do the pedagogies used in education works in computer science?
- Electra Posted—Have some program directors do short workshops: how to prepare a proposal for the Honors Eccles Fellowship, what to expect from advising a student in the BIS program
- Nicola said what if asked seasoned faculty to share experiences?
- Send Suggestions to Nicola See Link
- Nicola speaking to the new faculty position for TLF (Jamie Wankier Randles)
  - P-Card module and others
  - Tenure and promotion workshops
  - Build community of teaching and learning to larger audience
    - Involve more individuals and use their expertise
    - Expand to be more of a wholistic center where faculty can come to get help on teaching and learning
- 
- 4. Scheduling our next meetings
  - <https://www.when2meet.com/?16786022-r1ryJ>
- 5. Other Items (Open)

TLC Meeting 3 Oct 2022

Notes:

(Because technology wasn't working, I didn't get all that Nicola said).

Nicola update on last lecture: John Sohl was the second choice. He will give the last lecture on November 8th. There will be a luncheon from 12:30 - 2:00pm for 40 people with invitation. The lecture will be from 2:00 - 3:00 pm and then appetizers will be served.

Lampros open area with chairs (Creative Quarter). Snacks, coffee, tea. Turn it into a graduate lounge for faculty. There will be an event on Nov. 2nd from 11:00 to 13:00 hrs. mingling event, board games. Please come! Engage faculty so that they attend those events. They will send a flyer.

Sub-Committee Charges:

Make sure to sign up for committee. Find a time to work in subcommittees. Find someone to be a facilitator in those subcommittees.

Eric willing to help with sub-committee 2.

From Oliver: movement in athletics to purchase an integration in Canvas and be able to pull specific information for student athletes regarding assignments, attendance, etc. Already have Starfish, but athletics maintains it doesn't work well. Argument: overhead, administration, duplication of a resource we already have. Athletics might



not get a full picture after all - some faculty don't use Canvas, etc. Starfish allows you to have a good idea of where the student is at. Canvas doesn't necessarily.

Sub-committee 1: Nicole Flink CTI will set up a meeting

Sub-committee 2:

Sub-committee 3:

Sub-committee 4:

Sub-committee 5:

## 8.1. Nov 7, 2022 | TLC Committee

Attendees: Alex Collopy Brenda Kowalewski C. David Walters Debi McKee Diana Meiser Electra Fielding Eric Gibbons Taowen Le Melina Alexander Melinda Russell-Stamp Mariangelica Groves Megan Van Deventer Nicola Corbin Nicole Flink Oliver Snow Raha Davis - Christine O'Neil

### Notes

- Nicola will start on the subcommittee for charge one and discuss the options for the new center
- Faculty Symposium--interested in a different format for the symposium.
  - Move it to April 6th and 7th
  - People that would need to present papers can practice in a low stakes setting
  - Friday evening the celebration of faculty awards.
  - Asking for new awards
    - Service?
    - Adjunct?
    - Early Career?
    - OER award?
    - Unsung hero--those that Support our academic mission and student success.
  - Nicole--helpful for senior faculty to encourage attendance at the symposium
  - Alex--Given that something like the symposium will not strengthen my CV, what draws me into these events. Is it really just knowing that I will have the opportunity to meet and engage with faculty across campus. What was the case with the TLF gathering on campus last week. I don't know how to draw others in, but there's a thought.--Perhaps we use showing up to TLF events as something required or strongly recommended for particular committees might help? I am not sure if that is feasible for everyone.--
  - Taowen--Lots of great faculty, but certain things WSU has not improved, that is student commitment, work hard with faculty to be understanding and motivating to students but as new students come on campus I notice a trend of lack of student commitment. Comments have not been heard. Are we encouraging students to be supermen/women. In individual classes all students are full time students and full time workers. Expect students to learn something but see student commitment go down. The majority of students below expectations. What could we do on this forum to determine how we could create a better teaching and learning environment. Exceptional faculty who are able to motivate students while keeping high expectations. Have them share at the symposium.
    - Alex--I have been struggling for >3 years with students whose work might be seen as "lagging" or who might be seen as "unmotivated" and who have, in result, spoken and responded to me in unprofessional and at times wildly inappropriate ways. When I have expressed this to other faculty the response has largely been "Doesn't happen to me" and "Change your

teaching practices”. I believe that this is socially and culturally produced, and that in some ways may be college-specific, but that we could all use tools for facilitating an environment in which these students can succeed while also creating more livable, inclusive, equitable working environments for faculty. A kind of professional development opportunity I might benefit from is hearing from other faculty who have needed to navigate this. Maybe something in the ‘great ideas’ project(s) already happening

