

Carroll, Stephen

Annotated CV

1. Education

a) Institutions of Higher Education.

| | |
|--|------|
| B.A., Rhetoric (<i>magna cum laude</i>), University of California, Berkeley, CA | 1982 |
| B.A., Sociology (<i>cum laude</i>), University of California, Berkeley, CA | 1982 |
| M.A., Rhetoric, University of California, Berkeley, CA | 1987 |
| Ph.D. Rhetoric, University of California, Berkeley, CA (special emphases in philosophy, rhetorical theory and pedagogy) | 1996 |

b) Titles of Theses and Dissertations

B.A. Honors thesis (written for both Rhetoric and Sociology departments): *A New Theory of Constitutional Interpretation*.
Co-Directors: David Cohen, Rhetoric; Philippe Nonet, UC Berkeley School of Law and the Center for the Study of Law and Society, UCB

Ph.D. Dissertation: *Rhetorics and Hermeneutics: Dialectics in the Teaching of Writing*
Director: Arthur Quinn, Rhetoric

c) Academic Honors.

Grants

| | |
|---|-----------|
| Graduate Student Instructor Training Grant | 1987 |
| Wollenberg Grant (See Research) | 1989 |
| * Curriculum Development Grant to support Multicultural Learning | 2005 |
| * Curriculum Development Grant to support Technology in Teaching | 2006 |
| * Professional Development Grant from the SCU Dean's Office | 2006-2010 |
| * <i>Building Capacity for Course, Program, and Department Evaluation: Improving and Expanding the Student Assessment of Learning Gains Site</i> (Co-Primary Investigator, 3-year grant awarded by the National Science Foundation: \$560,000) | 2006 |
| * <i>Enhancing the Relevance and Effectiveness of Course, Program, and Departmental Evaluation: Improving the Utility and Usability of the Student Assessment of their Learning Gains (SALG) Site.</i> (Primary Investigator, 3-year grant awarded by the National Science Foundation: \$400,000) | 2009 |

Fellowships/Scholarships

| | |
|------------------------------------|------|
| George A. Douglass Scholarship | 1981 |
| Meyer Elsasser Scholarship | 1981 |
| Florence M. Lankershim Scholarship | 1982 |

Honors

| | |
|---|------------|
| Phi Beta Kappa (among fewer than 10% elected in junior year) | 1981 |
| Highest Distinction in General Scholarship | 1982 |
| Outstanding Graduate Student Instructor Award | 1988 |
| PEW Leadership Award | 1991 |
| Citation for Outstanding Contribution to Graduate Student Instructor Training | 1993 |
| * Nominated for the Brutocao Teaching Innovation Award (twice) | 2005, 2006 |
| * Appointed Senior Research Fellow at the National Center for Science and Civic Engagement. | 2009— |

2. Teaching and Related Experience

a) Teaching Experience.

Teaching Assistant, University of California, Berkeley, CA (2 courses/year) 1982-83, 1984-85
Tutor, Disabled Students Project, University of California, Berkeley, CA 1986-96
Instructor, Chabot College, Hayward, CA (part-time, 2 courses/year) 1990
Instructor, University of California, Berkeley, CA (4 courses/year, not a TA-ship) 1985-90
** Lecturer*, Santa Clara University, Santa Clara, CA (7-9 courses/year) 2003—

b) Other Academic Experience.

Co-Leader, Graduate Pedagogy Program and Seminar, Department of Rhetoric,
University of California, Berkeley 1986-89

- See attachment 2

Assistant Director, Graduate Student Instructor Teaching and Resource Center,
University of California, Berkeley 1988-95

- See attachment 1

Conference Coordinator, Teaching Assistants Orientation,
University of California, Berkeley 1988

- Designed, planned and implemented 2-day orientation and training conference for 1,100 new graduate student instructors. This project was institutionalized the following year as the GSI Teaching and Learning Center (and annual conference), which I was hired to lead. (See attachment 2)

Facilitator, Project DARE (Diversity Awareness through Resources and Education) 1990, 1994

- University of California, Berkeley, CA

** Co-Director*, Professional Writing Program, English Dept., Santa Clara University 2003—

- Coordinated with the Undergraduate Leadership Team (ULT) of the Leavey School of Business (LSB) to ensure that business writing courses would meet their needs. All LSB students now satisfy their 3rd writing requirement through English 179 or 183.
- Oriented and mentored faculty teaching business writing courses
- Redesigned courses and curriculum to increase program coherence
- Developed mentoring program for students to support business writing classes
- Advised department on hiring decisions related to business writing
- Created Camino group to communicate with and provide resources to new business writing faculty

** Director*, Internship Program, English Department, Santa Clara University 2004—

- Revamped requirements to increase the academic rigor of the program
- Developing human infrastructure to increase the range of internships offered
- Developing technical infrastructure to expand student access to the program
- Worked with Lisa Millora (Dean? of Student Life) and six students to develop a program on academic integrity

c) Relevant Non-Academic Professional Experience.

Information Systems Management and Consultation

Work experience in the tech field as a consultant and as a manager for a rapidly growing mid-size health care company (2,000 employees, 48 locations in 6 states) is part of my business writing and rhetoric qualifications.

Help Desk Manager and Technical Support Trainer, Telecare Corporation 1989-95

- See Attachment 3

Independent Computer Consultant, Campus Veterinary Clinic, The Center for Handicapped Children and Teenagers, Bay Area Community Services, The Baltic Restaurant, Marin Ballet, Sincere Designs, and private clients. 1992-2006

Carroll, Stephen

- Designed, assembled and set up customized computer systems.
- Installed, supported, maintained and troubleshot hardware and software.
- Debugged small LANs.
- Provided training for users.

Lectures and Workshops on Technology

Experience providing employee development programs in a corporate environment is part of what qualifies me to teach business writing and rhetoric.

