



Santa Clara University

Faculty Collaborative for Teaching Innovation

Annual Report 2017-18

Overview

The Faculty Collaborative for Teaching Innovation, established in 2012, addresses Santa Clara's need for effective, agile, and engaged faculty to meet the challenges of addressing a changing student population in the increasingly complex climate of higher education.

A cooperative venture between Academic Technology, the Office of Assessment, and Faculty Development, with support from Faculty Associates each year, the Collaborative works across the traditional boundaries of each of its constituent units to address the following goals:

- Explore innovative new strategies and modalities for teaching, grounded in scholarship on teaching and learning
- Provide an agile response to pressing needs in teaching and learning
- Foster interdisciplinary conversations, collaboration, leadership, and community around teaching to support faculty of all position types and throughout their careers

CAFÉ

Focused on imaginative, effective teaching, CAFÉ dialogues draw faculty from a range of disciplines, inviting colleagues to learn from each another by sharing essential and emerging tools to nurture and challenge students. CAFÉ helps facilitate an education that allows students to address real-world problems and serve not only their community, but also the world as competent, conscientious, and compassionate individuals. In 2017-18, a total of **236** faculty attended CAFÉ events, representing 120 unique faculty from a broad cross section of departments or programs, and appointment types.

CAFÉ topics for 2017-2018 included:

- Are They Getting It? In-class activities and techniques to check on students' learning
- Curricular & Pedagogical Change
- Pedagogy and Technology: Using technology to reimagine course content and assignments
- Teaching (with) R
- Teaching for Ethical Impact
- That's New! SCU Innovations in Teaching and Learning
- You and Your Analytics, or Using Online Tools to Strengthen Your Scholarly Profile
- Collaborating with Students on Research/Writing/Publication/Creative Work
- Engaged Learning in Liminal Spaces: Threshold Concepts and Disciplinary Learning

- Human-Centered Design Thinking
- Let's Talk About Your SETs Life (or How I Learned to Learn from my SET Scores): Part I
- Creating a Classroom Community for Student Learning
- Taming the Red Pen: Strategies That Help Students Become Better Writers and Simplify Grading
- Student Evaluations of Teaching, Part 2: Learning From and Supplementing SCU Course Evaluations
- Why ePortfolios Now? Connecting, Curating, and Creating Meaningful Learning Experiences
- You and Your Analytics, or Using Online Tools to Strengthen Your Scholarly Profile

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 offering individual and program-level consultations, associates--along with several other colleagues at the university—facilitate ongoing informal mentoring groups with new faculty, and contribute to specific Collaborative programs or to joint programs with Faculty Development and the Office of Assessment.

2017-18 Faculty Associates

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

Amy Eriksson, Lecturer of Communication, College of Arts and Sciences

Brett Solomon, Associate Professor of Child Studies, College of Arts and Sciences

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

Julia Voss, Assistant Professor, English, College of Arts & Sciences

Faculty Learning Communities

In 2017-18, the Collaborative offered multiple sections of four different faculty learning communities (FLC), a form of professional development recognized in the scholarship on teaching and learning as a proven way 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 2017-18 FLCs were led by a mix of faculty associates and other faculty with long-standing affiliations with the Collaborative.

The FLC topics included:

- *Human-Centered Design Thinking*: focused on the mindset and methodology of human-centered design thinking (HCDT), and how to integrate HCDT into curricular and co-curricular settings.

- **R:** Aimed at faculty interested in developing their R skills for curricular innovation and/or research. R is an open-source statistical computing software, rapidly become a standard tool in industry and academia.
- **VR:** An entry into learning about Virtual Reality (VR) and Augmented Reality, and how SCU's VR Imaginarium could be used in courses or research
- **Research-based Writing in the Disciplines:** Designed as a year-long FLC in which faculty use evidence-informed practices to create assignments that are fair for a diverse pool of students; faculty learned to apply methods to help students critically evaluate sources and evidence and write effectively within their disciplines

Faculty Grant Program

Each year, teams of faculty 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 assess 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 that will impact higher education.

In 2017-18, the following projects were funded:

Making Virtual Reality a Reality on our Campus: An FLC in the Imaginarium	Amy Lueck (English), Max Sims (Art/Art History)
Computer-Based Testing in Introductory Math/CS Courses at SCU	Corey Irving (Mathematics), Nicholas Tran (Computer Science)
Virtual Thought Experiments: An Improvement in Philosophical Pedagogy	Erick Ramirez (Philosophy), Scott LaBarge (Philosophy/Classics)
LinkedUp: Creating a Collaborative Space for English Departments	Kristin Conard, Maria Judnick, Robin Tremblay-McGaw (English)
ePortfolios to Promote Integrated and Intentional Learning to Increase Retention in STEM Fields	Theresa Conefrey (English), Laura Doyle (Civil Engineering), Jackie Hendricks (English), Jes Kuczenski (Engineering), Amy Lueck (English), Cruz Medina (English), Rob Michalski (English), Christelle Sabatier (Biology), Megan Tichy (Chemistry/Biochemistry)
Creating a Digital Archive for Teaching in Anti-Racist Classrooms	Allia Ida Griffin, Jesica Siham Fernandez (Ethnic Studies)

