TEACHING, LEARNING and
ASSESSMENT COMMITTEE
ANNUAL REPORT
2015-2016

Prepared by Dr. Colleen Packer, Committee Chair

Submitted to:
Faculty Senate Chair, Doris Geide Stevenson
Faculty Senate Secretary, Brenda Stockberger
June 15, 2016
Purpose:
The Committee on Teaching, Learning and Assessment 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.

The TLA committee encourages and engages in collaborative training and development efforts with the Teaching and Learning Forum on campus. This report includes all programs sponsored through TLA/TLF collaboration.

### TLA/TLF Programs At-a-glance

<table>
<thead>
<tr>
<th>Event</th>
<th>Semester</th>
<th>Participants</th>
<th>Program Costs</th>
<th>Cost/Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Learning Series</td>
<td>Summer</td>
<td>65</td>
<td>$1,239.87</td>
<td>$19.07</td>
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<td>New Faculty Retreat</td>
<td>Fall</td>
<td>90</td>
<td>$45,138.64</td>
<td>$501.54</td>
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<td>Pathways</td>
<td>Fall</td>
<td>34</td>
<td>$333.22</td>
<td>$9.80</td>
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<td>Last Lecture</td>
<td>Fall</td>
<td>175</td>
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<td>Adjunct Faculty Retreat</td>
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<td>SoTL Kick Off Luncheon</td>
<td>Fall</td>
<td>25</td>
<td>$1331.50</td>
<td>$53.26</td>
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<td>Book Groups</td>
<td>Fall</td>
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<td>$5,634.04</td>
<td>$22.36</td>
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<td>SoTL Scholars Program</td>
<td>Spring</td>
<td>21</td>
<td>$7,270.92</td>
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<tr>
<td>Red Rock Great Teachers Retreat</td>
<td>Spring</td>
<td>12</td>
<td>$5,850.00</td>
<td>$487.50</td>
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<tr>
<td>Faculty Symposium</td>
<td>Spring</td>
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<td>Book Groups</td>
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<td>TOTALS</td>
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<td>1054</td>
<td>$85,036.34</td>
<td>$80.68</td>
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</table>
Overview of TLA Charges
2015-2016 Charges from Faculty Senate
Completion/Progress Report

1. Reconsider the impact and structure of all TLF sponsored events and decide on the format of future events with the goal of increasing impact and focus.

(ONGOING). After reviewing many of the assessment data from previous programs and events, we tried to make some changes in response to that information. Instead of doing weekly or biweekly events in the spring, we attempted larger, more extensive events such as the Scholarship of Teaching and Learning Scholars Program and the Faculty Symposium. Both were successful, involving 25 and 50 faculty, staff and/or students, respectively. We also continued the Summer Learning Series, which had 65 participants over the course of the program.

2. Continue to foster scholarship on teaching and learning (SoTL) and publications based on teaching and assessment work.

COMPLETED (ongoing, hopefully). With support from the Provost’s Office, the TLF, in partnership with the TLA Committee, was able to create a Scholarship of Teaching and Learning Scholars Program designed to assist and promote faculty scholarship in the context of teaching and learning. Five TLA committee members blind-reviewed all applications for participation in the program. Of the 11 selected to participate, there were 10 faculty members who completed the program and are now working on research projects based on their participation. This year’s scholars will present their research at next year’s faculty symposium in order to qualify for the $500 stipend, which will be available at that time. We also involved 11 faculty presenters and utilized four students from a communication research class to conduct a focus group at the end of the semester for assessment purposes. That data will be analyzed and used to make revisions for subsequent SoTL Scholars Program efforts.

3. Continue to support and maintain the digital technology library, specifically podcasts of training and workshops sponsored by the Teaching and Learning Forum that explore extending technology to senior faculty to revitalize and enhance their teaching.