- "Developing a PowerPoint Presentation," Telecare Corporation 1997
- "Migrating to Windows 95," Telecare Corporation 1997
- "Using Lawson Insight," Telecare Corporation 1997
- "Using the Internet/Research on the Internet," Telecare Corporation 1997
- "Building Your Own Website," Telecare Corporation 1998
- "Basic Network Architecture and Administration," Telecare Corporation 1998, 1999
- "Basic System Administration," Telecare Corporation 1998, 1999
- "Using Abra! Telecare Corporation" 1999
- "Time and Chaos," Telecare Corporation, 2001

d) Advising and Mentoring.

Advising

10-15 assigned advisees/year.

Mentoring (major mentoring activities only such as fellowship and grad school applications, substantial writing projects, etc. For a full account see the annual FARs.)

2003-2004: mentoring/advising was yet not tracked for term-contract faculty.

2004-2005:

- 3 students (Nick Johnson—USF Medical School, Mark Ruiz, Seattle University Law School)
- 3 alumni

2005-2006: ~~Missing FAR~~

- supervised 1 senior thesis (Kari Kallio)

2006-2007: 6 students and 7 alumni

- Angela Arnold and Laura Prickett both parlayed successful grant-writing experience in my class into development jobs in their fields.
- Laura Curtis got into the London School of Economics and Kings College in England.
- Lindsey Grace was accepted to Albany Medical College.
- Trevor Hansen got a job at Unitek Education in his field (inside sales).
- Sean Kandel got into UCLA Medical School
- Yusi Sardjono was accepted to SCU's MBA program.

2007-2008: 26 students and 5 alumni

- I worked with Mary Northey to develop an independent major focused on Education Policy and Politics. I will serve as her advisor.
- Two of my students were sexually assaulted this year. I worked with both extensively. I helped one transfer to a new school closer to home and family. I helped the other stay here at SCU. I have agreed to serve as her support person during her testimony against the person who attacked her (in proceedings at SCU).
- I have worked very extensively (50-60 hours) with Ann Thomas on her application for the Rhodes Scholarship. I advised two other Rhodes and Fulbright Scholarship applicants who were referred to me (by the Fellowship Office?).

Carroll, Stephen

- I worked with Ben Vick, Dan Stepan, Erica Eng, and Rachel Haley on scholarship applications, including the Canterbury Fellowship and the Capitol Fellows Program.
- I worked with Amanda Lieu and Stephanie Paulus on graduate school or professional school applications and personal statements.

2008-2009: 1 grad student, 5 students, about 10 alumni

- I continue to serve as Mary Northey's advisor/supervisor as she develops and completes her independent major in Educational Policy and Politics.
- I worked extensively (30+ hours) with Jessica Cassella on her successful application for the Provost's Research Fellowship. She is the first sophomore to receive this fellowship.
- I helped Ben Vick, Elena Vizzini, and Chris Wooley with scholarship applications, including applications for Fulbright Scholarships and the Capitol Fellows Program.
- I helped Aylene Bao, Jacqueline Chen, Taylor Dalton, Trevor Hansen, Stephanie Paulus, and Ben Vick with admissions applications and essays. (All of these are alumni.)
- I worked with Justine Macauley and Gary Iribarren on articles they submitted to *The Santa Clara*.
- I am advising alumni Anne Thomas (developing non-profit CSAs) and Jon Baer (developing a service animal center to help heal war veterans) as they pursue grants to support their projects.

2009-2010: 9 students, 28 alumni

- I played a significant role as a mentor to Mary Northey—an Independent Studies major, and to non-majors, Logan Smith (Philosophy), Justine Mcauley (History), Rachel Haley (Business) and Curtis Wilcox (Engineering). Mary Northey worked for me part of the year as an administrative assistant and help desk consultant on my SALG grant. She also won a \$1000 FSRAP award to develop a high school version of the SALG.
- I also work closely with Jessica Cassella (Political Science). Last year (2008-09), I strongly urged her to apply for the Provost's Fellowship even though she was only a sophomore. She won that competition, and since then, I have been helping her develop for publication the thesis she wrote (using data the fellowship allowed her to collect).
- I am mentoring a graduate student in computer engineering, Hyunmi (Amy) Lee, whom I have hired as a programmer for the SALG project.

2010-2011:

- supervising 1 senior thesis (Sarah Matthes)
- helped Jessie Cassella turn research she did for the Provost's Fellowship into a paper she delivered at the 69th Midwest Political Science Association Annual National Conference,
- helped Brenda Everling develop a paper she wrote in my English 190 class (and poster she wrote for the companion Biology 171 class) into a paper which was one of 16 papers accepted for this year's National Undergraduate Bioethics Conference and helped her write grant proposals to fund her trip.

I also act as a mentor on an ongoing basis to alumni, reviewing their résumés and writing letters of recommendation. Over time this has grown from about 4 to a large number of alumni per year.

Finally, there are about 20-30 alumni whom I mentor in a less formal, but on-going way, through conversations about work and careers.

e) Curriculum Development.

Courses Developed:

Lower Division: *Composition and Rhetoric 1 & 2, *Composition and Rhetoric 1 & 2 (linked to art history and to philosophy classes), Oral Argument and Public Speaking, *Rhetorical Theory and Practice for Professional Communicators, *Critical Thinking and Writing 1 & 2 (Privacy, Gender and Identity), *Critical Thinking and Writing 1 & 2 (Self and Other: Representations of the Body, Nature and Foreigner in Ages of Empire)

Carroll, Stephen

Upper Division: Advanced Argumentative Writing; *Argumentation; *Business Writing; *Practical Business Rhetoric; *Grants, Proposals and Reports; *Practicum for Writing about Ethical Issues in Biotechnology and Genetics; *Practicum for Writing Tutors; *Museum Writing; *Writing Internships; *Peer Educator; *Directed Reading

Graduate Seminar: Problems in Teaching Rhetoric (UC Berkeley)

Curriculum:

*The three linked courses I developed (in collaboration with other faculty) were experimental courses designed to test new course designs in anticipation of the implementation of the 2009 Core Curriculum. These courses tested ideas about themed courses, sequenced courses and about the advantages of linking courses.