- Nicola-- great ideas in teaching panel.
- Debi--Bring in mission statement, understand who we are. The Panel bring in mission statement and talk about our population, how do we do this within these parameters. Discuss how to frame conversations when students do not meet these standards.
- Alex-Is there any framework/precedent for events around EDI and the kind of campus environment we want, that draw faculty and students together. This is a barely formed thought. But something that instead of being didactic to faculty or to students in isolation, something that brings everyone to the table.
- Nicola--Speaking to not lowering standards. Ways where TLF can help working together to deal with problematic student behavior.
- Mindy--Maybe speak to growth mindset.
- Nicola--self reported data we all have growth mindset.
- Debi--worked with 1105 math course.
- Nicola--send out a call for proposals earlier maybe mid November.
- Subcommittee 3-- See action items 1 & 2
- Subcommittee 4--
  - Coming up with common language to highlight efforts with EDI in tenure and promotions documents
  - Resources for difficult conversations
  - Synthesize information for surveys etc. from last semester.

#### Action items

- Email Nicola great name ideas for the “faculty symposium”
- Melina will contact Jason, and ask for clarification on the scope of website/index/administrative pages. She will also share the PPM update and ask for clarification.
- Melina will email Ashley Owens to see if she can come speak about what is occurring in FYE.
- Brenda will put out the Provost page at deans council for syllabus language.

## TLC Committee

Agenda 1/13/2023

1. Welcome and Introductions
2. Nicola -Updated on the symposium [https://weber.edu/tlf/Faculty\\_Symposium.html](https://weber.edu/tlf/Faculty_Symposium.html)
  - Request for reviewers --Diana and Megan volunteered Nicole and Mindy
  - Awards additions-- Help on updating awards Debi and Megan
  -
3. 2022/23 Charges Sub-Committees Updates
  - 1) Assist in the creation of the new Center for Teaching Innovation (CTI). Articulate the specific responsibilities of TLC and CTI in the new organization.
    - Diana, Alex, Nicole, Megan, Taowen, C. David
      1. Goal of center to support faculty in scholarship and teaching. Created a survey for faculty to define categories. Lot of qualitative data. Thank you to Nicola. Looked at specific charges but also learned about faculty dreams for weber. See the document in our folder for specifics on survey findings
  - 2) Develop a 3-5 year metric for faculty development offerings and experiences.
    - Maria C. David, Debi
      1. Give new faculty more professional development. Already offered: Pre semester checklist, getting set up, mid semester, and end of semester checklist. In addition to the team came up with a new faculty professional development. See information on New faculty professional development (0-5) document in our folder. Nicola suggested committee meets with Jamie the New faculty faculty in TLF. Diana suggested filed open earlier for all colleges.
  - 3) Update [PPM 4-9a](#) and search (and if possible, delete) references on WSU's website/index/administrative pages for inaccurate information regarding what information should be included on syllabi.
    - Electra, Mindy, Christine
    - Committee met two weeks ago.
    - Committee needs clarification on both parts of the charge, especially the second one (references on WSU's website/index/administrative pages
    - We have added a draft of the PPM 4-9a update to the TLC Google Drive  
Electra will send out for a vote on the changes.
  - 4 & 5)*In collaboration with EDI provide guidelines to faculty on how to incorporate diversity, equity and inclusion into their teaching, scholarship and/or service. Ensure that the language of new or updated documents are inclusive.*  
*AND*  
*Review those documents to see how they may inadvertently impact particular communities in an adverse manner. As issues are identified, consult with EDI committee for guidance (Ongoing).*  
The committee discussed specific charges for the EDI subcommittee including

- *Provide guidelines and language for faculty to highlight their efforts toward EDI during evaluation processes.*
- *Provide guidelines for faculty on peer review committees to conduct pedagogy and curriculum reviews regarding diversity and inclusion.*
- *Providing resources for faculty on having difficult conversations.*
- *The EDI committee has conducted surveys in each college and reviewed EDI practices at other universities. This information needs to be synthesized and organized into actionable guidelines for the university.*
- *Electra, Mindy*

1. Other Items (Open)

- Oliver asked for help getting the work out on what's new in canvas
  - <https://weber.edu/online/canvasUpdates.html>