

Teaching & Learning Division

Annual Activity Report — Strategic Objective 3.1

Eastern West Virginia Community & Technical College

Academic Year 2024–2026 | Prepared by: Nikki M. Chandler, Teaching & Learning Coordinator

Strategic Objective 3.1

Implement system-wide embedded faculty development that broadens faculty expertise in teaching and learning in multiple environments. Engage faculty in the development of their skills as educational practitioners, in the physical and/or virtual classroom.

Executive Summary

Since January 2025, the Teaching & Learning Division at Eastern West Virginia Community & Technical College has significantly expanded its faculty professional development infrastructure in direct support of Strategic Objective 3.1. Under the leadership of Nikki M. Chandler, Teaching & Learning Coordinator, the division has launched a monthly newsletter, established a recurring faculty workgroup, built a comprehensive LMS-based faculty resource hub, facilitated a Faculty Circle book study cohort, coordinated an AI certificate cohort, and developed a robust workshop and training series — all focused on advancing evidence-based teaching practice across online, hybrid, and in-person modalities.

Teaching + Learning Workgroup

The Teaching + Learning Workgroup serves as Eastern's faculty-facing professional learning community — a standing monthly forum where faculty and staff collaboratively shape professional development priorities, share pedagogical strategies, and advance institutional teaching and learning initiatives. Nikki M. Chandler chairs and facilitates the workgroup.

Structure & Participation

Meeting cadence: Monthly — 4th Thursday, 2:00–3:00 PM via Microsoft Teams

Format: Hybrid synchronous (Teams) with asynchronous email participation option

Participation policy: Live attendance and email responses both count toward workgroup record

Recent Agenda Items Covered:

- Proposed a recurring monthly workshop series — discussed format, timing, and topics including Brightspace Tips & Tools, AI Prompt-a-Thon, Online Teaching Techniques / RSI, and Designing AI-Resistant Assignments
- Previewed and named the monthly Teaching & Learning newsletter — faculty selected The Learning Loop from among several candidate names
- Introduced the concept of revamping the Brightspace Instructor Resources course into a comprehensive faculty hub; action item assigned for all members to review the existing course before the April meeting

- Faculty Circle cohort update — Nikki walked the group through Dominic Phillips' ENL 102 summative assessment design presentation (see Faculty Circle section below)
- B.I.R.D. Nest revamp planning — proposed five-module structure presented and discussed (see B.I.R.D. Nest section below)
- May Learning Loop newsletter — draft shared; group discussed Teaching Tip and Brightspace Tool of the Month candidates
- Faculty Friday Assessment Workshop — Nikki proposed an all-day session on May 29 focused on assessment mapping, CLO/GELO alignment, and summative assessment artifact work
- Workshop and PD planning — upcoming professional development opportunities discussed, including accessibility training, AI prompt library, RSI resource development, and August faculty orientation

Key discussion points:

- Isaac Winfree raised the value of semester checklists for recurring faculty tasks and suggested exploring Microsoft Power Automate for document submission workflows
- Curtis Hakala flagged the April 2027 Title II federal accessibility compliance deadline as a top faculty PD priority
- Melissa Wells provided an update on accessibility software procurement — Eastern is in contract negotiations with a vendor through WVNET; a second-choice software is identified as a fallback; solution expected in place before fall semester
- Dominic Phillips noted connections between the B.I.R.D. Nest project and Eastern's strategic plan goals related to faculty mentorship and onboarding

Faculty Circle

Faculty Circle is Eastern's collegial, discussion-based professional development initiative, designed as an informal learning community open to all faculty and staff. Coordinated by Nikki M. Chandler, Faculty Circle offers curated readings, structured discussion, and applied practice — with a formal cohort track that leads to an Advanced Professional Development Certificate.

Spring 2026 Book Study Cohort

The Spring 2026 cohort is working through *Teaching at Its Best, 5th Edition* (Zakrajsek & Nilson, 2025/2026) across two structured sections: Teaching Preparation (March–April) and Assessment and Grading (April–May). Completion of both sections and submission of two artifacts earns a Credly digital badge.