*The wrap-around course (English 190→English 106) I developed to enhance writing and learning in Biology 171 (Ethical Issues in Biotechnology and Genetics) was designed to test new ways of teaching Advanced Writing courses. This model has since been adopted by the Religious Studies Department.

*I have been very active in shaping the implementation of the 2009 Core Curriculum both as an individual faculty member and as the Director of Core Writing.

Pedagogical Materials Developed and Used by Other Teachers

* Learning Boot Camp materials (used by at least two instructors in the Art History Program)

*Many English Department faculty use handouts and rubrics I distributed at faculty development workshops both inside the department and at Core Curriculum workshops focused on helping faculty develop Critical Thinking and Writing courses and Advanced Writing Courses. Many of my materials are also available to faculty members on the Core Curriculum Camino page.

*I have shared all the materials (lesson plans, assignments, handouts, rubrics, quizzes, course design, etc.) developed for my Practical Business Rhetoric course with incoming faculty assigned to teach business writing courses. These materials were made available through mentoring sessions and at informal gatherings of the business writing faculty. All of the current business writing faculty use some of my materials. Some of them use my syllabus with some modifications. All of these materials are available on the Camino page for business writing faculty.

*I helped develop many of the materials and assignments used in Biology 171 (as part of the three-faculty member team that runs the course).

Contributions to the University Learning Environment

- * *Consultant* to Department of Art and Art History, Santa Clara University 2003-2007
- Guide conversion of slide collection to digital images: Install, configure, and test Madison Digital Image Database software to create working database of images, indexing information and metadata to comply with VRA Core conventions.
 - Developed and documented procedures to ensure efficient, effective operations.
 - Developed job description for software administrators/operators.
 - Researched and selected software packages to maximize ease of use, maximize compatibility and minimize immediate and long-term costs
 - Built custom server, created databases, administered users
 - Consulted with SCU IT staff to facilitate integration into campus network and security policies
- * *Consultant* to Dean of the College of Arts and Sciences, the Vice Provost of Faculty Development, and the Faculty Senate's Committee on Re-evaluation of Course Evaluations, Santa Clara University. 2004—2007
- Researched student evaluations of courses at benchmark institutions
 - Researched and evaluated commercially available assessment systems
 - Designed and administered pilots to evaluate assessment systems
 - Designed evaluation instrument templates
 - Developed evaluation instruments for new online courses
 - Worked with faculty to create customized evaluation instruments
 - Created website to disseminate information to faculty and promote project

Carroll, Stephen

- Wrote reports and evaluated project

*I was invited by the Associated Students to give the “Last Lecture” in Winter 2010. My lecture was titled *Earn Your BA*.

3. Professional Activity

Because my area of academic research includes pedagogy in addition to composition and rhetoric, there is considerable overlap between my teaching work and my research. I have listed my activities that affect both in only one category to streamline this presentation.

a) Professional activity

Publications

- “Controversy in the Composition Classroom: From Dialectic to Rhetoric.” *College Composition and Communication: Language, Self, and Society*. Published in anthology of conference papers. 1988
- “Graduate Students as Instructional Consultants: Case Studies from Two Universities.” *The TA Experience: Preparing for Multiple Roles: (Selected Readings from the 3rd National Conference on the Training and Employment of Graduate Teaching Assistants)*, Karron G. Lewis, Ed., Stillwater, OK: New Forums Press, 1993, and *The Journal of Graduate Teaching Assistant Development*, Vol. 1 No. 2 (Summer 1993): 85-93. 1993
National journal; Peer-reviewed
- * *Implementing an Undergraduate Research Center: A Report on the NSF Workshop*. Arlington, VA: National Science Foundation. Research publication, national in scope, not refereed. 2005
- * *Comprehensive Meeting Report: National Science Foundation, Undergraduate Research Collaborations/Centers Principal Investigators Meeting*. Arlington, VA: National Science Foundation. Research publication, national in scope, not refereed. 2007
- * *Teaching Art History with Technology: Reflections and Case Studies*, edited by Kelly Donahue-Wallace, Laetitia La Follette, and Andrea Pappas. Cambridge Scholars Publishing, (Peer-reviewed, international.)
“Dangerous Romances: The Rhetoric of Teaching (Art History) with Technology.”
“Angel in the Architecture: Course Management Software and Collaborative Teaching.” Co-authored with Andrea Pappas and Dolores laGuardia. 2008
- * “Engaging Assessment: Using the SENCER-SALG to Improve Teaching and Learning.” *Science Education and Civic Engagement: The SENCER Approach*. Ed., Richard D. Sheardy. ACS Symposium Series 1037, American Chemical Society and Oxford University Press, Peer-reviewed (I answered a call for proposals), international. 2010

Internet

- * SALG instrument and website redesign. The SALG website is free and accessible to faculty interested in collecting data about student learning in their courses. The site is easy to use and generates valid reliable data that is easy to understand. Several studies show that it is effective in motivating and guiding faculty to make effective changes in their teaching. The site is currently used by over 4500 faculty members (nationally and internationally). Over 90,000 students have completed SALG surveys. The site is also available in Spanish. <http://www.salgsite.org/>
- * Department SALG website. The Department SALG allows department administrators to create evaluation instruments (templates) for their faculty members. These templates include locked questions that collect data on departmental learning objectives but keep all other course evaluation data private so that individual faculty are free to experiment without fear of public exposure. This site is being used by two large NSF-funded research projects (URSSA=Undergraduate Research Student Self-Assessment and GLISTEN=Great Lakes Innovative Stewardship through Education Network) to conduct research on student learning. <http://www.salgsite.org/department>
- * SALG User Forum (Still in beta-testing, not available to the public). This site will allow SALG users to share resources, get help, ask questions, develop shared techniques, and create a community.