ONGOING. We maintained our digital library throughout the academic year, however, when the office moved to Tracy Hall for the Stewart Library renovation, much of our technology was given to property control because it was becoming outdated. Yet, much of that technology was claimed by various campus entities for use in their own programs and classrooms. For example, many of the i-pads were given to the LGBT Resource Center on campus and Tim Herzog claimed the clicker set for classroom use. For the future, we are planning to develop an ongoing rotation system for technology purchases in order to enhance sustainability and availability of more current equipment. Recordings of major TLA/TLF sponsored events are available on the TLF website.
4. Continue to support faculty and provide awareness of the technology and conference equipment available for check out.

Ongoing. This information is on our website and is used on a regular basis by faculty in their classrooms and/or for conference presentations.

5. Create an inventory of departmental/program teaching assessment practices with special focus on the use of student evaluations of teaching and lead discussion and dissemination of research on best practices with regard to teaching assessment.

Completed. In conjunction with the Center for Instructional and Institutional Effectiveness, a TLA task force created and conducted a survey of all department and program chairs regarding their current practices for evaluating teaching effectiveness at all levels of review including annual, 3\textsuperscript{rd} year, tenure & promotion, promotion to full, post-tenure, and adjunct reviews. Results were discussed at a regular meeting of the faculty senate and at the first session of the Summer Learning Series in June 2016. (See Appendices 2, 3 and 4 for survey results).

6. Explore ways to make student evaluations more effective and formative for faculty.

Ongoing. This information was alluded to in the teaching assessment practices referred to in the survey below. The survey did not focus specifically on how evaluations could be more formative for faculty other than the current practices. If using student evaluations as a formative mechanism for faculty is a priority for faculty senate, we may need to focus on it specifically rather than as part of a larger survey.
TLA/TLF
Events and Programs

Summer 2015

Summer Learning Series
The Summer Learning Series was held 7 times during Summer Semester. Sessions were presented by WSU faculty and staff.

- 65 attendees
- Total cost: $1239.87

Summer Learning Series Sessions

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenter(s)</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 12</td>
<td>20-ish Technology Tools in 30-ish Minutes</td>
<td>Amanda Webster</td>
<td>12</td>
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<tr>
<td></td>
<td></td>
<td>RC Callahan</td>
<td></td>
</tr>
<tr>
<td>May 20</td>
<td>Course Evaluations</td>
<td>Gail Niklason</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Laine Berghout</td>
<td></td>
</tr>
<tr>
<td>May 27</td>
<td>Teaching with Technology: Collaboration &amp; Google Docs</td>
<td>Scott Rogers</td>
<td>9</td>
</tr>
<tr>
<td>June 2</td>
<td>iBooks Author</td>
<td>Ty Naylor</td>
<td>8</td>
</tr>
<tr>
<td>June 10</td>
<td>Crafting Constructive Feedback</td>
<td>Sang Chan</td>
<td>7</td>
</tr>
<tr>
<td>June 15</td>
<td>Engaging Students Online</td>
<td>Andrea Jensen</td>
<td>10</td>
</tr>
<tr>
<td>June 24</td>
<td>Inclusive Pedagogy: Diversity in the Classroom</td>
<td>Adrienne Andrews</td>
<td>11</td>
</tr>
</tbody>
</table>

Fall 2015

New Faculty Retreat

The New Faculty Retreat was held at Zermatt Resort in Midway, Utah on August 20-22. The theme, Connecting, focused on the new faculty being able to connect with multiple facets of WSU, new colleagues, teaching strategies and students. Presentations began with an opening breakfast on campus, then continued throughout Saturday morning at Zermatt Resort.

- 31 new faculty participants | 46 presenters | 13 guests
- Total cost: $45,138.64
Highlights:

- Health assessments were conducted on Friday morning to encourage new faculty to enroll in the Employee Wellness Program.
- Evening socials provided opportunities for new faculty to network and connect with other new faculty and current faculty and staff.
- TLA/TLF worked with other CIIE entities to pilot a digital badging system for the retreat.

