



Santa Clara University

Faculty Collaborative for Teaching Innovation

Annual Report 2016-17

Overview

The Faculty Collaborative for Teaching Innovation works across program boundaries to support imaginative teaching informed by new technologies, deliberate course design, reflective teaching practices, and meaningful assessment of student learning.

The Collaborative has concluded its fourth year offering programs and professional development with support from the Provost's Office and President. This report focuses on six key programs of the Collaborative: (1) CAFÉ faculty lunch series, (2) Faculty Associates program, including the facilitation of Faculty Learning Communities, (3) Faculty Grant Program to fund innovative teaching and technology projects, (4) SWiRL (Student Writing and Research Learning Initiative), (5) Digital Resources for Teaching (DRT) website, (6) Faculty Summer Teaching and Technology seminar, and (7) Support for Active Learning Classrooms.

CAFÉ

A centerpiece of the Collaborative continues to be its successful lunchtime series, The CAFÉ, focused on faculty experimentation with new technologies and new forms of active and collaborative learning. Each session—developed, promoted and hosted by the Collaborative team—involves one or more faculty members sharing their experiences in supporting student learning in innovative ways. A total of 38 faculty members presented at a CAFÉ in the 2016-17 year. When thanked for her participation, one of our presenters wrote in response, “Moreover, I would like to thank you and the CAFE team for organizing such useful sessions. I've adopted at least 5 teaching tactics which I learnt from these sessions last year. And I received positive feedback from the students. I look forward to learning more from the CAFE sessions this year.”

During the 2016-2017 school year, approximately 250 faculty and academic staff attended discussions on the eleven different CAFÉ topics explored throughout the year. Of these, around half came to more than one CAFÉ. Faculty and academic staff represented many schools, department, and position types.

CAFÉ topics for 2016-2017 included:

- ❖ "What I've Been Doing Lately in my Class and Why"
- ❖ "Making 'Group Work' Work: Planning, facilitating, and assessing"
- ❖ "Creating Online Content to Supplement What You're Doing in Class"
- ❖ "What is Design Thinking, and How Does it Connect with Teaching?"

- ❖ "Grading and Giving Feedback to Students"
- ❖ "SCU Innovations in Teaching and Learning"
- ❖ "Cultivating Student Motivation"
- ❖ "Using Camino well: A conversation and demos from faculty identified by students for their effective use of Camino"
- ❖ "Keeping it fresh: Introducing variety into class sessions"
- ❖ "Strategies for using student peer review: It *really* can work well"
- ❖ SCU Innovates: Collaborative grant recipients talk about their funded projects to support teaching and learning with technology"

Faculty Associates Program

The Faculty Associates work with co-directors (Eileen Razzari Elrod, Associate Vice Provost for Faculty Development; Christine Bachen, Director of Assessment, and Nancy Cutler, Deputy CIO for Academic Technology) to support faculty excellence and innovation in teaching. In addition to providing individual or program-level consultation, each associate contributes to specific Collaborative programs or to joint programs with Faculty Development and the Office of Assessment. In addition, faculty associates—along with several other colleagues at the university—facilitate ongoing informal mentoring groups with new faculty.

2016-17 Faculty Associates

Pedro Hernández-Ramos, Associate Professor of Education, School of Education & Counseling Psychology

John Ifcher, Assistant Professor of Economics, Leavey School of Business

Tracey Kahan, Professor of Psychology, College of Arts and Sciences

Barbara Kelley, Senior Lecturer of Communication, College of Arts and Sciences

Tonya Nilsson, Senior Lecturer of Civil Engineering, School of Engineering

Tim Urdan, Professor of Psychology & Child Studies, College of Arts & Sciences

Faculty Learning Communities

In 2016-17, the Collaborative offered multiple sections of four different faculty learning communities (FLC). FLCs are a form of professional development recognized to foster faculty experimentation, innovation, and change in practice. Groups of approximately 10-14 faculty members from different disciplines came together regularly around a common interest or problem to deepen their knowledge, expertise, and practice. The 2016-17 FLCs were led by a mix of faculty associates and other faculty with long-standing affiliations with the Collaborative.

