



Santa Clara University

Faculty Collaborative for Teaching Innovation

Annual Report 2018-19

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

All of these goals, as outlined in the 2020 strategic plan, are in service of student learning and Santa Clara's commitment to impart a rigorous, contemporary education that fosters critical, creative, and reflective thinking; complex problem solving; excellent communication skills; and the application of knowledge for the betterment of society. Faculty development is a critical lever for meeting these educational goals and improving students' experience at SCU, as seen in the model below.



Sources: Kirkpatrick, D. L. and Kirkpatrick, J.D. (2007). *Implementing the four levels: A practical guide for effective Evaluation of Training Programs*. San Francisco: Berrett-Koehler. Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

CAFÉs and Other Collaborative Events

Focused on imaginative, effective teaching, CAFÉs 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 topics emerge from Collaborative workshops and faculty learning

communities, the results of assessments that point to areas for improvement in teaching and learning at SCU, and expressed needs of faculty.

CAFÉ topics for 2018-2019 included:

- How Are Your Colleagues Using Camino?
- Transparent Assignment Design + Assessment
- Teaching Online: Exploring the Options
- What are Faculty Doing with Online Digital Collections?
- Jose Bowen's Teaching Naked Techniques: The Sequel
- Using Midterm Student Feedback to Improve Your Teaching
- Doing More with Less: Strategies for Giving Feedback and Teaching Students to Use It
- Using 'Design Thinking' to Reimagine Teaching, Transform Learning, and (Maybe) Change the World
- That's New!: SCU Innovations in Teaching and Learning
- Institute on Teaching Excellence/ACUE: What We've Been Learning
- Let's Talk About Grading
- What? CHEM 11 Isn't CHEM 11 Anymore? How Did That Happen?
- Creating a Classroom of Academic Integrity

In addition to CAFÉs, the Collaborative also sponsors workshops, book reading groups, drop-in sessions for faculty to consult with associates on assignment design or other topics. Total attendance at 2018-19 Collaborative events was **419**, with 213 unique individuals attending. Collaborative events are attended by a diverse group faculty and academic staff, both in terms of disciplinary background and appointment type.

2018-2019 Collaborative Programming Attendance by Appointment Type

Appointment Type	Percentage of Attendees
Tenured/Tenure-track	29%
Lecturers/Senior Lecturers	22%
Staff	21%
AYALs	20%
Other appointment types (postdocs, students, visiting professors, etc.)	5%
QALs	3%

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. Faculty associates—along with several other colleagues at the university—facilitate ongoing informal mentoring groups with new faculty. Collaborative Faculty Associates have extended the work of faculty development (beyond dedicated faculty or professional staff), advocated for and promoted evidence-based professional development for faculty across the disciplines.

2018-19 Faculty Associates

Allia Griffin, Lecturer, Ethnic Studies, College of Arts and Sciences

Amy Lueck, Assistant Professor, English, College of Arts and Sciences

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

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

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

Lisa Whitfield, Senior Lecturer, Psychology, College of Arts & Sciences

Faculty Learning Communities

In 2018-19, the Collaborative offered multiple sections of three different faculty learning communities (FLC). FLCs consist of colleagues from different disciplines who come together around a common interest or problem to deepen their knowledge and expertise. In FLCs, members may do some readings in common, discuss relevant aspects of teaching and learning, and explore and experiment with new pedagogies or approaches.

The 2018-19 FLC topics included:

- Mindful Teaching - The objectives of this group were to explore teaching and instructional design through an exploration of mindful curricular/pedagogical models, including Laura Rendon's *Sentipensante: (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation* (Stylus 2014).
- Improving Student Research-Based Writing in the Disciplines --Faculty drew upon evidence-based practices to improve student writing. Working with a cross-disciplinary team from the SWIRL Initiative, faculty rework an existing assignment, develop activities that teach and

scaffold critical evaluation of research and writing, and refine grading and evaluation criteria to reflect disciplinary writing practices.

- First-Year and First-Generation College Students (A Faculty/Staff Learning Community) - In this LEAD Program co-sponsored FSLC, faculty and staff colleagues explored Lisa Nunn’s new book: *33 Simple Strategies for Faculty: A Week-by-Week Resource for Teaching First-Year and First-Generation Students* (Rutgers, 2019). Participants apply Nunn’s strategies in specific ways to the contexts in which they work with students. (Offered two quarters in 2018-19, drawing a total of 60 participants).

Faculty Leadership Development

The many professional development opportunities offered through the Collaborative have resulted in faculty contributing to faculty professional development by leading workshops or sharing their experiences in CAFES or other programs. In 2018-19, **78** distinct faculty or academic staff (120 total) **led** CAFES, book groups, workshops, or FLCs. Additionally, **45** distinct faculty (51 total) presented in CAFES after participating in a program. And, a majority of Faculty Associates have gone on to take leadership roles in departments, program assessment, and campus-wide initiatives.

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 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 appropriate for higher education. In 2019, a Collaborative-funded project by Laura Doyle and Tonya Nilsson (Civil Engineering) resulted in a conference presentation and publication that was awarded the Best Diversity Paper honor for the American Association for Engineering Education Conference (ASEE).

In 2018-19, the following projects received funding.