Incorporating Virtual Reality and Electroencephalograms into Jesuit Education	Gian Greenberg (Psychology), Patti Simone (Psychology), Julia Scott (Bioengineering)
Perspectives at 360 Degrees	Marie Bertola, Irene Bubula-Phillips, Evelyn Ferraro, Ariel Schindewolf and Nina Tanti (Modern Languages and Literatures)
The Glass Menagerie: Audience Engagement Through Augmented Reality	Jeffrey Bracco (Theatre and Dance) Max Simms (Art and Art History)
ePortfolios to Enhance Advising in STEM (A Pilot Study)	Theresa Conefrey (English), Jes Kuczenski (Engineering), Christelle Sabatier (Biology)
A Humanities Annotation App	Jackie Hendricks, Theresa Conefrey, Maura Tarnoff (English)
What Daedalus Knew: Engineering Technologies on Bronze Age Crete	Angela Holzmeister (Classics) Michael Taylor (Engineering)
Writing the Archives: Digital Humanities Courses to Enhance Teaching and Learning in English and Beyond	Amy Lueck, Michelle Burnham, Kristyn Leuner (English)
High-Tech Law Competency Videos	Thiadora A. Pina, Laura Lee Norris (Law)

Success in Writing, Information, and Research Literacy Initiative (SWIRL)

SWIRL completed its second year as a major initiative of the Collaborative. The overarching goal of SWIRL is to improve all SCU students' 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 is particularly interested in supporting cross-disciplinary faculty who teach writing-intensive courses, but may not have had formal training in teaching writing and information literacy.

Accomplishments of 2017-18 include the following:

- Goal: Develop Multidisciplinary Faculty Expertise in Assignment Design and Instruction Methods to Benefit all Learnings.
 - SWIRL facilitated a year-long faculty learning community (FLC) that included 13 faculty representing 12 different disciplines and a range of appointment types. Across thirteen sessions, faculty participants completed multiple deliverables including revising assignments to be more equitable using the “transparent assignment design” framework (developed as part of the Transparency in Teaching and Learning (TILT) project at the University of Nevada); revising assignments for improved writing and

information literacy outcomes; the development of new materials and instructional approaches to help student scaffold writing and research activities to better meet the learning outcomes of their assignments; and the developed of rubrics that support students in understanding the grading criteria (and what constitutes excellence) and faculty in engaging in equitable review of assignments.

- Following the FLC, faculty assessed their own learning gains as positive. Additionally, an analysis of assignments that compared the originals to the revised assignments demonstrated that faculty had made changes that were in line with greater transparency and use of evidence-informed practices to improve disciplinary writing and research literacy.
- Goal: Bringing Notable Experts to Campus
 - In Winter, 2018, SWIRL co-hosted a well-attended campus-wide workshop featuring Elizabeth Wardle, co-editor of *Naming What we Know: Threshold Concepts of Writing Studies* (2015).
- Goal: Develop Useful and Accessible Resources to Support Faculty in All Disciplines
 - The SWIRL team developed the “WRITE” Assignment Design Tool and made it accessible on the web. This tool allows faculty to review their assignments to better identify how they can be modified to better support students in achieving the goals of an assignment, with a particular focus on writing, information, and research literacy.
- Goal: Participate in campus fora and conversations about how to provide equitable instruction and assignments that develop students’ writing, information, and research literacy.
 - Members of the SWIRL team presented in multiple venues during 2017-18, including a workshop for English Department faculty, Collaborative CAFEs, and in a panel on multidisciplinary research.
- Goal: Participate in national conversations about how to provide equitable instruction and assignments that develop students’ writing, information, and research literacy.
 - Members of the SWIRL team presented, “Teaching Teachers to Teach Writing, Critical Thinking, and Information Literacy: Case Study of a Faculty Learning Community as Campus-wide Pedagogical Intervention Strategy,” in June, 2018 at the International Writing Across the University (IWAC) conference.

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.

Summer Technology Seminar

In June 2018, the Collaborative offered a three-day, interactive seminar, led by Tracy Ruscetti (Biology), Christelle Sabatier (Biology), and Tim Urdan (Psychology) designed for faculty interested in renovating, refreshing, or refashioning their course/s to integrate excellent teaching practices and effective use of technology. The Seminar incorporated a backward design approach to course planning. Fifteen cross-disciplinary faculty participants worked on how to create clear and meaningful learning objectives, how to design assessments to determine whether students meet those learning objectives, and how to foster learning and engagement in their classrooms. In each area, the seminar highlighted technological tools to support faculty work on assignments and activities, content delivery, student engagement, and evaluations of student learning

Support for Active Learning Classroom Spaces

The Collaborative continues to work with the Provost Office on the design and redesign of classroom spaces to enhance more active forms of learning.

Concluding Notes

The Faculty Collaborative for Teaching Innovation continues to serve as an important resource for faculty at SCU, responding to pressing needs in teaching and learning; fostering interdisciplinary conversations and collaborations; developing leadership around teaching and learning; building community while supporting faculty of all position types throughout their careers.

The Collaborative supports 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. 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.