TLRC (2023-2024)

Date: 10 January, 2024

Facilitator: Yogesh More (Chair)

Note taker: Renu Balyan (based on the zoom recording)

Zoom Recording link: https://suny-ow-edu.zoom.us/rec/share/o_hGn-W1umj4YWW-9prFrBbAuLS2XOH6rzGi5lXYw4H-uSXWebPfogvaOUPhE2a7.ctxe0niTI1xIANgM

Attendees: Yogesh More, Shebuti Rayana, Katarzyna (Kasia) Platt, Svetlana Jovic, Antonio DiGregorio, Edward Bever, Chandra Shehigian

The agenda and the agenda link:

https://github.com/morey-ow/tlrc23-24/blob/master/2023-2024%20Records/meetings/2024-01-10/agenda.md

1. Approve minutes of Nov 10 meeting
2. Chair's Report
3. Discuss TLRC director position
4. Decide on dates/events for this semester

Minutes of the Meeting:

1. **Approve minutes from previous meetings**
   The minutes from November 10, 2023 were approved with acclimation.

2. **Chair's Report**
   - Fernando Espinoza is on sabbatical till Fall. Fernando represents School of Education. Faculty Senate Chair (Kyle Anderson) has been requested to appoint a replacement
   - Provost suggested Meseret Tzehaie as the 2-year Interim TLC director and has asked TLRC to interview her.
   - Meseret had shared her CV and interest in the position, below are some statements & excerpts from her CV and email:
   - I've worked with the teaching and learning committee in the past in a collaboration effort drawing from a vast array of educational resources and experiences. Provided workshops to understand the intricate dynamics to improve student learning and how to facilitate that process.
   - Collaborated with the Teaching and Learning team to design and deliver development workshops aimed at improving online teaching by facilitating sessions focused on Active Leaning, e-Portfolio, Inclusion and Diversity, teaching Freshmen classes, and QM certification to enhance student learning outcomes
   - Used an ePortfolio strategy of teaching using Blackboard that enabled students to compile digital evidence of their learning
   - **Skills**
     - Grants Management
     - Budgeting and Financial Management
     - Relationship Building and Stakeholder Engagement
     - Compliance and Regulatory Knowledge
     - Team Leadership and Development
     - Grant Proposal Writing and Evaluation
     - Data Analysis and Reporting

- As for the role of a director, I see it as a pivotal position where one can influence and shape the direction of educational initiatives, implementing innovative strategies to enhance learning outcomes and empower both educators and students alike.
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3. **2-year Interim Director for TLC**
   - One committee member shared the concern that despite being good at the Grants work she does currently, if taking on this additional responsibility will impact Meseret's ability to manage Grants office work as was the case with the previous person handling post-award Grants work.
   - Another committee member added that Meseret is very procedural, organized, knows how to get things done. However, the member agreed to the concern raised related to multiple responsibilities and suggested if she could be provided this opportunity with a probation period to see how she is able to handle multiple tasks.
   - One committee member shared concern that it is not about whether the person is good or not but if the role as interim TLC director is just an added responsibility to the recommended person's current portfolio or will her role as the Grant's director be reduced? Did the person volunteer to do this?
   - Another concern from one of the committee members, who also wears multiple hats, raised was how the work between these two responsibilities will be balanced, what will be the criterion to do so, will she be paid for extra service, what gets mentioned/written in her performance plan. The TLRC should have a say in this and the committee should carefully review the process and plan this position work accordingly. Meseret should also explicitly state that she is willing to take up the responsibility and do the work expected – whether it's within her designated time frame or work overtime etc.
   - One more member agreed about the concern if adding this additional responsibility will result in down scaling her Grants office role. The faculty added that OW is finally making some progress towards research and would not want her role as Grants office to be scaled down in anyway. In addition, the questions about experience with curriculum development for academics, what kind of team will be built to carry out this additional task and how this team will be built
   - It was also stated that while we have this nice resource that is useful to a number of faculty writing grants, why should we dilute this resource by taking away her time and add another responsibility.
   - Will there be additional staff provided to this person?
   - Will we (TLRC) be involved in the process of her responsibilities etc.?
   - What are we handing off to this new person and what our expectations are for the first six months from the person?
   - What will be the relationship of this new TLC director with the TLRC?
   - What will be the role of TLRC after the TLC starts functioning? Will it be obsolete?
   - The TLRC could be sort of an advisory committee like many other SUNY's but it's unclear as to how this will be created or this will function.
   - How will the faculty be connected to the TLC once it becomes functional? Or will it become more of an administrative bureaucracy taking it over with minimal faculty role in it?
   - Another issue discussed based of a recent email about how much can a person make on top of the salary. Is 20% the maximum that this new appointee will be able to make? Will this be the only compensation that will be provided for taking over this new role? This may not be sufficient so in that case will the role of this person be down-sized from the Grants office role?