Carroll, Stephen

Campus Publications

Teaching Perspectives (formerly *GSI Teaching News*) The GSI Teaching and Resource Center, Graduate Division, University of California, Berkeley, 1990-95. (Newsletter) Published and edited two issues annually. Wrote articles on teaching and learning.

The GSI Teaching Resource Manual, The Graduate Student Instructor (GSI) Teaching and Resource Center, Graduate Division, University of California, Berkeley, 1995.

Conference and Symposium Papers

N.B.: While the titles might make it seem that I am giving the same papers and workshops over and over again, this is not the case. In the case of the SALG, both the website and instrument are changing constantly, as we do more research and adapt the site to our findings. In the case of Learning Boot Camp, the research on how people learn is changing so rapidly and being published in such volume, that significant features of my material change from month to month. Moreover, since early 2011, I have been working with a co-presenter, Melissa Ganus, who brings expertise on emotional intelligence to broaden and deepen these papers.

Refereed Papers

- Respondent, "Controversy in the Composition Classroom: From Dialectic to Rhetoric." *Language, Self, and Society*, Conference on College Composition and Communication. St. Louis, MO. (Refereed panel.)
March 17-19, 1988
- "Graduate Students as Instructional Consultants: Case Studies from Two Universities." *The TA Experience: Preparing for Multiple Roles: The 3rd National Conference on the Training and Employment of Teaching Assistants*. Austin, TX. (Refereed paper.)
November 7-10, 1991
- * "Rethinking Course Evaluations to Promote Innovation in Assessment and Pedagogy." *Building Cultures of Learning: Beyond Rhetoric*. 81st Annual Meeting of Western Association of Schools and Colleges. San Diego, CA. (Refereed paper.)
April 13-15, 2005
- * "Learning-Centered Student Evaluation: Some Theoretical Implications and Practical Applications of a New Paradigm." *Art Historians Interested in Technology and Pedagogy*. College Art Association. Boston, MA. (Refereed paper, published abstract in *CAA Abstracts*, paper to be published on the AHPT website when the redesign is finished in 2011.)
February 22-26, 2006
- * "Using Course Management Software to Promote Collaborative Learning in Faculty Helps Students Learn More, Faster" Joint presentation with Andrea Pappas. WASC ARC (Academic Resource Conference) "Illuminating Learning, Accrediting Quality" San Diego. (Refereed paper.)
April 16-19, 2008
- * "SALG 2.0: Powerful, Flexible Tools for Assessing Student Learning." WASC ARC (Academic Resource Conference) "Illuminating Learning, Accrediting Quality" (Refereed poster presentation.) San Diego. [Heavily revised version given at *Course, Curriculum and Laboratory Improvements Conference*. Washington DC, National Science Foundation. (Invited poster presentation.) August 13-15, 2008]
April 16-19, 2008
- * "Using Student Course Evaluations to Drive Learning-Centered Teaching." Professional and Organizational (POD) Network Conference: *Weaving Patterns of Practice*. Reno, NV. (Refereed paper.)
October 22-25, 2008
- * "Pedagogy of Assessment: Assessment of Pedagogy (Taking the Sting out of Assessment)." Professional panel sponsored by *Art Historians Interested in Technology and Pedagogy*, an affiliate society of the College Art Association. *College Art Association Annual Meeting*. Los Angeles, CA. (Refereed paper.)
February 25-28, 2009
- * "Introduction to the SENCER SALG." Western Region Campus Compact Consortium: *Continuums of Service Conference*. Seattle, WA. (Refereed presentation.)
April 16-18, 2009
- * "A Department SALG: Powerful New Tools for Analyzing and Assessing Student Learning." WASC Academic Resource Conference: *Showcasing Solutions: Producing Results*. Hollywood, CA. (Refereed paper.)
April 15-18, 2009
- * "Assessment Using the SENCER SALG." American Association for the Advancement of Science (Pacific Division) Annual Meeting. San Francisco, CA. (Refereed presentation.)
August 14-19, 2009

Carroll, Stephen

- * “Science Education and Civic Engagement: Designing a SENCER Course.” Lilly Conference on College and University Teaching—West. Pomona, CA. (Refereed presentation.) March 21-22, 2010
- * “Meeting in the Middle: Micro and Macro Approaches to Enhancing Student Learning.” WASC Academic Resource Conference, *Sustainability: A Vision for Higher Education*. Long Beach, CA. (Refereed paper.) April 20-23, 2010
- * “Learning Boot Camp: Teaching Students HOW to Learn,” in “Science and Civic Engagement: A Curriculum for the 21st Century.” Biennial Conference on Chemical Education. Denton, TX. (Refereed paper.) August 1-5, 2010
- * “Aligning Pedagogy and Assessment.” Biennial Conference on Chemical Education. Denton, TX. (Refereed paper.) August 1-5, 2010
- * “Using Course-Specific Student Course Evaluations to Drive Learning-Centered Teaching.” *Evidence-Based Teaching and Learning: 23rd Annual Lilly Conference on College & University Teaching—West*. Pomona, CA. (Refereed presentation.) March 11-12, 2011
- * “Learning Boot Camp: Improving Performance by Teaching Students HOW to Learn.” *Evidence-Based Teaching and Learning: 23rd Annual Lilly Conference on College & University Teaching—West*. Pomona, CA. (Refereed presentation.) March 11-12, 2011
- * “Learning Boot Camp: Improving Students' Performance by Teaching them *How* to Learn.” *Higher Education's Third Horizon*. WASC Academic Resource Conference. San Francisco, CA. (Refereed presentation.) (Although this paper shares a title with the previous entry, it is a significantly different presentation in both content and format.) April 6-8, 2011