Pathways

Pathways was a new series dedicated to the professional development of new members of the WSU faculty. The series featured presentations, discussions and experiences designed to promote the development, advancement and retention of junior faculty. There were 4 formal sessions and an end-of-semester networking lunch. (Networking lunch costs are not reflected in the total).

- 34 participants | 4 presenters
- $333.32

Pathways Sessions (Fall 2015)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenter</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 16</td>
<td>Showcasing Your Community Engagement Work in the Tenure &amp; Promotion Process</td>
<td>Brenda Kowalewski</td>
<td>5</td>
</tr>
<tr>
<td>Sept 29</td>
<td>Research, Scholarship &amp; Professional Growth</td>
<td>John Armstrong</td>
<td>10</td>
</tr>
<tr>
<td>Oct 20</td>
<td>Preparing for Tenure &amp; Promotion</td>
<td>Catherine Zublin</td>
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</tr>
<tr>
<td>Oct 27</td>
<td>Office of Undergraduate Research</td>
<td>John Cavitt</td>
<td>8</td>
</tr>
</tbody>
</table>

Last Lecture

The Last Lecture was held on October 6, 2015. For this event, the TLA selects one of Weber State’s distinguished instructors 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 2015 speaker was Diane Kawamura whose presentation was entitled, “The Original Shades of Gray.” There was a pre-lecture luncheon in the Alumni Center Garden Room and the lecture was in Dumke Hall in the Hurst Center.

- 25 attendees at the luncheon | 130 attendees at the lecture
- Total cost: $1550.88
Adjunct Retreat
The 2015 Adjunct Faculty Retreat was held at the WSU Davis Campus on Saturday, October 24 from 8:00 - 2:45. Participants attended large group sessions in the morning. Tim Border was the keynote speaker. Two sets of break-out sessions were scheduled in the afternoon. Breakfast and lunch were provided for participants.

- 64 adjunct faculty members | 16 presenters
- Total cost: $7,913.58

Scholarship of Teaching and Learning Kick-Off Event
Ann Darling, a national leader in the Scholarship of Teaching and Learning, was the keynote speaker for a SoTL Kick-Off Luncheon held at the Alumni Center Garden Room on Monday, November 2 from 12:30 - 2:30. She discussed distinctions between SoTL research and content-based research and facilitated the development of SoTL-based research questions among participants.

- 25 participants
- Total cost: $1331.50

Fall Book Groups
Each semester, the TLA/TLF sponsors book groups across campus. In the Fall, 252 faculty and staff made selections from the book list below. Each group member received a copy of the book and a lunch voucher to discuss the book with their groups.

- 252 participants
- Total cost: $5636.04

Fall 2015 Titles

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>All the Light We Cannot See</td>
<td>Anthony Doerr</td>
</tr>
<tr>
<td>Between the World and Me</td>
<td>Ta-Nehisi Coates</td>
</tr>
<tr>
<td>David &amp; Goliath: Underdogs, Misfits, and the Art of Battling Giants</td>
<td>Malcolm Gladwell</td>
</tr>
<tr>
<td>Disrupting the School-to-Prison Pipeline</td>
<td>Sofia Bahena, et. al</td>
</tr>
<tr>
<td>Education for Critical Consciousness</td>
<td>Paulo Freire</td>
</tr>
</tbody>
</table>
Future Crimes
Ghettoside: A True Story of Murder in America
Go Set a Watchman
Heart of Higher Education, The
Known World, The
Man Who Wasn’t There, The
Mindful Leadership
New Jim Crow: Mass Incarceration in the Age of Colorblindness, The
Road to Character, The
Sapiens: A Brief History of Humankind
Women and Leadership in Higher Education

Marc Goodman
Jill Leovvy
Harper Lee
Parker Palmer & Arthur Zajonc
Edward P. Jones
Anil Ananthaswamy
Maria Gonzalez
Michelle Alexander
David Brooks
Yuval Noah Harari
Karen A. Longman & Susan R. Madsen

Spring 2016

Scholarship of Teaching and Learning Scholars Program

The Scholarship of Teaching and Learning (SoTL) is a national movement aimed to promote scholarly inquiry related to student learning. Pursuant to the WSU 2030 Vision statement that WSU “will actively foster research related to pedagogy and improving student learning,” the Teaching and Learning Forum developed the SoTL Scholars Program. This initiative was designed to assist and promote faculty scholarship in the context of teaching and learning.