Spring 2026 Cohort — At a Glance	
Book	Teaching at Its Best, 5th Edition — Zakrajsek & Nilson (Jossey-Bass, 2025/2026)
Certificate	Advanced Professional Development Certificate in Best Teaching Practices, Curriculum Development, and Course Design
Credential	Credly digital badge awarded upon completion of both artifacts
Sections	Teaching Preparation (March–April) and Assessment and Grading (April–May)

Section 1: Teaching Preparation — March

Reading assignment: Chapter 1 (How Students Learn — 15 research-based learning principles) and Chapter 3 (Critical Thinking in Course Design), plus individually assigned sections from Chapters 2, 4, 5, and 6. Each cohort member created a one-page quick reference guide for their assigned section, which were compiled and shared as a collective cohort resource.

Teaching Preparation Artifact — Course Modification Plan: Cohort members submitted a Course Modification Plan documenting specific changes to one course they teach, addressing all five required components:

- One change tied to the 15 learning principles from Chapter 1
- Assignment revisions requiring deeper student thinking (Chapter 3 critical thinking frameworks)
- Assignment-level AI transparency guidance — not just a syllabus statement
- Connection to Course Learning Outcomes (CLOs) with identified summative assessment focus
- Honest reflection on what is working and what needs to change

Faculty Circle Book Study Meeting 1 — March 12, 2026

March 12 Meeting	
Date/Time	Thursday, March 12, 2026 12:15–1:45 PM
Format	Hybrid — Room 206 (in person) and Microsoft Teams
Content	Discussion of Chapters 1 and 3; individual section presentations by cohort members; introduction to the Course Modification Plan artifact

Section 2: Assessment and Grading — April–May

Reading assignment: Chapters 24–27 (Assessing Planned and Prior Learning; Designing Assessments for Grading; Making Grading More Efficient and Consistent; Giving Students Feedback That Advances Learning — pages 295–347).

Cohort members also reviewed the following April session materials in preparation for the May 19 meeting:

- April 1 Faculty Circle session materials — Assessment Redesign in an AI Age (see below)
- Dominic Phillips' April 23 T&L presentation — backward design worked example (ENL 102 summative assessment)
- Curtis Hakala's April 24 Build Better Rubrics with AI session — prompt formula, five-point quality checklist, Three Signals rubric check

Assessment and Grading Artifact — Completed Summative Assessment: Cohort members will build and submit a completed summative assessment for one course, tied to one CLO, including all four required elements:

- Student-facing assignment prompt
- Brief design rationale (CLO identified, AI-resistance explained)
- CLO-aligned rubric using Curtis Hakala's AI prompt formula — four levels: Exceeding, Achieving, Approaching, Emerging
- Assignment-level AI guidance embedded directly in the assignment

Faculty Circle Book Study Meeting 2 — May 19, 2026 (Upcoming)

May 19 Meeting	
Date/Time	Tuesday, May 19, 2026 10:30 AM–12:00 PM
Format	Hybrid — Room 206 and Microsoft Teams
Agenda	Chapters 24–27 discussion (emphasis Chapter 25); cohort members share CLO and summative assessment directions; collegial feedback

Open Faculty Circle Sessions

In addition to the cohort-only meetings, Faculty Circle hosted open sessions available to all faculty and staff:

September 26, 2025 — Reconnecting with Purpose and Growing Together

September 2025 Faculty Circle	
Date	September 26, 2025
Format	Faculty Circle — Eastern WV CTC
Facilitator	Nikki M. Chandler
Materials	Curated readings on belonging in the classroom (Columbia CTL), growth mindset for faculty, teaching in rural community colleges (AACC)
Discussion	Discussion questions developed specifically for Eastern's institutional context

April 1, 2026 — Assessment Redesign in an AI Age

April 1 Open Session	
Date/Time	Wednesday, April 1, 2026 1:00–2:30 PM
Format	Hybrid — Room 206 (in person) and Microsoft Teams

Session content: Building Summative Assessments That Measure Real Learning — and That AI Cannot Do for Your Students. Grounded in HLC 2026 Annual Conference materials, Teaching at Its Best (Nilson, 2025), and institutional case studies from American Public University System (APUS) and Garden City Community College (GCCC).