Invited Presentations and Papers

- Associate Chair. (Invited presentation.) “Thinking Across the Curriculum: Two Successful Programs.” *Strengthening Community Through Diversity*, Conference on College Composition and Communication. Chicago, IL. (Invited paper.) March 22-24, 1990
- * “Improving Assessments of Student Learning: The New SALG and SENCER SALG.” SENCER (Science Education for New Civic Engagements and Responsibilities) Summer Institute. Portland, ME. (Invited presentation.) August 1-4, 2007
 - * “Promoting Pedagogical Creativity through Adaptive Student Evaluations—Student Assessment of Learning Gains v2.0.” *Creative Inquiry and the Future of Higher Education*. 84th Annual Meeting of Western Association of Schools and Colleges (WASC). San Jose, CA. (Refereed poster presentation). [Somewhat different version given at SENCER Summer Institute. Portland, ME. August 1-4, 2007. (Invited poster presentation)] April 17-20, 2007
 - * “Promoting Pedagogical Creativity and Student Learning Through Adaptive Student Evaluations.” Plenary Presentation. Innovations in Teaching and Learning Conference. University of Maryland College Park. (Invited presentation) April 3-4, 2008
 - * “Strengthening Assessment in SENCER: New Strategies for Understanding Effectiveness.” Colloquium. SENCER (Scientists Engaged in New Civic and Environmental Responsibilities) Summer Institute. Santa Clara University. (Invited presentation.) August 7-11, 2008
 - * “Assessment Using the SENCER SALG.” SENCER Center for Innovation—West Symposium: *Teaching Science and Engineering through Civic Engagement*. Santa Clara, CA. (Invited presentation.) October 25, 2008
 - * “Assessing Effectiveness.” 2 Colloquia. Science Education for New Civic Engagements and Responsibilities (SENCER) Summer Institute. Chicago, IL. (Invited presentation.) August 6-10, 2009.
 - * “Advanced Issues in Assessment.” Colloquium. Science Education for New Civic Engagements and Responsibilities (SENCER) Summer Institute. Chicago, IL. (Invited presentation.) August 6-10, 2009
 - * “An Introduction to Assessment and the SENCER SALG.” Science and Civic Engagement: A Symposium on New Approaches in Science and Mathematics Education with a special emphasis on Water Science and Policy. (SENCER Center for Innovation, West) Burbank, CA. (Invited presentation.) February 26-7, 2010

Carroll, Stephen

- * “Advanced Issues in Pedagogy and Assessment.” SENCER Summer Institute. Asheville, NC. (Invited presentation.) July 29-August 2, 2010
- * “Assessing for Learning.” SENCER Summer Institute. Asheville, NC. (Invited presentation.) July 29-August 2, 2010.
- * “Designing Courses Based on Evidence of How People Learn.” SENCER Summer Institute. Asheville, NC. (Invited presentation.) July 29-August 2, 2010
- * “Pedagogy and Assessment.” SENCER Summer Institute. Asheville, NC. (Invited presentation.) July 29-August 2, 2010
- * “Implementing SENCER’s Student Assessment of Learning Gains (SALG) on your Campus.” *Resources, Energy and Island Sustainability: A STEM Teaching and Research Symposium*. (SENCER Center for Innovation, West) Honolulu, HI. (Invited presentation.) October 7-9, 2010
- * “Enhancing the Relevance and Effectiveness of Course, Program and Department Evaluation.” *Transforming Undergraduate Education in STEM: Making and Measuring Impacts*. 2011 CCLI/TUES Principal Investigators (PIs) Conference. National Science Foundation. Washington, DC. (Invited poster presentation.) January 26-28, 2011

Pedagogical Lectures and Workshops Given

- At *The Forum*, Graduate Student Instructor (GSI) Teaching and Resource Center, University of California, Berkeley. 1989-1995
- “Creative Ideas for the Experienced Teacher,” “Evaluating Your Effectiveness as a Teacher,” “How Discussion Sections Create Knowledge: Using William Perry’s Scheme of Intellectual Development in the Classroom,” “Alternatives to ‘Class Discussion,’” “Videotaped Self-Evaluation,” “Methods of Formative Self-Evaluation,” “Directing the Learning Process,” “Active Learning: Increasing Student Involvement in Your Class,” “Capturing Students’ Interest,” “Collaborative Learning and Grading Individuals in Groups,” “The Value of Discussion Sections,” “Using William Perry’s Scheme of Intellectual Development to Promote Learning,” “What is a Discussion Section?” “Developing a Teaching Philosophy,” (four-day workshop).
 - “Preparing to Begin Teaching,” GSI Orientation and Training Conference, University of California, Berkeley. Twice yearly from 1989 to 1995
 - “Evaluation of Teaching in Progress,” Department of Linguistics, University of California, Berkeley. Guest Lecture/Workshop in Pedagogy Seminar. 1990
 - “Working with Students,” GSI Training and Orientation Conference, UC Berkeley. 1990
 - “Instructional Improvement and Course Evaluation,” Department of Electrical Engineering and Computer Sciences, University of California. 1991
 - “Workshop on Discussion Sections,” Legal Studies Department, University of California, Berkeley, Pedagogy Seminar. 1993
 - * Course Evaluation Re-Evaluation Project. Santa Clara University. 2003
 - “IDEA vs. SALG: New Directions in Student Evaluations,” 2004-07
 - * “Using the SALG,” (Five iterations.) Santa Clara University. 2005
 - * Pedagogy in Perspective, Santa Clara University. “Can Course Evaluations Improve Instruction?” 2005
 - * “Getting Started with the SENCER SALG.” SENCER Summer Institute. Portland, ME. August 1-4, 2007 (Invited workshop). [Revised versions given at SENCER Summer Institute. Santa Clara University. August 7-11, 2008//SENCER Summer Institute. Chicago, IL. August 6-10, 2009// SENCER Summer Institute. Asheville, NC. July 29-August 2, 2010]
 - * “Learning for Life: Reading and Writing Strategies to Maximize Learning.” *AVID Writers Conference*. Santa Clara, CA. (Invited presentation.) March 24, 2009
 - * “Assessing for Learning: Designing SENCER SALG Instruments.” Half-day workshop. (SENCER) Summer Institute. Chicago, IL. [Revised version given at SENCER Summer Institute. Asheville, NC. July 29-August 2, 2010] August 6-10, 2009
 - * “GLISTEN Pre-Institute Workshop on SENCER-SALG.” SENCER Summer Institute. Asheville, NC. July 29-August 2, 2010