Faculty Summer Digital Humanities Incubator on Digitizing Archives	Michelle Burnham, Amy Lueck, Mostafa Jalal (English), Blake de Maria (Art and Art History), Chrislaine Pamphile Miller (History), Harold Hoyle (Education), Tanya Chiykowski-Rathke (Anthropology)
Learning R so We Can Teach and Use R	Patti Simone (Psychology)

Virtual Santa Clara: Using Augmented Reality for Composing Public History With Undergraduates	Amy Lueck (English), Lee Panich (Anthropology)
SCU Freshmen and Fourth Graders: Collaborating to Enhance Literacy and Tech Skills	Claudia MacIssac (English)
Virtual Reality Supplements to Engage Active Language Learning	Lissa Crofton-Sleigh (Classics)
A Humanities Annotation App	Jackie Hendricks, Theresa Conefrey, Maura Tarnoff (English)
The Water Project	David J. Popalisky, Derek Duarte (Theatre and Dance), Kathy Aoki (Art and Art History), Scot Hanna Weir (Music)

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

SWIRL completed its third 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 2018-19 academic year include the following:

- Goal: Develop Multidisciplinary Faculty Expertise in Assignment Design and Instruction Methods to Benefit all Learners.
 - The SWIRL team led a day-long workshop at the end of fall quarter on Assignment Design to Promote Student Writing, Information, and Research Literacy, attended by 13 faculty members.
 - SWIRL facilitated a quarter-long faculty learning community (FLC) that included 10 faculty representing 8 different disciplines and a range of appointment types. Across six 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.

Six months following the FLC, faculty provided feedback on how their experience in the FLC impacted changes in their assignment design and instructional practices. All faculty identified making changes to their assignments and the way in which they scaffolded student learning. One participant commented, *“The most impact from SWIRL discussions was really thinking about my assignments from the students’ perspective in a much deeper way than I had before. Both discussions in our meetings and the feedback from peers and SWIRL coordinators really pushed me to improve my assignment guidelines and to think about how to place ‘stepping stones’ to help students practice some of the skills they would need for larger projects.”*

Most faculty also observed positive changes in their students’ work. As one participant noted, *“... I have found that students are more invested in the work when I explain my thinking behind every assignment ahead of time and their final products have been much closer to my goal when I’m clearer about the steps and evaluation criteria.”*

- Goal: Develop Useful and Accessible Resources to Support Faculty in All Disciplines
 - The SWIRL team refined the “WRITE” Assignment Design Tool and made it accessible on the web. This tool, along with written summaries of each of the components, allow 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 Equitable Instruction and Assignments
 - Members of the SWIRL team presented in multiple venues during 2018-19, including a workshop for Library Staff and Collaborative CAFEs.

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. When announcing CAFEs, the Collaborative points faculty to relevant DRT pages. USF acknowledged SCU’s DRT website as a model for their own digital resource repository.

Summer Community of Practice

The results of the Campus Climate survey and the National Survey of Student Engagement reinforced the importance and urgency of offering a faculty professional development experience focused on inclusive teaching. The three-part Faculty Community of Practice on Teaching to Improve Learning Equity (FCP-TILE), led by Emilie Clucas Leaderman, Allia Griffin, Brian Larkin, Amy Lueck, Christelle Sabatier, and Tim Urdan, was developed with the full support and encouragement of undergraduate school/college deans, and launched in June 2019 with 20 participants to meet the following goals:

1. Create time and space within a three-part Community of Practice structure for faculty to collaboratively promote teaching practices that improve equitable learning.
2. Share real-time SCU-specific data and hear from students about their experiences.
3. Model evidence-based practices for inclusive and learner-centered teaching to improve persistence, durable learning, and student performance, across all disciplines, particularly in STEM.
4. Empower faculty to reflect, engage in peer support, and receive feedback as they continue to incorporate evidence-based changes to their teaching while learning from each other.

Assessment of the FCP-TILE program showed learning gains as a result of each of the sessions. At its completion, faculty reported making an average number of **4** equity-minded changes in their classes during Fall 2019 that ranged from in-class strategies to promote more inclusivity and belonging, modifications to assignments, and changes to the course syllabus to include more diverse voices. Three participants have developed a workshop for their department based on the strategies they learned in the FLC.

The following quote from one participant illustrates the multiple ways in which the FCP affected teaching practices:

I added a daily check-in Google form that gave students a low-stakes, routine way to convey any concerns to me, ask questions about material, and let me know what was going on in their lives. I found this opened up a lot of conversations with students about the course but also about resources available to them (food insecurity program, CAPS, etc.). I also substantially revised the guidelines for a major assignment in my course to add additional scaffolding and group work to help students learn and practice the skills they needed for success before actually turning in a paper. I dropped any assumption students would come in with these skills and worked on teaching them. The few students who did come in with these skills were able to do some peer teaching within their groups, too. I will change the way I implement the group work to streamline it, but overall it seems to have improved students' understanding of the key skills needed for the class (and major). --Assistant Professor

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.

For eight years now, the Collaborative for Teaching Innovation has become an established, significant part of the university's support for professional development for faculty, particularly in evidence-based teaching practices and innovation with technology.

In 2018-19, many of the programs of the Collaborative reflected the Collaborative's commitment to provide an agile response to pressing needs in teaching and learning. As the Campus Climate results were released along with campus reflection of results from other national surveys, the Collaborative prioritized inclusive teaching and approaches to promote a deeper sense of belonging in the classroom among students.

The Collaborative also fostered programs and learning communities to explore innovative new strategies and modalities for teaching in areas of virtual reality, digital humanities, teaching of statistics, among just a few areas.

Finally, the Collaborative is achieving its goal of fostering interdisciplinary conversations, collaboration, leadership, and community around teaching to support faculty of all position types and throughout their careers, as noted by the extraordinary number of diverse faculty who have led programs and shared with others the ways in which their own teaching practices have evolved because of their participation in Collaborative programs.