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

1. Frame and prepare research questions related to effective teaching and student learning.
2. Design and conduct a SoTL study to investigate effective teaching and student learning.
3. Present SoTL research to peers at the WSU Faculty Symposium or another academic event.
Participants submitted research proposals and were selected through a competitive, blind-review process by members of the Teaching, Learning and Assessment Committee.

SoTL Scholars:
Sheila Anderson, Diego Batista, Jeremy Bryson, Geri Conlin (dropped), Tamara Goldbogen, Alex Lancaster, Jean Norman, Clay Rasmussen, Monte Roberts, Penney Stuart, Mary Beth Willard

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title</th>
<th>Presenter(s)</th>
</tr>
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<tbody>
<tr>
<td>Jan 25</td>
<td>Introduction to the Scholarship of Teaching and Learning Research Question Design</td>
<td>Colleen Packer</td>
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<td>Heather Chapman</td>
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<tr>
<td>Feb 1</td>
<td>Study Design &amp; Classroom Implementation Measuring “Value-Added”</td>
<td>Pepper Glass</td>
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<tr>
<td></td>
<td></td>
<td>Heather Chapman</td>
</tr>
<tr>
<td>Feb 8</td>
<td>Quantitative Instrument and Test Development // Pre-existing Instruments</td>
<td>Rob Reynolds</td>
</tr>
<tr>
<td></td>
<td>Effective Use of Focus Groups in Qualitative Research</td>
<td>Susan Hafen</td>
</tr>
<tr>
<td>Feb 22</td>
<td>Ethics and Institutional Review Board</td>
<td>Patrick Thomas</td>
</tr>
<tr>
<td>Feb 29</td>
<td>Campus Labs</td>
<td>Jessica Oyler</td>
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<tr>
<td>Mar 14</td>
<td>SoTL Panel - Classroom Successes and Challenges</td>
<td>Melina Alexander</td>
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<tr>
<td></td>
<td>Aligning Variables to Analysis</td>
<td>Sarah Steimel</td>
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<tr>
<td></td>
<td></td>
<td>Shirley Dawson</td>
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<td></td>
<td></td>
<td>Heather Chapman</td>
</tr>
<tr>
<td>Mar 28</td>
<td>Qualitative Data Tools</td>
<td>Barrett Bonella</td>
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<td>Quantitative Data Tools</td>
<td>Heather Chapman</td>
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</tbody>
</table>

- 10 Participants | 11 Presenters | 4 student researchers
- Total Cost: $7,270.92 (includes $500 stipend for participants)
Red Rock Great Teaching Retreat

The Red Rock Great Great Teaching Retreat was held in Moab, UT from February 25-27, 2016. 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 provide structure and guidelines to assure effectiveness and efficiency. This year, WSU sent thirteen faculty members to participate.

- 13 participants
- Total Cost: $5850

Participants
   Deborah Davis
   Dianna Leggett-Fife
   Debi Sheridan
   Andrea Gouldman
   Dave Norwood
   Brandon Koford
   Jan Hamer
   Shawn Holland
   Hanna Miller
   Matt Gnagey
   Jeremy Bryson
   Peter Van Der Have
   Marilee Mason (WSU facilitator - registration paid by retreat sponsors)

Faculty Symposium

The Faculty Symposium was held in the Shepherd Union Building on Friday, March 18th from 12:30 - 4:00 pm. The theme, “Education Elevated,” was selected to inspire reflections, research and presentations on teaching and learning experiences that have elevated the experiences of students and faculty in and out of the classroom. Multiple types of proposals were accepted, including panel discussions, GIFTS (Great Ideas For Teaching Students), innovative teaching sessions, faculty research, and performing and/or visual arts. Kyle Reyes was the keynote speaker for the symposium (his honorarium was covered by the Office of Diversity).