Professional Workshops Given (honoraria/consulting fees were received for these presentations.)

- * Crafting Your Academic Voice (writing workshop for PhD students). Fielding University. May 22, 2010
- * Learning Boot Camp: Teaching for Learning (faculty development workshop). Presented at Mount Saint Mary's College, Los Angeles, CA. (two-day workshop) July 23-24, 2010
- * Learning Boot Camp: Teaching for Learning (faculty development workshop). Presented at California Maritime Academy, Vallejo, CA. August 30, 2010
- * Learning Boot Camp: Teaching for Learning (faculty development workshop). Presented at Kapi'olani Community College, Honolulu, HI. October 8, 2010
- * Using the SENCER-SALG: Assessing Student Learning. Presented at Kapi'olani Community College, Honolulu, HI. October 8, 2010

Professional Development Workshops Attended—National

- The Relation between Instruction and Research in Graduate School: Western Association of Graduate Schools, Phoenix, AZ 1990
- Getting Started in Faculty Development Professional and Organizational Development Conference, Squaw Valley, CA 1990
- The TA Experience: Preparing for Multiple Roles National Conference on the Training and Employment of Teaching Assistants, Austin, TX 1991
- * Workshop on Implementation of Undergraduate Research Centers National Science Foundation, Arlington, VA 2004
- * Understanding Student Learning: Research and Praxis to Improve Effectiveness Western Association of Schools and Colleges, San Jose, CA 2004
- * SENCER Summer Institute Scientists Engaged in New Civic and Environmental Responsibilities, Santa Clara, CA 2004
- * Building Cultures of Learning: Beyond Rhetoric Western Association of Schools and Colleges, San Diego, CA 2005
- * Navigating the Boundary Waters: The Politics of Identity, Location and Stewardship International Writing Centers Association, Minneapolis, MN 2005
- * Understanding Student Learning: Research and Praxis to Improve Effectiveness. *A Gathering by the Waters: Exploring Possibilities and Engaging Ideas Professional and Organizational Development Conference*, Milwaukee, WI 2005
- * International Writing Centers Association Summer Institute Oregon State University, Corvallis, OR 2007
- * The Science of Learning - Supporting Teaching and Learning in the Classroom and Beyond (Sponsored by WASC), Cal Poly Pomona, September 27-29, 2007
- * Retreat on Student Learning and Assessment, Level 1 (WASC Educational Seminar Series) Emeryville, CA, September 25-27, 2008
- * Teaching and Assessing the English Major (WASC Assessment Workshop), Long Beach, CA February 26-27, 2009
- * iGeneration: How the Digital Age is Altering Student Brains, Learning and Teaching. Learning and the Brain, 28th Conference, San Francisco, CA. February 17-19, 2011

Professional Development Workshops Attended—SCU

- * Using Writing to Facilitate Learning Across the Curriculum English Department, Santa Clara University, Santa Clara 2004
- * Writing Portfolios and Writing in the Disciplines

Carroll, Stephen

- | | |
|---|------------------|
| Santa Clara University, Santa Clara, CA | 2005 |
| * Curriculum Development Series workshops on increasing the racial/ethnic/cultural diversity of the curriculum, both in terms of content and pedagogy | March-June, 2005 |
| * Writing Center Symposium Santa Clara University | 2005 |
| * Summer Technology Workshop to expand the use of technology in teaching | June, 2007 |
| * Critical Thinking and Writing Workshop for Pilot Faculty, Santa Clara University | June 16, 2008 |
| * Turnitin.com Summer Institute, Santa Clara University | August 11, 2008 |

Miscellaneous

- | | |
|---|---------|
| * VITAL (participation varies from monthly to less frequently, as teaching schedule permits) | 2004— |
| * Pedagogy in Perspective (attend one per year when schedule permits) | 2004— |
| * Tegrity: evaluated software and hardware; designed student questionnaires to evaluate product | 2005 |
| * Composition Theory Group (read composition theory to enhance knowledge of the field) | 2005-06 |

4. Service to the University, the Profession, and the Community

a) Service to University.

University Service

- | | |
|--|-----------|
| Mentor/Cohort Advisor, Drahnmann Academic Advising & Learning Resources Center | 2004-2006 |
| • Mentor writing tutors | |
| • Lead workshops: <i>Motivating Students to Learn</i> and <i>Helping Students Write</i> | |
| Writing Center Planning Symposium (Advisory) | 2004 |
| • Developed and implemented a symposium on developing a writing center at SCU | |
| Co-Leader, CTW Core 2009 Workshops: | |
| • Ran faculty development workshops for university and a retreat workshop for department | 2008 |
| Writing Center Advisory Group | 2008— |
| • Help get new writing center up and running; establish policies and procedures | |
| • Participate in an annual grammar debate (that draws 50-85 students each time) | |
| Leader, Advanced Writing Workshop for Core (with Phyllis Brown) | 2009 |
| Interim Faculty Director, Alpha RLC. Academic Year | 2010-2011 |

Since I revised my English 179 class in 2005, the final project for the class has been to find some aspect of the Santa Clara experience that is not as good as it could be and make a proposal for how it might be improved. The proposal must be a complete business proposal, with full budget, alternative plans, etc. Since 2008, I have been providing the final proposals to Jeanne Rosenberger, who passes them along to the appropriate personnel when she approves of the projects. Some of these proposals have been implemented by SCU: most recently, a CFL exchange program for students was implemented last year.