The FLC topics included:

- ❖ Learn to Use R in your Teaching and Research, Facilitator: Michael Kevane (Economics)
- ❖ Teaching in the SCALE-UP classroom, Facilitator: Christelle Sabatier (Biology)
- ❖ Teaching for Ethical Impact: Exploring the impact of classroom instruction on students' behavior and decision-making, Facilitator: John Ifcher (Economics)
- ❖ Assignment Design: Creating Assignments that are Effective, Innovative, and Interesting, Co-Facilitators: Chris Bachen (Communication) & Tonya Nilsson (Civil Engineering)

Faculty Grant Program

Each year teams of faculty may apply for grants to conduct projects exploring pedagogical designs that incorporate technologies to enhance student learning and that provide data on student learning. Faculty are encouraged to think broadly about projects that will have an enduring impact on an area of the curriculum within a program, major or the Undergraduate Core, or on our broader understanding of how to transform student learning.

As part of the grant requirements, faculty conduct an assessment of the efficacy of their project and share their results with faculty in a CAFÉ the following year. Faculty are encouraged to consider projects that will lead to conference presentations or publications in either their discipline or other venues appropriate for higher education. In 2016-17, the following projects were funded.

Japanese Program Curriculum Innovation using the Flipped Classroom Design	Seiko Horibe (Fujii) (in consultation with Yoshiko Miyakoshi) (Modern Languages)
New Content and New Pedagogy for a Redesigned Core Curriculum Course	Theresa Conefrey & Jackie Hendricks (English)
Ciao Web!	Irene Bubula-Phillips, Marie Bertola, & Evelyn Ferraro (Modern Languages)
Developing a Modular, Online Curriculum for Presentation and Analysis of Quantitative Data	Dawn Hart, Tim Markowitz & Lianna Wong (Biology)
Modeling in Introductory Biology Courses: The Gateway to Developing Multiple Biological Core Competencies	Christelle Sabatier & Brody Sandel, (Biology)
Writing the Archives: Digital Humanities Courses to Enhance Teaching and Learning in English and Beyond	Amy Lueck, Michelle Burnham, Tricia Serviss (English) and Nadia Nasr, Sheila Conway (Archives and Special Collections)
First-Year Student Signature Project – Design an Infographic on “What is Technical Communication”	Jes Kuczenski (Engineering), Tricia Serviss (English)
Collaborative Design for Teaching Newsvendor Problem Applications	Tao Li, Fouad Mirzaei & Graeme Warren (OMIS)
HyMark Project (Hybrid Marketing)	Juan Montermoso & Charles Byers (Marketing)
“Creating and Evaluating the Impact of Multimedia Resources on Student Learning of Difficult Concepts”	Matthew Bell, Patricia Simone, Lisa Whitfield (Psychology)

SWiRL (Student Writing and Research Learning Initiative)

In 2016-17, the Student Writing and Research Learning Initiative (SWiRL) became affiliated with the Collaborative. The goal of SWiRL is to improve student learning in the areas of writing, use of information and research by providing faculty resources and professional development in writing and information literacy instruction. SWiRL will support cross-disciplinary faculty who teach writing-intensive courses, but may not have had formal training in teaching writing and information literacy.

The SWiRL leadership team consists of Chris Bachen (Associate Professor of Communication, Director of Assessment, and Co-Director of the Faculty Collaborative), Megan France (Assistant Director of Assessment), Nicole Branch (Associate University Librarian for Learning & Engagement), Trish Serviss (former Assistant Professor of English at SCU, now at UC Davis), Julia Voss (Assistant Professor of English), Laura Doyle (Adjunct Lecturer of Civil Engineering), Diana Morlang (Senior Lecturer of Political Science), and Denise Krane (Lecturer of English and Director of the HUB).

In 2016-17, the leadership team gathered baseline information through surveys about student writing and information literacy practices, conducted focus groups with groups of students and faculty, and developed the curriculum for a year-long faculty learning community to begin in fall, 2017.

DRT (Digital Resources for Teaching)

[DRT](#) provides ideas, examples, and inspiration for interested faculty who aim to strengthen their existing curriculum as well as incorporate innovative teaching methods and assessment methods into their current practices. The DRT web pages aim to help faculty improve their planning, teaching, and assessment skills while introducing them to new concepts within these elements. Hosting a variety of resources and articles that not only explain specific concepts, but also show how and why those concepts should be incorporated into courses, DRT is intended to enhance faculty teaching and student learning. In the 2016-17 year, we updated and expanded the DRT entries.