Topics covered:

- The shift from platform-based summative assessment (Cengage, Hawkes) to custom performance indicators with rubrics aligned to CLOs
- What Teaching at Its Best tells us about meaningful assessment — Chapter 1 (How Students Learn) and Chapter 3 (Critical Thinking in Course Design)
- What AI changes about assessment — and what it does not
- Three Signals of Real Learning framework (Dr. Jean M. Hess, HLC 2026): Reasoning, Process Transparency, Application
- APUS CARE initiative: AI-inclusive and AI-supportive assignment design across 500+ courses in 123 programs
- Garden City Community College five-level AI use framework embedded at the assignment level (Levels 0–4)
- GCCC academic record-keeping model and what Eastern can adapt
- Concrete examples of AI-resistant assessment for online courses: reflective application, process journals, situated problem-solving, AI disclosure statements
- Three Faculty Design Questions (Dr. Jean M. Hess, HLC 2026): What thinking must remain human? What evidence will demonstrate understanding? Where can AI support learning without replacing reasoning?
- Performance indicators and rubrics — what they are and why they make assessment AI-resistant
- Dominic Phillips' ENL 102 worked example: backward design from CLO to summative assessment
- Course Modification Plan — Part 1 artifact review for book study cohort
- Part 2 artifact preview — building one summative assessment for one CLO

Dominic Phillips' ENL 102 Presentation (April 23)

Dominic Phillips, who also attended the HLC 2026 Annual Conference, contributed a fully worked example of the backward design process for building a summative assessment from a CLO. Nikki Chandler presented his example to faculty on April 23rd. His presentation walked through:

- CLO selection: ENL 102 CLO 1 — Evaluate sources for credibility, accuracy, and bias
- Task design: Essay #2 — Response to Moving Image / Advertising. Task: Evaluate how successful a Super Bowl halftime TV commercial of the student's choice is in appealing to its target audience
- Why student choice of commercial builds in AI resistance by design
- Essay structure mapping: Introduction (define target audience for the commercial and in general), Body Paragraphs (one per appeal: Ethos, Pathos, Logos — evaluate how each was used and how successful), Conclusion (actual defended judgment)
- Reverse-engineered knowledge: defining target audience; advertising appeals (Ethos, Pathos, Logos); identifying appeals from soundtrack, editing, tone, color, product values
- Practice task scaffolding: identifying appeals in still images of increasing complexity; developing a rubric to score appeal effectiveness (AI-guided); researching brands (AI-guided)
- Connection to prior learning from ENL 101: essay structure, thesis creation, definitions, topic sentences, transitions, Point-Evidence-Analysis
- Next steps: develop student-facing assignment sheet; build rubric with Curtis Hakala's help; review assignment against Chapter 1 learning principles

The Learning Loop — Monthly Faculty Newsletter

The Learning Loop is Eastern's monthly faculty professional development newsletter, produced independently by Nikki M. Chandler from concept through publication. Each issue consolidates upcoming PD opportunities, a teaching strategy spotlight, a Brightspace tool feature, workgroup updates, and institutional news into a single, readable resource distributed to all full-time and adjunct faculty.

Newsletter Structure

Each issue includes:

- Upcoming professional development opportunities — college-based workshops, external conferences, webinars, and online courses
- Teaching Tip of the Month — one practical, evidence-based teaching strategy with a how-to
- Brightspace Tool of the Month — a feature walkthrough with a tip for immediate use
- Teaching + Learning Workgroup news and updates

Issues Published

April 2026 Issue — First Edition

Distribution	April 1, 2026 — distributed to all full-time and adjunct faculty
Teaching Tip of the Month	End-of-Semester Review Strategies — focused on retrieval practice over passive re-reading. Practical ideas included: “brain dump” prompts (write everything you remember without notes, then compare); “muddy points” check-ins via Brightspace discussion or quiz; “cumulative connections” prompts asking students to link early concepts to recent material; short video overview of key themes (see Brightspace Tool below). Research basis: retrieval practice produces stronger learning outcomes than re-reading.
Brightspace Tool of the Month	Record & Share Video Notes in Content — step-by-step instructions for recording a video message directly inside Brightspace and posting it to course content with

	no additional software. Steps covered: navigate to Content, create a New Page, use Insert Stuff > Add Video Note, record in-browser or upload an existing file, add a title and description, insert and save. Pro tip included: keep videos 5–10 minutes per segment for best engagement and to stay within Brightspace file size limits.
College-hosted PD featured	Build Better Rubrics with AI — facilitated by Curtis Hakala, English Faculty/Advisor; Thursday, April 24, 1:00 PM via Zoom. Faculty guided on using AI tools to create CLO-aligned rubrics. Q&A included; recording sent to all faculty after the session. Optional PD certificate: build an AI-assisted rubric and submit evidence of completion.
External PD featured	Quality Matters Research Online Conference (April 10, virtual, \$75 covered by Title III — contact Dixie Heavener to register): applied AI research, student insights for course design, research-informed quality assurance; recordings available 90 days post-event. Open Learning WV free webinars: Introduction to OER Publishing (April 17); OER Accessibility with Amanda Larson (April 21); Train the Trainer: Introduction to OER Adoption (May 1); Train the Trainer: Intro to Open Pedagogy (May 8). Quality Matters free webinars: Authentic Assessments in the Age of AI (April 17, Stephen Kaufman); Beyond Textbooks and Lecture Videos (April 21, Jennifer Davis, U. Cincinnati); Empowering Faculty for Quality: A Small College's Path to QM Certified Courses (May 21). Tech Spotlight: Google NotebookLM — shared by Curtis Hakala, who built a notebook from 2026 HLC Conference materials (Eastern's IEP, strategic plan, conference notes, transcripts, slide decks). Faculty encouraged to explore the interactive notebook and listen to the AI-narrated audio overview.