College Service

- | | |
|--|---------|
| * Director of Core Writing, Santa Clara University | 2008-10 |
| • Guided the transition of 200+/year core writing courses from the 2003 Core Curriculum to the 2009 Core Curriculum. | |
| ○ Reviewed proposed pilot CTW courses | |
| ○ Reviewed proposed CTW courses | |
| ○ Reviewed proposed Advanced Writing courses | |
| • Developed and implemented retreats and workshops on CTW and AW courses for faculty | |
| • Developed and implemented plans for a new Science, Technology and Society (STS) requirement to be added to selected Critical Thinking and Writing courses. | |
| • Chaired the committee that hired 12 new RTL and AYL faculty | |
| • Advised and mentored faculty preparing syllabi for new core | |
| • Developed forms and procedures to smooth the process of approving courses for the new core | |

Carroll, Stephen

- Worked with the Core Curriculum Implementation Team (CCIT) to manage large numbers of students who were not able to complete old core writing requirements before implementation of the new core.
 - Chaired the Composition Advisory Committee in the English Department
 - Coordinated with the Director of the Hub Writing Center
 - Served on the Faculty Core Committee overseeing Core Writing
 - Coordinated assessment of the pilot courses with the Director of Assessment
 - Approved students' requests for course-equivalence substitutions
 - Wrote letters of recommendation for a few faculty
- * *Interim Faculty Director*, Alpha Residential Learning Community, Santa Clara University 2010-11
- Implemented innovative Learning Facilitators Program to enhance student learning across the RLC
 - Ran summer orientation meetings for all incoming Alpha students
 - Ran regular events such as movie night and cooking classes to increase bonding within the community and develop students' life skills
 - Organized a cultural outings to concerts, museums, ballet, etc. to increase students' exposure to Western culture (Alpha's theme is Western culture).

Department Service

Co-chair of Professional Business Writing Program. (See entry under 2b above.) 2003—

Mentor for junior composition faculty (John Oswald, Mark Pedretti, Priya Venkatesan, Jaya Venkatraman, Tim Myers, Gina Firenzi) 2004—

Contributor, Program Review:

- Worked with chair on designing and analyzing alignment matrices
- Researched writing programs and writing centers for self-study
- Reviewed self-study
- Recommended outside reviewers
- Helped revise outcomes and learning objectives for upper division writing courses
- Developed course evaluation instruments for historically-grounded courses, 3rd writing courses, and lower division major courses
- Researched and developed a critical thinking rubric
- Researched best practices for AYL labor practices 2004-2005

Composition Task Force 2006

- Surveyed faculty and made recommendations about core composition courses

Chair, Writing Center Committee 2007-08

- Met with representatives of all colleges to develop vision and get buy-in.
- Met with Executive Committee to lay foundations of vision and strategies
- Attended International Writing Center Association (IWCA) Summer Institute
- Developed mission and vision statements for proposed center
- Wrote multiple (and ultimately successful) proposals to Provost's office, securing funding for SCU's first writing center (the Hub)

New Media Praxis Group 2008

- Studied intersections between new media studies and composition to prepare for the new media requirement for CTW courses in the 2009 Core Curriculum

Core Composition Committee 2007-2010

- Developed learning goals, objectives and outcomes for CTW courses
- Planned and delivered CTW workshop for pilot faculty

Executive Committee for the English Department. 2008-2010

Chair, Composition Advisory Group 2008-2010

Committee on Evaluation Reform 2010-2011

Carroll, Stephen

Evaluation Committee Two (three-year term, conduct 3-4 faculty evaluations/year) 2010-2012

b) Service to Profession. List dates and offices held in professional organizations.

SENCECER Center for Innovation—West Leadership Team 2008—

- Design and implement symposia and conferences to enhance STEM (Science, Technology, Engineering and Mathematics) education
- Prepare workshops for conference attendees
- Consult on proposals and grant applications
- Develop and commit to proposal for international SENCER center in Georgia (Russia)
- Consult on proposal for Community of Science Scholars Initiative for HHMI

SENCECER National Leadership Team 2009—

- Advised Leadership Team on assessment policy and implementation
- Developed assessment instruments for national teaching assessments

c) Community Service.

My English 185 (Writing Grants and Reports) class works with community groups, organizations, and institutions to produce grant applications totaling tens of thousands of dollars every time the course is taught. So far these projects have netted at least \$78,000 for arts and social services organizations.

Professional Memberships:

International Writing Centers Association (IWCA)

National Council of Teachers of English (NCTE)

Professional and Organizational Development Network (POD)

Science Education for New Civic Engagements and Responsibilities (SENCECER)

Stephen Carroll

Attachment 1

Assistant Director and Campuswide Consultant, Graduate Student Instructor (GSI) Teaching and Resource Center, 301 Sproul Hall, University of California, Berkeley, 1989-95.

N.B.: Graduate Student Instructor (GSI) is the University of California's designation for all graduate students who have teaching responsibilities. It includes everything from Teaching Assistants (TAs) who run sections attached to large lecture courses, to Instructors who design and run their own courses. Most departments either required or strongly recommended that their GSIs attend the GSI Teaching and Resource Center's annual training conference and/or seminar series prior to becoming a teaching assistant or instructor of record. (Essentially I was the faculty development director for all graduate students.)

