October 27, 2020 EAB Meeting

Participants:

- Gitanjali Shahani
- Erin Macke
- Jace Allen
- John Holland
- Sarita Cannon
- Jenny Lederer
- Jennifer Trainor
- Loretta Stec
- Joan Wong
- Sara Hackenberg
- Robert Kohls
- Neil Lindeman
- Geoffrey Green
- Priya Abeywickrama

EAB Agenda:

1) Online Course Observation Protocol and Rubric
   a. Gitanjali –
      i. We are ahead of other departments.
   b. Jennifer & John
      i. Slides
      ii. John is here to help with this discussion. John has been teaching Async courses for some time now, but with async courses you can’t observe in the same way. How do you evaluate when you can only see their iLearn site?
      iii. Theory behind the processes.
           1. Constructivist, Critical, Digital Classrooms
              a. The ability of participants to identify with a group, communicate purposefully in a trusting environment, and develop relationships based on their individual personalities. It is crucial to constructivist approaches to learning.
              b. Eli Review – Student work is entirely anonymous
           3. Teaching Presence – Course Structure and Design, Teacher Feedback, Teacher Facilitation
              a. Involves instructional design as well as teaching facilitation and feedback. Teaching presence makes students feel like they are supported and guided in their learning.
a. Reflects critical thinking, collaborative problem-solving, and construction of meaning occurring in assignments, and in supporting activities. (“Types of Presence”). Cognitive presence is the content or intellectual work of the course.

b. Four Phases of Cognitive Presence:
   i. Intentional Puzzlement or Inquiry Question
   ii. Opportunities to Explore
   iii. Assignments that Apply and Integrate New Learning
   iv. Opportunities to Reflect

c. Asynchronous Observation Process
   1. Teacher-observer pre-meeting. Teacher can direct the observer to particular aspects of the course to focus on;
   2. Observer goes to teacher’s ilearn, using the Comm of Inquiry framework to analyze aspects of the course;
   3. Observer writes up an analysis of whichever aspect of the course they focused on, using the Comm of Inquiry framework to guide analysis;
   4. Teacher-observer post-meeting and/or share observer write up with the teacher.

d. Neil
   i. The process allowed for a good assessment of my async course. It’s broad enough to reach across programs. It could also be good for sync courses as well, not just async courses.

e. Priya
   i. The depth of feedback really showed how much should be in an async course.

f. Jennifer
   i. The theory and the rubric made it easy to give the detailed feedback.

f. Gitanjali
   i. Was this more work than the in-person observation process?

g. Jennifer
   i. I think it less work, especially with the pre-meeting. It can also be easier because you have the time to look at the site and the information in front of you.

h. Loretta
   i. The senate renewed the resolution to allow tenure/tenure-track faculty to not include SETEs if they choose. We are still in communication on the lecturer front. The observation is may be a peer-review not a summative and/or evaluation to upper management.

i. Priya
   i. Observations should be more for mentoring and helping teachers, not necessarily evaluation purposes. It definitely should be flexible and optional.

j. Jenny
   i. Should there be a third form for the evaluation process?

k. Gitanjali
i. Can we think of this not just for the writing program, but also for the major programs? Would we need to tweak it for other programs?

l. Neil
   i. Would it apply to other courses besides PWR after the pandemic?

m. Jenny
   i. I think there is so much work going on the async components of sync courses that we are unable to really talk about.

n. Gitanjali
   i. Even when we do come back to campus – it might be staggered. We might not be fully on campus as a whole – so it is likely we will have online courses for a while yet.

o. John
   i. This can fit into any course – not necessarily just an online course or an async course or a writing program.

p. Sara
   i. This can be helpful for recognize the work that goes into the planning and construction of the online components of courses.

q. Gitanjali
   i. Look at the amount of time we have talked about this and the enthusiasm about it leads to the idea of Teaching Brown Bag meetings.

2) Department Website
   a. Jace - Link to Google Document

   b. Gitanjali
      i.

3) Teaching Brown Bag
   a. Gitanjali
      i. If we could have volunteers from each programs that would talk about what they did and lead discussions. Are you comfortable with the department meeting to this new form? Or do we need another meeting just for this in addition to the department meetings.

   b. Jennifer
      i. We’ve done away with announcements for the most part in the writing program semester meetings.

   c. Gitanjali
      i. It sounds like there is support for that in the chat.

   d. Neil
      i. So it would be a three-minute presentation about teaching over the past semester and then open it up for discussions?

   e. Gitanjali
      i. It can be that and a place to vent.

4) 7th Cycle Update
   a. Gitanjali
      i. Why are we going through this process currently and why can't we postpone this process?
1. It affects accreditation, etc.
   ii. There is a section specifically for faculty and the data associated with the faculty.
   iii. Given that RTP is seemingly already doing some of this work, can RTP do some of the faculty work?

b. Priya
   i. If it happens in Spring we could potentially, but if it happens in Fall we have 7+ people going up for promotions.

c. Gitanjali
   i. If there was more people on RTP, would that help?

d. Priya
   i. Yes, if we had a new committee it would help.

e. Gitanjali
   i. We really want to avoid duplications of work. We can share and distribute our information. Are there privacy issues involved in sharing that type of information?

f. Gitanjali
   i. CVs should not be confidential.

g. Priya
   i. CVs sometimes have SETE scores, and that might not be public.

h. Jennifer
   i. Does the process require every CV of our faculty?

i. Gitanjali
   i. Another thing that is collected is faculty demographics (age, ethnicity, etc). It was totally options.
   ii. Certificates are also part of this review cycle.

j. Geoffrey
   i. It gives us an opportunity to advocate how well we do what we do under never-ending challenges.

k. Gitanjali
   i. One of the other aspects we have to think about our resources.
   ii. I was thinking of using existing committees to help do this work – Alumni,
   iii. Once the ad hoc committee

Chat Messages:
From Jennifer Trainor to Everyone: 11:03 AM
https://docs.google.com/presentation/d/1kuoHdMugqnIdALBm4M3MaUuUSYYkWtZQwFwSXz0OTUI/edit?usp=sharing

From sarahackenberg to Everyone: 11:26 AM
I think the observation thing is really important
(I mean, peer observation)

From Robert Kohls (he/him) to Everyone: 11:32 AM
Thank you, Jenny! Excellent point!

From Sarita Cannon to Everyone: 11:32 AM
yes, I think this can be valuable for all modalities

From Jenny Lederer to Everyone: 11:37 AM
I like that idea!

From Sarita Cannon to Everyone: 11:38 AM
I think it’s a great idea, Gitanjali. It’s a way to debrief at the end of the semester and to build community

From sarahackenberg to Everyone: 11:38 AM
I think it’s a great idea too

From Neil Lindeman to Everyone: 11:38 AM
Yes, it’s a good idea.

From Jenny Lederer to Everyone: 11:39 AM
Just like our students, we’re missing our opportunities for “incidental learning”

From John Holland to Everyone: 11:39 AM
Well said, @Jenny

From Joan Wong (she/they) to Everyone: 11:40 AM
Jennifer has strengthened the community in the writing program with the change to our program meetings AND our weekly webinars.