May 2026 Issue — Second Edition

Distribution	Distributed to all full-time and adjunct faculty, May 2026
Teaching Tip of the Month	Build Better Rubrics with AI — featuring Curtis Hakala's April 24 session. Faculty directed to the session recording, full slide deck, and session transcript. The prompt formula for generating CLO-aligned rubrics reprinted in full. Instructions for earning the PD certificate included: watch the recording, build a rubric using the prompt formula, submit to Dominic Phillips.
Brightspace Tool of the Month	Attaching Rubrics in Brightspace — step-by-step instructions for creating a rubric under Course Tools > Rubrics, attaching it to an assignment via the Evaluation and Feedback section, and using it to score student work. Students can view the rubric before submitting. Faculty directed to Nikki's Brightspace Mastery Learning Outcomes Guide and Dominic Phillips for Brightspace outcome setup support.
College-hosted PD featured	Faculty Friday: All-Day Assessment Workshop — proposed for Friday, May 29, 2026; focused on assessment mapping, closing the loop on course reviews, and summative assessment alignment
External PD featured	Open Learning WV: Train the Trainer: Intro to Open Pedagogy (May 8, 2026, free via Teams); Open Learning WV AI & OER Resource Hub featuring Marc Watkins AI policy webinar, Open Education Network OER trainings, and Brett Christie AI & OER workshop resources. Quality Matters free webinars: Meet Faculty Where They Are: Practical Online Course Design That Sticks (May 7); Using AI Thoughtfully in Course Design and Teaching (May 15); Empowering Faculty for Quality: A Small College's Collaborative Path to QM Certified Courses (May 21). QM archived research webinar recordings also highlighted.

Future Issue Topics Planned

- Brightspace intelligent agents feature (suggested by Curtis Hakala — noted as underused and genuinely useful)
- Accessibility resources and Title II compliance guidance
- RSI strategies and documentation for online courses
- AI prompt library and teaching with AI resources
- Assessment mapping and CLO alignment guidance

The B.I.R.D. Nest — Brightspace Faculty Resource Hub

The B.I.R.D. Nest (Brightspace Instructor Resource Database) is Eastern's centralized, LMS-based faculty support hub, conceived, designed, built, and continuously developed by Nikki M. Chandler. The hub houses onboarding workflows, platform guides, assessment design resources, professional development archives, and newsletter collections — organized by faculty role and need.

Current Status

The existing Brightspace Instructor Resources course contains Brightspace how-to materials from the college's initial platform adoption and professional development resources added over time. A full revamp to expand and reorganize the hub was the primary focus of the April 23 workgroup meeting. The workgroup agreed on the module structure below as a working framework, with the primary build-out planned for May and over the summer.

Proposed Five-Module Structure

Module Overview	
Module 1: Brightspace Basics	Starting point for navigating Brightspace, understanding course structure, and using essential tools. Incorporates and updates existing course content.
Module 2: The Adjunct Alley	Workflow space for adjunct faculty — what adjuncts need to do and when across the semester. New content to be developed.
Module 3: The Full-Time Flow	Workflow space for full-time faculty — recurring institutional processes, deadlines, and requirements. New content to be developed.
Module 4: The Learning Lab	Professional development resource library — teaching and learning tips, pedagogical resources, workshop recordings, curated external PD links, RSI resources, and assessment design frameworks. Summative assessment alignment work featured prominently.
Module 5: The Learning Loop	Archive of monthly Learning Loop newsletter editions for faculty reference.