Conducted research on teaching and learning. Consulted with GSIs, administrators and faculty on all aspects of instruction in a wide variety of disciplines. Counseled individual GSIs. Trained GSIs in video consulting techniques. Advised faculty and administrators on policy.

Managed center's daily operations. Responsible for hiring, training and supervising 25-40 instructors annually. Supervised staff of 3-7 people. Responsible (with Director) for hiring, disciplinary actions and discharge of staff. Developed office policies and procedures. Liaised with and provided support for faculty oversight committee. Planned and oversaw budget and accounting. Prepared annual reports on the center's activities. Developed center's filing and record-keeping system.

Designed, planned and coordinated annual training conferences for 500-700 GSIs. Developed and implemented on-going series of workshops on teaching for all GSIs. Initiated and ran seminar series for new GSIs. Developed and administered annual seminars for faculty working with GSIs. Redesigned, planned and coordinated award program and ceremonies honoring outstanding GSIs. Created and administered new award/grant program to disseminate ideas and practices of effective GSIs. Revamped and administered 2 grant programs to support innovation and excellence in teaching.

Created and managed center's information systems. Evaluated and purchased software and hardware. Set up, maintained and troubleshot networked computer system. Developed and implemented computer training workshops for staff.

Responsible for center's marketing and publicity. Composed faculty handbook. Compiled and wrote resource guides. Designed, coordinated and performed all desktop publishing, including posters, flyers, program invitations, and newsletters.

Attachment 2

Co-Leader, Rhetoric Department Pedagogy Program and Seminar, University of California, Berkeley, 1986-89.

Redesigned all lower division writing courses (5) in the Rhetoric Department.

Revised master reading list for lower division writing courses (75 to 100 items) to increase representation of women, ethnic and non-Western authors. Developed a mechanism by which evolution of the list would become continuous.

Reviewed, evaluated and selected new standard textbooks for lower division writing courses.

Created outline and proposal for new argumentation textbook to be written in-house.

Revamped course and paper grading policies and standards used in all lower division composition courses in the department.

Revised writing assignments and assignment sequences used in most lower division composition courses in the department.

Wrote and distributed pedagogy manual for lower division writing courses in the Rhetoric Department.

Reconfigured content of lower division course sequence to increase compatibility with other departments and academic support services.

Redesigned course and teacher evaluation forms and procedures to make them formative as well as summative.

Created and ran departmental orientation program for new Graduate Student Instructors.

Initiated mentoring and class visitation programs for new Graduate Student Instructors.

Developed library of teaching resources, including lesson plans, sample assignments, graded papers, course outlines and descriptions, and videotapes of class sessions. This library was used by composition instructors in Rhetoric, English and Comparative Literature.

Compiled and distributed composition pedagogy bibliographies used by instructors in Rhetoric, English and Comparative Literature.

Attachment 3

Help Desk Manager and Technical Support Trainer, Telecare Corporation, 1100 Marina Village Parkway, Suite 100, Alameda, CA, 94501, (1996-2002).

Managed computer and telecommunications operations for rapidly growing mid-size health care company (2000 employees, 48 locations in 6 states). Supervised staff of 6 FTE, including 2 remote technicians. Created job specifications and descriptions for all Information Services (IS) staff, including network services personnel. Responsible for recruitment, hiring, training, evaluation and dismissal of staff. Grew staff from 2 to 6 FTE.

Managed all technical (IS) training for corporation. Responsible for all aspects of training process, from conceptualization and needs analysis to delivery of final product. Designed curricula, conducted research, analyzed training programs, and selected methods best suited to personnel and budget. Created and conducted classes on office automation, internet use, working with proprietary databases, and basic system and network administration. Wrote and maintained training manuals and other teaching materials. Created and oversaw a technical resource and training library.

Developed policies and procedures governing the deployment of information services within the department and throughout the corporation. Designed, revised, coordinated and documented policies and procedures, consulted with CIO and CFO, and assisted with dissemination and marketing of final versions. Created and maintained technical documentation and user manuals. Designated and trained local expert users to increase self-sufficiency at remote locations.

Planned and implemented strategies to guide Telecare's technological growth. Goals included securing greater ease of operation for users, reduced costs of operation, greater security of patient information, and more effective and efficient use of existing systems.

Directed, managed and administered Telecare's help desk. Redesigned help desk databases and procedures to accommodate new software and changing business needs. Designed and implemented inventory control systems. Reduced overall number of calls, average call length, and average response time by 20-30%.

Managed projects for IS Department. Designed, planned and oversaw multiple enterprise-wide projects each year, including rollouts of Windows 95 and 2000, Office 97 and XP, Caminar—a clinical/billing database, CHAMP—a medical records reporting system, LANDesk and ZENWorks desktop management software, Support Magic and Touchpaper help desk systems, Norton Anti-Virus (Corporate Edition), Citrix Metaframe 1.7 and XP, and Veritas NetBackup DataCenter. Managed start-ups of 3-15 new programs/locations annually. Responsible for project budgets, personnel, equipment, and other resources. Saved \$10-50K on most projects.

Managed purchasing of all information systems and telecommunications equipment and services for the corporation (annual budget \$2-5M). Prepared, tracked, and reported on IS budgets for all 48 locations. Designed and implemented new purchasing processes and databases using Access/Excel, Lawson Insight and Support Magic software. Negotiated vendor contracts. Managed outsourced services, consultants, and support agreements. Responsible for entire purchasing process, from determining needs to managing payments. Managed all software licensing and passed software audits by Microsoft Corporation. Standardized equipment and processes to reduce costs. Designed and implemented processes to reduce resources spent on purchasing process by 35% (project was still in process when I left).