- 27 attendees | 23 presenters (including Kyle Reyes)
- Total cost: $1685.68
Faculty Symposium Presenters

<table>
<thead>
<tr>
<th>Type of Presentation</th>
<th>Faculty Presenter(s)</th>
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<tr>
<td>Panel Discussions</td>
<td>Marek Matyjasik, Leigh Shaw, Adrienne Andrews, Michele Culumber, Julian Chan, Jon Marshall, Doris Geide-Stevenson, Becky Marchant Gretchen Reynolds, Alex Hanson, Monte Roberts</td>
</tr>
<tr>
<td>Innovative Teaching</td>
<td>Mark LeTourneau &amp; Mali Subbiah Rieneke Holman Barrett Bonella</td>
</tr>
<tr>
<td>GIFTS (Great Ideas for Teaching Students)</td>
<td>Don Davies Robin Haislett Michael Hatch</td>
</tr>
<tr>
<td>Research Presentations</td>
<td>Blake Nielsen &amp; Tim Border Don Davies Eric Amsel</td>
</tr>
</tbody>
</table>

Book Groups, Spring 2016

Each semester, the TLA/TLF sponsors book groups across campus. In the Spring, 300 faculty and staff made selections from the book list below. Each group member received a copy of the book and a lunch voucher in order to meet with their group for a discussion on the book.

- 300 participants
- Total Cost: $6,619.51

Spring 2016 Book Titles

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alechmy of Teaching: The Transformation of Lies, The</td>
<td>Jeremiah Conway</td>
</tr>
<tr>
<td>Art of Memoir, The</td>
<td>Mary Karr</td>
</tr>
<tr>
<td>Beginning of Infinity: Explanations that Transform the World, The</td>
<td>David Deutsch</td>
</tr>
<tr>
<td>Effective Executive: The Definitive Guide to</td>
<td>Peter Druker</td>
</tr>
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</table>

10
<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
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<tbody>
<tr>
<td>Getting the Right Things Done, The</td>
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<tr>
<td>Exodus: How Migration is Changing Our World</td>
<td>Paul Collier</td>
</tr>
<tr>
<td>Finnish Lessons 2.0: What Can the World Learn from Educational Change in Finland</td>
<td>Pasi Sahlberg</td>
</tr>
<tr>
<td>Foundation</td>
<td>Isaac Asimov</td>
</tr>
<tr>
<td>Getting to Maybe: How the World is Changed</td>
<td>Frances Westley, Brenda Zimmerman &amp; Michael Patton</td>
</tr>
<tr>
<td>Glass Castle: A Memoir, The</td>
<td>Jeanett Walls</td>
</tr>
<tr>
<td>How We Got to Now: Six Innovations That Made the Modern World</td>
<td>Steven Johnson</td>
</tr>
<tr>
<td>Liar, Temptress, Soldier, Spy: Four Women Undercover in the Civil War</td>
<td>Karen Abbott</td>
</tr>
<tr>
<td>Missoula: Rape and the Justice System in a College Town</td>
<td>Jon Krakaur</td>
</tr>
<tr>
<td>Presence: Bringing Your Boldest Self to Your Biggest Challenges</td>
<td>Amy Cuddy</td>
</tr>
<tr>
<td>Silo Effect: The Peril of Expertise and the Promise of Breaking Down Barriers, The</td>
<td>Gillian Tett</td>
</tr>
<tr>
<td>Tale for the Time Being, A</td>
<td>Ruth Ozeki</td>
</tr>
<tr>
<td>This Side of Paradise</td>
<td>F. Scott Fitzgerald</td>
</tr>
<tr>
<td>What Works for Women at Work: Four Patterns Working Women Need to Know</td>
<td>Joan C. Williams</td>
</tr>
</tbody>
</table>
Program Learning Outcomes

