Faculty Feedback Letters: Jesse Stommel

Dear Jesse,

It has been a pleasure to work with you and to read your annual review. I am impressed by your willingness to explore the ways in which your work, inside and outside of the program, can be interconnected and complimentary. In your teaching, service, and scholarship, you **far exceed program expectations.**

Teaching:

Please note that for this section both Richard and I review your materials and we collaborate on the response that appears in your letter.

Jesse Stommel

The Analysis of Teaching is an opportunity to talk about approaches to teaching, revisions of activities and assignments, things that you learned from students that you integrate into classes, what you might want to change in the future. That might mean considering ways to revise courses to integrate UWP course goals, or feedback from your colleagues, or the scholarship of teaching and learning and writing studies. Most of your colleagues share the same integrations of teaching, service, and research.

You provided very little evidence of teaching interactions. One of the benefits of using a variation of the Teaching Quality Framework is that it provides a fuller picture of teaching, including student voice, pedagogical intention (teaching statements and reflections), and the intersection of these effects and intentions, ideally, to better see what things work and what things could be improved. You didn't have a teaching observation, and your feedback was sparse. Some faculty have shared narratives of conferences, some have shared video, some have shared detailed notes, so that might be an option in the future. The feedback you did share was encouraging, and you name specific elements of the writing as evidence of this encouragement. That said, we understand that the interactions you are really trying to build are student-to-student, and your intention of facilitating students giving feedback to each other rather than relying on you is a true enactment of liberatory pedagogy.

In course design, rather than send students to another site for the WRIT 1122 course goals, you should include the goals in the syllabus. Your first two additional course goals are rhetorical, but the others are what some in the UWP lovingly refer to as "shadow goals" or additional things each of us adds to the classroom. In your

course design, you have a rhetorical analysis activity towards the end, but other writing assignments seem to focus more on the shadow goals. Is it possible that your single frame analysis assignment can't be a rhetorical analysis assignment? Can't the creative nonfiction essay serve other UWP WRIT 1122 course goals?

You scored above the program mean on the SET for all questions, and substantially above the mean on students learning a great deal, the course was intellectually challenging, and other students contributed to learning. Students appreciated the freedom and your passion for the topic. Many students commented on your care and understanding, and the fact that you made the course enjoyable. A couple students did not like the use of Discord, and one student remarked that, "The course could teach more writing techniques in my opinion" and another mentioned, "Getting feedback from the actual professor instead of just our peers would be helpful. The only time we got feedback was if you explicitly asked him."

Service:

Knowing the work that has gone into the overall planning for the Community Writing Conference, I appreciate your assistance helping the committee to "devise a hybrid approach to next year's event". After working with Veronica, Nicki, and Logan with that process, I can see how complicated it can be. I also appreciated your work on the Writing Machines: ChatGPT Ad HOC committee particularly because of the wonderful faculty meeting discussions that came out of the committee's work.

Also included in your service for this reporting cycle are the following:

  ◆ Serving on the Reappointment and Promotion Committee in Fall of 2022.
  ◆ Presenting in a graduate pedagogy course in the social work department

Also, as you subsequently sent me after or meeting, your service can be broken down in the following ways:

The requirements for "far exceeds" in this category state: "Overall, faculty has made meaningful and substantive service contributions exceeding expected efforts in at least two of three expected categories (Shared governance 5-10%, Advancement or implementation 10%, and work equaling course reassignment 10-15%) or they represent time intensive efforts (beyond approximately 300 hours)." I have exceeded expectations in all three categories, but especially categories 2 and 3.

Category 1: Shared Governance (5-10%) – 10%
a. Serving on at least one Writing Program committee each year.
b. Participating in the collective sustenance of the program, which includes participating in and preparing for (reading docs, participating in surveys, etc.) faculty meetings, retreats, voting, etc.

I served on the Reappointment and Promotion Committee in Fall of 2022. We worked both to review a single candidate for promotion, but we also talked at length over multiple meetings about the review process itself with the goal of helping inform the process going forward. In Winter and Spring of 2022, we continued our work to assemble a report (for delivery to the steering committee) about the work of the committee with recommendations.