Faculty-Suggested Content Additions (April 23 Workgroup)

- Accessibility Quick Reference Guide — flagged by Curtis Hakala as urgent given the April 2027 Title II federal accessibility compliance deadline for all course content
- Semester checklists for Modules 2 and 3 — suggested by Isaac Winfree to help faculty remember recurring tasks: updating due dates, entering CLO outcomes in Brightspace, submitting required documents

- Microsoft Power Automate integration — Isaac Winfree suggested exploring automated document submission workflows
- Supplemental onboarding resource — Dominic Phillips suggested the hub serve as an onboarding complement that points new faculty to the right people for support

LMS Guides Completed (Housed in the B.I.R.D. Nest)

The following step-by-step guides have been written, designed, and published by Nikki M. Chandler:

- Navigating to Your Courses in Brightspace
- Copying Content between Brightspace Courses
- Using Publisher Test Banks to Create Brightspace Quizzes
- Adding Special Access to a Brightspace Quiz
- Brightspace Quiz: Submit an Attempt in Progress
- Brightspace Learning Outcomes and Rubric Guide
- Brightspace Grade Book Guide
- Using Respondus LockDown Browser and Webcam Monitoring in Brightspace
- Using Respondus LockDown Browser and Webcam Monitoring in Cengage WebAssign

Timeline and Next Steps

- May 2026: Primary module structure established in Brightspace following spring contract end
- Summer 2026: Major content build-out across all five modules — Modules 2 and 3 (Adjunct Alley and Full-Time Flow) require new content development; volunteer faculty contributors being recruited
- Before Fall 2026: Full hub operational and ready for faculty use
- August 2026: B.I.R.D. Nest presented at faculty orientation — workflow modules introduced to new faculty; refresher for returning faculty

Professional Development Events — College-Based

Completed

Regular and Substantive Interaction (RSI) — Faculty Friday Workshop

RSI Workshop	
Date	March 28, 2025
Format	Faculty Friday Workshop — Eastern WV CTC
Facilitator	Nikki M. Chandler
Topic	RSI requirements for online and hybrid courses; practical strategies and documentation templates

Learning Outcome and Assessment Alignment — Faculty Friday Workshop

Assessment Alignment Workshop	
Date	March 28, 2025
Format	Faculty Friday Workshop — Eastern WV CTC
Facilitator	Nikki M. Chandler
Topic	CLO alignment, performance indicators, and summative assessment design

Teaching + Learning with AI: A Faculty Exploration Guide

AI Faculty Exploration Workshop	
Date	May 23, 2025
Format	Faculty Circle — Eastern WV CTC
Facilitator	Nikki M. Chandler
Materials	14-page workshop guide adapted from Stanford University AI Teaching Modules and Mollick & Mollick Assigning AI framework
Topics	Seven AI roles in education; responsible use principles; equity and access; academic integrity policy development; assessment integration strategies; guided syllabus statement drafting activity

Reconnecting with Purpose and Growing Together

September 2025 Faculty Circle	
Date	September 26, 2025
Format	Faculty Circle — Eastern WV CTC
Facilitator	Nikki M. Chandler
Materials	Curated readings on belonging in the classroom (Columbia CTL), growth mindset for faculty, teaching in rural community colleges (AACC)
Discussion	Discussion questions developed specifically for Eastern's institutional context

Assessment Redesign in an AI Age: Building Summative Assessments That Measure Real Learning

April 1, 2026 Faculty Circle	
Date	April 1, 2026
Format	Open Faculty Circle session — hybrid (Room 206 and Teams)
Facilitator	Nikki M. Chandler
Source materials	HLC 2026 Annual Conference sessions; Teaching at Its Best (Nilson, 2025); APUS and Garden City Community College case studies
Key frameworks	Three Signals of Real Learning (Hess, 2026); GCCC Five-Level AI Framework (Durler & Malone, 2026); Three Faculty Design Questions (Hess, 2026)

Build Better Rubrics with AI

April 24, 2026 Faculty PD Session	
Date	April 24, 2026
Facilitator	Curtis Hakala, English Faculty/Advisor
Format	Approximately 30-minute focused session via Zoom; recorded and shared with all faculty
Certificate	Teaching and Learning Professional Development Certificate available — earned by building and submitting a CLO-aligned rubric using the prompt formula (live attendance not required)
Content	Prompt formula for AI-generated CLO-aligned rubrics; two demos (SPH 101 peer review rubric; ENL 102 Socratic video discussion rubric); five-point quality checklist; Three Signals rubric check; licensed CC BY 4.0

Upcoming

Faculty Friday — All-Day Assessment Workshop (Proposed)