Each program has its own set of learning outcomes, although they are sometimes not well-articulated. The CIIE has shared survey results with us that we have attempted to integrate into our planning decisions, although integration has been sporadic rather than methodical. We created assessment surveys for many of our programs, but the results have not been systematically analyzed or used to inform programming for the upcoming year. We are hoping to be more mindful and deliberate with assessment-based planning in the future. Learning outcomes for three programs from this academic year are listed below.

New Faculty Retreat
- New faculty will connect with multiple facets of WSU
- New faculty will connect with new colleagues
- New faculty will connect with new teaching strategies.

Scholarship of Teaching and Learning Scholars Program
This program seeks to assist and promote faculty scholarship in the context of teaching and learning. To that end, SoTL scholars will:
- Frame and prepare research questions related to effective teaching and student learning.
- Design and conduct a SoTL study to investigate effective teaching and student learning.
- Present SoTL research to peers at the WSU Faculty Symposium or another academic event.

Faculty Symposium Learning Outcomes
- Participants will
  - feel an increased desire to integrate more effective, efficient, and innovative teaching strategies in their courses.
  - recognize and apply key principles that they have learned from other WSU faculty to promote more effective, efficient, and innovative learning strategies in their courses.
- The symposium will provide an opportunity for faculty to
  - share best practices, innovations, and/or lessons learned from their teaching experiences with their colleagues.
  - network and develop professional relationships and collaborations with each other based on common interests.
  - 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.
  - share what they have presented (and also learned) at professional conferences with other WSU faculty.
TLF Goals Supported through and by the TLA Committee

2015-16 Goals
Goal #1: Create a Scholarship of Teaching and Learning Scholars Program designed to assist and promote faculty scholarship in the context of teaching and learning.
   Completed. There were 10 faculty members who completed the program and are now working on research projects based on their participation in the program. This year’s scholars will present their research at next year’s faculty symposium in order to qualify for the $500 stipend, which will be available at that time. We also utilized student researchers to conduct a focus group at the end of the semester. That data will be analyzed and used to make revisions for subsequent SoTL Scholars Program efforts.

Goal #2: Create a mission statement and vision statement for the Teaching and Learning Forum.
   In progress. Members of the Teaching, Learning and Assessment Committee volunteered to assist in the development of a mission and vision statement for TLF. We met twice during the academic year and generated possible ideas and themes appropriate for a TLF mission/vision statement. Those ideas still need to be explored, vetted, and revised to create a final mission/vision statement.

Goal #3: Develop faculty recognition methods/programs that can aid in the tenure and promotion process.
   In progress. We collaborated with the Center for Instructional and Institutional Effectiveness to create a digital badging system to provide recognition for attendance and participation at various professional development events. The Summer Learning Series and the New Faculty Retreat served as venues for piloting the program. As a badging team, our next step is to explore the feasibility of implementing the program campus-wide. If the program is feasible, then we need to identify stake-holders, create a digital badging committee, create a screening process for badging, and so forth.

Goals for 2016-2017
Goal #1: Determine our role and position in the organizational structure of WSU and faculty development by exploring current structures and collaborations
   Means to achieve goal: Meet and collaborate with associate provost, CIIE, HIPs, and other professional development entities to explore and define the scope of TLA/TLF in the context of campus-wide professional development for faculty.

Goal #2: Begin using assessment data in meaningful and systematic ways to inform future programming and decision-making.
   Means to achieve goal: Create a sub-committee to oversee data assessment for TLA/TLF programs. Create learning outcomes and assessments for each program or event that TLA/TLF offers. Analyze the assessment data and use it as the basis for decision-making regarding future programming.
Goal #3: Complete Goal #2 and #3 from last year.
Means to achieve goal: Follow up on the mission statement. Could also get input from CIIE and HIPs entities to be sure that mission statement aligns with program, Academic Affairs, and University goals. Meet with appropriate personnel to determine the feasibility of implementing a badging system. If feasible, move forward with program and make it available on a campus-wide basis.