4. **Next semester events:**
   - **Getting to Tenure Workshop, joint with ARPT and UUP**
   The chair has reached out to Jeanne S and Peter I but haven't heard back yet. However, a similar event was held in 2017 that was led by UUP

   - **Svetlana: AI and project-based learning**

   Thinking from a real-life or professional life problem perspective as well, instead of theory or concept centered. what challenges the professionals may face and what skills they need to have, Developing a curriculum for kindergarten etc. So, it may start with how theory is important but then flipped to see what problems people face etc.

   Date: Tentatively after Mid Terms or even early March (once done with the Tenure file)

   - **Ed Bever: Regular and Sustentive Interactions in Distance Classes**

   Federal Regulators have been focusing on this in the past few years, and we need to do what we can to make sure our faculty are aware of the issue and running their courses in compliance. Also, it enhances the educational experience for students in online courses, and one of the remedial measures called for in last year's 5 Year Assessment of the Distance Program was "promoting steps to incorporate course management and teaching practices that heighten ... students' connections with their instructors." (p. 30)

   It was discussed that it would be better to have this as more focused towards faculty who is teaching online courses and it was suggested that Chandra Shehigian could add this to her workshops rather than TLRC hold this as an event for all faculty. Chandra agreed to adding it to her set of workshops.

   - **Shebuti: External academia expert for Responsible use of AI**

   Shebuti will reach out to her contacts and check their availability. However later it was agreed that we may want to limit the events to 3, so this could be a Fall event or maybe discussed later.

   - **Kasia:** Talk with students for best practices for Office hours (zoom, in-person, emails etc.) as things have changed after the pandemic. Student-faculty communication, setting up a Discord server etc.

   This can be a panel where different faculty using different services can talk about it. Students could be involved as well in this.

   - **Ashlee Lien:** "volunteered" to speak on experiences/challenges in grading writing and AI. May also reach out to Maria Zulema Cabail, Jeanne Shimizu, Betty Berbari, Danielle Lee who had some thoughtful contributions at the last AI related event.

   This one could be a (priority) and some other similar events could be combined and this could also include some students as well to get their side of the story.
   We should do this event early in the semester rather than later so that people could use some of those techniques over the semester if they find something interesting and useful. In addition, this could be done over zoom or a hybrid event on a Friday afternoon for 2 hours or so. This could be done on one of the Fridays in February that doesn't have a Faculty Senate meeting.

Other Comments and discussions:

- There are lot of online exam related concerns/issues – such as Chegg, maybe some exam centers could be set up where the exams are held in-person even though the classes may be fully online.
- Students agree that they do not learn much or take the online classes seriously and hence do not know the basics or the fundamentals of a specific course that they took online.
- It was also discussed how much we should care about what the students are doing – as they are the one's who are not sticking to the rules or breaking the contract. But on the other hand, it was pointed out that we just can not ignore as we as a faculty are conforming and certifying they have learned something – so in a way it is our responsibility to do it as fairly as possible.
- However, it was also discussed that often we know that it is not a students' work but we can't prove it, and if we can't prove it then how do we deal with such a situation
- Cheating is more prevalent than we think it is and 70% students agree to cheating at some stage. ChatGPT has exacerbated this problem