I assisted the Conference on Community Writing Ad Hoc committee in their work to devise a hybrid approach to next year's event. I hope to continue to work with them as they implement the ideas I discussed with them at the event.

Throughout the year, I attended retreats and all department meetings, except one, and I completed all surveys, voting, etc. I offered copious suggestions and feedback for all documents under revision.

Category 2: Advancement and Implementation (10%) – 10%
Organizational work (organizing events or community work), or role-based work (chairing/serving national organizations, journal editorships). Efforts that advance the mission and vision of the program, university, and discipline.

My work in this area is at all levels, program, university, discipline, and community work.

I joined the Writing Machines: ChatGPT Ad HOC committee toward the beginning of Winter 2023. We have had ongoing discussions and contributed to a conversation at a recent faculty meeting. I have been interviewed 3 times about ChatGPT in the last several weeks (twice by New Scientist and once by Times Higher Education). I have been glad to find ways to connect my public scholarship and contributions to the work of the program.

I consulted with United Nations' Special Rapporteur on the right to education in advance of a report offered to the UN's Human Rights Council. I presented at a meeting focused on "Citizenship: what should be the scope of a true digital education?" The group of consultants collaborated on a published report, Policy Insights: The Digitalization of Education. I included that report as an optional supplement in my review materials.

I was a higher education pedagogy fellow for the Hope Center for College Community and Justice, which completed during the period of this review. The Hope Center is an organization at Temple University founded by Sara Goldrick-Rab. The organization is focused on basic needs insecurity among college students. I have helped the organization bridge policy work with pedagogical work. I also served as a coach and mentor to multiple members of their team, who work to educate college staff, faculty, and administrators about basic needs insecurity. While the fellowship was for one year and ended in Summer 2022, I am continuing my work with Sara Goldrick-Rab to co-author and build a multimedia curriculum, The #RealCollege Curriculum, to support institutions across the country. The curriculum is currently being rolled out on a pilot basis, and I'm supporting the writing of additional modules. I have continued to bring this work to University of Denver by presenting about it to colleagues here and connecting it directly to my other work.

Category 3: Work Equaling Course Reassignment (10-15%) - 10%
Additional Advancement and Implementation contributions. Or a Professional Service Project.

A huge part of my work in the field, profession, and at DU is as a teacher of teachers. My research is about teaching, I worked previously as the head of a teaching center, I am regularly invited to institutions around the world to work directly with teachers both within my discipline and more broadly. This is my professional service projects. It has multiple dimensions:

- I am the founder and Executive Director of Hybrid Pedagogy, a 501(c)3 volunteer non-profit organization that runs a peer-reviewed academic journal and does educational outreach activities (including a conference, Digital Pedagogy Lab). We published two open-access long-form books this year, which I acted as publisher for: Designing for Care and Toward a Critical Instructional Design.
- I am working on a CFP aimed primarily at University of Denver faculty for a special collection, a series of open-access articles published in the journal, but likely collected in a book, as well. I have begun to discuss the project with various faculty and am drafting the CFP.
- I have consulted with and mentored faculty and graduated students in the Social Work program. I recently gave a guest lecture in that program and led a discussion with a group of faculty and students about grades and assessment.
- I have been told by several colleagues that my work and support in this area has transformed their teaching, and that they mentioned this in their teaching statements during this annual review period.
- I produce materials that are regularly used by teachers at DU and around the world. I shared an example of those materials in the documents I

uploaded for my annual review. My public-facing blog posts, where I write about teaching practices, are regularly read by between 2,000 to 50,000 or more people. While my research listed in the scholarship section is aimed at advancing scholarly conversations, my personal blog is designed as an active resource for teachers, so it fits the definition of service for the purposes of this review.

Scholarship:

I appreciate that your scholarly contributions are pedagogically focused. This is the case for me and the majority of your colleagues. the vast majority of these have been focused on pedagogy. Additionally, I love the ways that you describe your scholarship of teaching as trying to "draw students into thinking about pedagogy, lifting the hood on the course, and working together with them to tinker. The work of pedagogy is something I share with students".