Outstanding Committee Members

During the year, there were a number of committee members who went above and beyond in their responsibilities with the committee.

**Toni Asay.** She attended almost every event sponsored by TLA/TLF. The great thing is that she is not just “there.” She is actively participating and helping behind the scenes any way she can. She always had good insights into our committee meeting discussions.

**Barrett Bonella.** Barrett was always the first one to volunteer for anything that needed to be completed. He served on the Teaching Evaluation Task Force, presented a session for the Department of Visual Arts on Mind-Mapping as a means of assessment, attended and participated significantly at the New Faculty Retreat, and had 100% attendance at meetings.

**Tim Herzog.** Tim was our resident trouble-shooter. For example, at the New Faculty Retreat, he led a hike when our hiking guide failed to show up. At the Adjunct Retreat, he was able to completely re-work a presentation on student response systems (clickers) when I didn’t bring the clickers, and he used poll everywhere to save the day. He came to all of the Fall meetings, and arranged for a substitute to attend in the Spring – very responsible. Tim always has good ideas and made significant contributions in meetings.

**Doris Stevenson & Gail Niklason.** Doris was our Faculty Senate Liaison and Gail is an ex-officio member as the Director of Institutional Effectiveness. Both were instrumental in completing the survey on how departments measure teaching effectiveness. Doris did most of the work in developing the instrument and Gail posted, distributed, and analyzed the results. This charge was easily accomplished because of their expertise and dedication. Both also had 100% meeting attendance at committee meetings. Both stellar!

**Hugo Valle** was exceptional at the New Faculty Retreat. He made connections with numerous new faculty members, serving as a sort of mentor. He spent time talking to them about their concerns and represented WSU and TLA/TLF very well.
## Appendix 1: TLA Meeting Attendance for 2015-2016

*Note: Brandon Burnett substituted for Tim Herzog during Spring 2016.*

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Appendix 2: Teaching Evaluation Survey Summary Report

Charge:

Create an inventory of departmental/program teaching assessment practices with special focus on the use of student evaluations of teaching effectiveness.

A TLA Task Force Committee composed of Colleen Packer, Gail Niklason, Doris Stevenson, Barrett Bonnella, Andrea Jensen, and Nadia Wrosch developed and conducted a survey to identify how departments across campus evaluate teaching effectiveness. The survey was sent to all department chairs and program directors.

55 chairs and program directors received the survey
33 responded
28 finished

Take-Aeways:

1. We use a variety of methods to evaluate teaching effectiveness.

2. If a department or an individual faculty member is invested in getting students to complete the evaluation, they tend to get higher response rates on student evaluations than departments who are less invested.

   a. Practices that encourage higher response rates:
      • Faculty give incentives (extra credit)
      • Instructors take students to computer labs
      • Put in Canvas as an assignment
      • Credit for screen capture
      • Using class time to complete evaluations
      • Have faculty member remind students of the significance of student evaluations
      • We bring a set of ipads to class & do the evaluation there

3. Two departments count student evaluations 90-100% to determine teaching effectiveness. The department that counts student evaluations at 100% does not use peer review to determine teaching effectiveness.

4. Four departments never review teacher effectiveness at any level of review.

5. Over half of the department chairs are unhappy with the current student evaluation instrument they are using. Some of the concerns:
a. Since they’re delivered online, responses are lower, so we are paying decreased attention to them.
b. Student evaluations tend to measure liking
c. It’s like cherry-picking, it’s useless
d. Too many questions muck things up
e. They ask questions that students can’t realistically evaluate.
f. Calculating averages is inappropriate for the categorical nature of the data. Comparing averages removes the actual score that students provide and makes teaching a competitive sport. Comparing scores means there must always be a “loser” even if all professors are highly rated by students. The reverse scenario is that there must also always be a "winner" even if all professors are rated poorly. This is a statistical absurdity caused by inappropriate use of the data.