May 29, 2026	
Date	May 29, 2026 (proposed)
Format	All-day Faculty Friday — Eastern WV CTC
Agenda items	Assessment mapping (CLO/GELO/performance indicator alignment for HLC reporting cycle); course change planning: “closing the loop” on course reviews; summative assessment artifact work for book study cohort; lunch together
Context	Dominic Phillips noted that course reviews require prior semester data; Curtis Hakala suggested distributing the current course review form and explanation of changes before the workshop

Accessibility Training

August 2026 / Early Fall	
Planned timing	August or early fall 2026
Format	Professional development session — ideally using Eastern's newly adopted accessibility software
Context	Title II federal accessibility requirements deadline is April 2027; Eastern is finalizing software procurement through WVNET. If software is not yet available, general accessibility training will be offered; Melissa Wells expressed confidence software will be in place by this time
Priority	Identified as the top faculty PD priority by Curtis Hakala; planned for August faculty orientation and as asynchronous resources in the B.I.R.D. Nest

AI Prompt Library (Asynchronous, Summer 2026)

Summer 2026	
Format	Asynchronous collaborative resource development
Description	Faculty from different disciplines contribute useful AI prompts for teaching and course design tasks; compiled into a shared library housed in the B.I.R.D. Nest
Timeline	Summer 2026

RSI Professional Development Resource

Summer 2026	
Format	Asynchronous PD resource (video and/or written)
Description	Resource on Regular and Substantive Interaction for inclusion in the B.I.R.D. Nest Learning Lab; Nikki will develop with interested faculty collaborators
Context	Curtis Hakala raised a flag in his post-meeting email: it is not clear how many online faculty have set, dedicated office hours where they are consistently logged in and available — consistent scheduled availability is a significant RSI compliance component

August Faculty Orientation

August 2026	
Format	Faculty orientation — full faculty audience
Description	B.I.R.D. Nest workflow modules presented to new faculty and as a refresher for returning faculty; Professional Development sessions offered to a larger audience than typically attends workgroup meetings
Planning status	Workgroup agreed this should be planned for; Nikki to develop orientation agenda

External Professional Development

The following external professional development activities were completed by Nikki M. Chandler and other Teaching + Learning Workgroup members, contributing directly to the expertise informing all of the above initiatives.

2025–2026 External PD Completed

External PD Highlights	
HLC Annual Conference — April 2026	Nikki M. Chandler, Curtis Hakala, Sherry Michael, and Dominic Phillips attended. Key sessions: 'Using AI Isn't Cheating: Reframing Academic Integrity and Assessment' (Dr. Jean M. Hess, Marian University); 'APUS AI Integration Playbook: Policy, Innovation, and Global Digital Transformation' (American Public University System); 'AI and Academic Integrity: A Leveled Framework for Human Learning' (Garden City Community College); '30 Years of Assessing Student Learning: The Evolution of the Practice and Promise of Assessment' (HLC). Materials from all sessions directly integrated into Faculty Circle and T&L workgroup programming.
Teaching with AI Certificate — Auburn University, April 2026	Cohort of Eastern faculty and staff completed a self-paced certificate course on AI in teaching. Credential badges distributed via Credly through Auburn's platform.
Creative Commons Certificate for Educators, February–April 2026	Completed by Nikki Chandler, Curtis Hakala, Tiffany Sentman, and Monica Wilson. Directly informed open licensing practices for faculty PD materials (Curtis Hakala's Build Better Rubrics with AI session licensed CC BY 4.0).
Quality Matters Online Research Conference, April 2026	Attended by Nikki Chandler and other Eastern faculty.
Open Education Conference, October 2025	Attended by Nikki Chandler and other Eastern faculty.

Faculty PD Tracking and Credentialing

Work is ongoing in coordination with Dr. Striplin to develop a Credly digital badge system and faculty PD participation tracking infrastructure. The following credentials are currently in use or in development:

- Credly digital badge — Auburn University Teaching with AI Certificate (distributed to Eastern cohort completers)
- Credly digital badge — Advanced Professional Development Certificate in Best Teaching Practices, Curriculum Development, and Course Design (earned by completing both Faculty Circle book study artifacts; in development)
- Teaching and Learning Professional Development Certificate — Build Better Rubrics with AI session (earn by submitting a CLO-aligned rubric to Dominic Phillips; no live attendance required)
- Faculty Circle badges

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Questions about any of the above initiatives, participation records, or upcoming events should be directed to Nikki M. Chandler.