Summer Technology Seminar

In June 2017, the Collaborative offered a three-day seminar on Enhanced Teaching with Technology to a broad cross-section of 15 faculty members. The interactive seminar, led by Katie Heintz (Communication), Tracy Ruscetti (Biology), and Tim Urdan (Psychology) with support from Brian Larkin (Academic Technology), is designed for faculty interested in renovating, refreshing, or refashioning their course/s to integrate excellent teaching practices and effective use of technology. The seminar incorporates a backward design approach to course planning. Faculty focus on creating clear and meaningful learning objectives and designing assessments to determine whether students meet those learning objectives. In addition, they discuss how to foster learning and engagement in their classrooms. The seminar includes exploration of technological tools to support faculty work on assignments and activities, content delivery, student engagement, and evaluation of student learning.

This seminar intentionally focuses on technology as a complement of course design and thoughtful pedagogy. Faculty feedback is solicited after the summer technology workshop and that

feedback helps fine-tune our seminar offerings the next time around. The design and implementation of the seminar is working well. One faculty member noted, “In this workshop on ‘Teaching with Tech,’ it was brilliant that we primarily focused on ‘our task’ that is, teaching, and that technology (while utilized and discussed) was kept to the side. Consequently, the tools of technology were seen in their proper light, as tools which serve our course goals, objectives, and means of assessment.” Feedback gathered in the anonymous post-seminar survey was abundant and uniformly positive. It provided insights into what faculty will draw upon in their future teaching. Faculty wrote that they planned to incorporate several new approaches into their upcoming courses, mentioning specific strategies and applications for class polling or concept mapping; new ideas for assignments to promote greater engagement; more comprehensive use of the learning management system for organization, accessibility, communication and formative assessment; and retooling course design to have course or program objectives drive course content, instruction, and assessment.

Support for Active Learning Classroom Spaces

The Collaborative for Teaching Innovation supports the development of classroom spaces that support active learning pedagogies through their design and intentional inclusion of education technology tools, from writeable walls to multiple projectors to enable group work and effective sharing of work products.

In 2016-17, the technology and furniture was upgraded in Alameda Hall, creating general purpose classrooms that were more flexible to support a variety of classroom activities. Additionally, we implemented our first SCALE-UP classroom, as a pilot to inform STEM planning, to support 60 students at round tables with dedicated displays and white board space to encourage active learning and student engagement.

Christelle Sabatier (Biology) was among the first faculty to teach in the SCALE-UP classroom. As early as mid-quarter, most students responded favorably to their learning experience in the SCALE-UP classroom. In a survey asking if the classroom space promoted or detracted from their learning: 0% said it detracted, 79% said it promoted their learning, and 21% said it depended. Her reflection on her teaching experience mirrored the students’ perceptions. In an internal memo, Christelle summarized several key observations about how the classroom design led to changes in her teaching and in student learning. With the instructor in the center of the classroom rather the front, she adapted her teaching method to short lecture sessions followed by activities in which the students could put the material from the lecture into practice. Christelle observed that students were much more likely to be independent thinkers in the new space. For example, in a review session held in the SCALE-UP room prior to a midterm exam, students entered the classroom and got to work on the review guide immediately; they did not stop to ask questions of their instructors until they ran into an obstacle. She noted, “This was completely different from typical review sessions where students come to have their questions answered by the instructor and listen in on each other’s questions. Instead, these students used the boards to model their concepts or worked on a communal google doc. They clearly saw their instructors as guides and took ownership of their own learning.”

Concluding Notes

Consistent with its mission, The Faculty Collaborative for Teaching Innovation has supported imaginative teaching informed by new technologies, deliberate course design, reflective teaching practices, and meaningful assessment of student learning through a variety of programs, workshops, web-materials, and individual consultations. We prioritize equity-minded, evidence-based practices that foster student learning for students of all backgrounds and all disciplines, and provide professional development opportunities for faculty of all position types at Santa Clara. Through continuous assessment of our programming and resources, we are able to anticipate and meet the needs and interests of faculty at all stages of their careers.

The Collaborative continues to build on its connections with other units as well, including the Library and the Ignatian Center for Jesuit Education, to better advance our common goal of providing Santa Clara students with a transformative education. We actively pursue grant opportunities to provide additional support for the programs and initiatives valued by SCU faculty. We are also committed to representing the work of the Collaborative nationally and internationally through conference presentations and informal collegial exchanges with faculty and professionals from other institutions of higher education.