One department chair said, “I wish it was defined how teaching evaluations are weighted in the T&P process.”
Appendix 3: Survey Summary of Raw Numbers

Evaluating Adjunct Faculty
- Four departments indicated they never evaluate teacher effort and effectiveness of adjuncts.
- Student evaluations of teaching 26/31 = 84%
- Peer Classroom Observations: 12/25 = 17%
- Review of course material: 15/28 = 54%
- Review of student generated products: 2/15 = 13%
- Grade distribution or average course grade: 8/11 = 74%
- Other measures of student performance: 3/12 = 25%
- Statement of teaching philosophy: 2/23 = 9%
- Formal teaching portfolio: 1/14 = 7%

Evaluating faculty at third year and final tenure review
- Four departments indicated they never evaluate teacher effort and effectiveness of tenure candidates.
- Student evaluations of teaching 26/31 = 84%
- Peer Classroom Observations: 25/25 = 100%
- Review of course material: 24/28 = 86%
- Review of student generated products: 13/15 = 87%
- Grade distribution or average course grade: 6/11 = 55%
- Other measures of student performance: 10/12 = 83%
- Statement of teaching philosophy: 23/23 = 100%
- Formal teaching portfolio: 14/14 = 100%

Evaluating faculty for promotion to full professor review
- Four departments indicated they never evaluate teacher effort and effectiveness for review of faculty for promotion to full professor
- Student evaluations of teaching 26/31 = 84%
- Peer Classroom Observations: 22/25 = 88%
- Review of course material: 22/28 = 79%
- Review of student generated products: 11/15 = 73%
- Grade distribution or average course grade: 5/11 = 55%
- Other measures of student performance: 9/12 = 75%
- Statement of teaching philosophy: 22/23 = 96%
- Formal teaching portfolio: 13/14 = 93%
Evaluating faculty for post-tenure review
- Four departments indicated they never evaluate teacher effort and effectiveness for post-tenure review of faculty
- Student evaluations of teaching: 22/31 = 71%
- Peer Classroom Observations: 10/25 = 40%
- Review of course material: 10/28 = 36%
- Review of student generated products: 5/15 = 33%
- Grade distribution or average course grade: 4/11 = 36%
- Other measures of student performance: 3/12 = 25%
- Statement of teaching philosophy: 8/23 = 35%
- Formal teaching portfolio: 6/14 = 43%

Annual Evaluation of Faculty
- Four departments indicated they never evaluate teacher effort and effectiveness for annual review of faculty
- Student evaluations of teaching: 27/31 = 87%
- Peer Classroom Observations: 2/25 = 8%
- Review of course material: 9/28 = 32%
- Review of student generated products: 4/15 = 27%
- Grade distribution or average course grade: 7/11 = 64%
- Other measures of student performance: 7/12 = 58%
- Statement of teaching philosophy: 2/23 = 9%
- Formal teaching portfolio: 2/14 = 14%
Appendix #4: Survey Summary of Methods Used to Evaluate Teaching Effectiveness at WSU

Survey Summary:
Methods Used to Evaluate Teaching Effectiveness at WSU
(by review level)

Methods Used to Evaluate Adjunct Teaching Effectiveness

Methods Used to Evaluate Teaching Effectiveness in 3rd Year & Tenure Reviews
Methods Used to Evaluate Teaching Effectiveness in Reviews for Promotion to Full Professor

Methods Used to Evaluate Teaching Effectiveness in Post Tenure Reviews
Methods Used to Evaluate Teaching Effectiveness for Annual Reviews

- Student Observations
- Review Course
- Review Student Grade Distribution
- Other Statement of Formal Portfolio
- None

Annual Review