Based on your CV, I found the following journal Articles and book chapters that appear to part of this reporting cycle; however, I am not certain of their fit in this cycle that overlaps 2022-2023:

- *"Do We Need the Word 'Ungrading'?"* **Zeal: A Journal for the Liberal Arts** *Vol. 1.2 (2023)*
- *"An Introduction to Critical Digital Pedagogy." Policy Insights: The Digitalization of Education. Network for International Policies and Cooperation in Education and Training (NORRAG) in collaboration with the United Nations Special Rapporteur on the Right to Education (2022)*
- *"Rethinking Social Knowledge Creation in the Liberal Arts: The History and Future of Domain of One's Own." With Martha Burtis, Nigel Haarstad, Jess Reingold, Kris Shaffer, Lee Skallerup Bessette, and Sean Michael Morris. Social Knowledge Creation in the Humanities (Volume 2). Ed. Aaron Mauro. University of Chicago Press (2022).*

I also found other support for this section under your CV heading "SELECTED MEDIA APPEARANCES". I am not certain of their fit. in this cycle that overlaps 2022-2023:

- "Should Schools Ban ChatGPT or Embrace Technology Instead?" New Scientist (2023)
- "Inside the Post-ChatGPT Scramble to Create AI Essay Detectors." Times Higher Education (2023)
- "Grading Students May Be as Easy as ABC, but Evidence Shows

Better Ways to Improve Learning. The Conversation (2022)
- "The Attendance Conundrum." Chronicle of Higher Education (2022)

And under "INVITED TALKS AND WORKSHOPS" other possible supports for this reporting period; however, I am not certain of their fit in this cycle that overlaps 2022-2023:

- "Ungrading and Alternative Assessment." Top Hat's Higher Learnings Webinar Series (2023)
- "Pedagogies of Care." Ungrading Tech Tuesday. Transylvania University (2023)
- "Pedagogies of Care." Macaulay Honors College. City University of New York (2023)
- "Pedagogies of Care." Professional Development Day. Florida State College Jacksonville (2023)
- "Designing for Care: Inclusive Digital Pedagogies." Shutz Lecture Series. University of Missouri-Kansas City (2022)
- "Pedagogies of Care." Annual Faculty Retreat. Fort Lewis College (2022)
- "Ungrading and Alternative Assessment." Course Design Institute. Mesa Community College (2022)
- "Contemporary Digital Pedagogies." Emerging Challenges in Safeguarding Academic Integrity. Council of Europe (2022)
- "Ungrading and Alternative Assessment." Colorado College (2022)
- "Ungrading and Alternative Approaches to Assessment." All Faculty Professional Development. Olds College (2022)
- "Ungrading and Alternative Assessment: an Interactive Workshop." Transformative Learning in the Humanities. City University of New York (2022)
- "Ungrading for Equity." Innovative Pedagogy Speaker Series. Heartland Community College (2022)
- "Ungrading." Howard Hughes Medical Institute (2022)

And as mentioned earlier in service, but more appropriately discussed in this section is your "[b]eginning work on a CFP and edited collection for Hybrid Pedagogy, which would engage program faculty in an open-peer-reviewed pedagogical conversation.

Finally, as suggested in your teaching section, it would be best to use the CV

materials as evidence to support your reflections. I want to have your voice and your reflection guide my understanding of you in each of these areas.

Statement of Goals for the upcoming year

For this section, I am going to paste in what you have in your annual review so that in our meeting we can discuss how I might support you in these goals:

My goal is to continue the goal I set for myself in my last annual review (which was done only a short time after I joined the faculty in the Writing Program at University of Denver). That goal was to connect the work I do in the field of Writing Studies, and in the broader field of Higher Education Pedagogy more explicitly to my work at University of Denver. This happens on its own, to some extent, because of the nature of my work. **But I want to make that more explicit, and to potentially write about the intersections I am finding and making.** I am currently working on contributions to two edited collections by writing scholars (one is the foreword to a book, one an opening article for a special journal issue), which are focused on assessment in writing studies.