



SANTA CLARA UNIVERSITY

FACULTY DEVELOPMENT

Welcome to New Faculty Orientation

September 6–7, 2023

Day 1 Agenda

- 9:00 am **Introductions & Welcome**
- 9:15 am **SCU's Jesuit Mission & Ignatian Pedagogy**
- 9:45 am **Faculty Panel: Connecting with SCU Values & Mission**
- 10:30 am **Who Are Our Students?**
- 11:00 am **Whole Persons: Faculty, Students, & *Cura Personalis***
- 12:00 pm **Spotlight on Teaching: Engaging & Connecting in SCU Classrooms**
- 1:00 pm **Campus Partners' Introductions**
- 1:15 pm **Lunch with New Colleagues & Campus Partners**

Welcome New Faculty!



At your tables--

- Where are you from (lately)?
- What are your scholarly / creative and teaching areas?
- What do you do when you aren't working?

SCU's Jesuit Mission & Ignatian Pedagogy

- Goal of the Session
- Who we are
- Activity





Santa Clara University

Mission

The University pursues its vision by creating an academic community that educates the whole person within the Jesuit, Catholic tradition, making student learning our central focus, continuously improving our curriculum and co-curriculum, strengthening our scholarship and creative work, and serving the communities of which we are a part in Silicon Valley and around the world.

Vision

Santa Clara University will educate citizens and leaders of competence, conscience, and compassion and cultivate knowledge and faith to build a more humane, just, and sustainable world.



www.iaju.org

"The world is our home"
Jerónimo Nadal, SJ (1507 - 1580)



- 193 Jesuit Universities
- +150K Faculty & Staff
- +1M Students
- +30M ALUMNI

Map Symbols:

- IAJU Association of Jesuit Colleges and Universities
- AUSJAL Asociação de Universidades Católicas da Companhia de Jesus em América Latina
- JHEASA Association of Jesuit Higher Education Association South Asia
- ACU-AP Association of Jesuit Colleges and Universities - Asia Pacific
- AICU-AM Association of Jesuit Colleges and Universities - Africa and Madagascar
- Kicher Network Jesuit Higher Education Network in Europe and Near East

0 1 2000 miles
0 1 2,000 km

JHEASA | 75 Higher Education Institutions

Code	Name	Country
01	Albania	Albania
02	Algeria	Algeria
03	Angola	Angola
04	Argentina	Argentina
05	Australia	Australia
06	Austria	Austria
07	Bahrain	Bahrain
08	Bangladesh	Bangladesh
09	Belgium	Belgium
10	Brazil	Brazil
11	Bulgaria	Bulgaria
12	Canada	Canada
13	Chad	Chad
14	China	China
15	Colombia	Colombia
16	Costa Rica	Costa Rica
17	Cuba	Cuba
18	Czech Republic	Czech Republic
19	Denmark	Denmark
20	Egypt	Egypt
21	Ecuador	Ecuador
22	France	France
23	Germany	Germany
24	Ghana	Ghana
25	Guatemala	Guatemala
26	Hong Kong	Hong Kong
27	India	India
28	Indonesia	Indonesia
29	Ireland	Ireland
30	Italy	Italy
31	Japan	Japan
32	Kazakhstan	Kazakhstan
33	Kenya	Kenya
34	Madagascar	Madagascar
35	Malaysia	Malaysia
36	Mexico	Mexico
37	Morocco	Morocco
38	Netherlands	Netherlands
39	Nigeria	Nigeria
40	North Macedonia	North Macedonia
41	Peru	Peru
42	Philippines	Philippines
43	Poland	Poland
44	Russia	Russia
45	Saudi Arabia	Saudi Arabia
46	Senegal	Senegal
47	South Africa	South Africa
48	South Korea	South Korea
49	Sudan	Sudan
50	Switzerland	Switzerland
51	Tanzania	Tanzania
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Credit: [The International Association of Jesuit Universities](http://www.iaju.org)

Card Activity at Tables (5 minutes)

- 1) Take a look at the cards
 - Note there are 2 categories: **Jesuit Values** and **Ignatian Pedagogy**.
 - From each category, select **one** card for what you're already doing, can imagine doing, or might want to learn more about.

- 2) Put the 2 cards in front of you. Take a look at your tablemates' selections.
 - What do you notice? Is there repetition?
 - In pairs, talk to your partner about your selections

What came up at your tables?

What did you notice about each other's
cards?

Faculty Panel: Connecting with SCU Values & Mission

Moderators

- **Aaron Willis**, *Director of Ignatian Formation and the Bannan Forum*, Ignatian Center for Jesuit Education
- **Dave Feldman**, *Professor*, Education and Counseling Psychology

Panelists

- **Aldo Billingslea**, *William J. Rewak, S.J. Professor*, Theatre & Dance
- **Juliana Chang**, *Professor and Associate Chair*, English
- **Ed Maurer**, *Professor*, Civil, Environmental, and Sustainable Engineering
- **Michelle Oberman**, *Katharine and George Alexander Professor* of Law
- **Stacy Ritter**, *Assistant Professor*, Accounting



Who are our SCU students?

Maggie Hunter, Professor of Sociology & Strategic Adviser to the Dean of the College of Arts & Sciences, Faculty DEI Initiatives

Chris Bachen, Associate Professor of Communication & Director of Educational Assessment

Uniqueness of Gen Z



- ❑ Most diverse generation with most diverse friendship networks
- ❑ Interested in social justice/activism
- ❑ Economically pragmatic
- ❑ Less hierarchical
- ❑ More attuned to mental health and work/life balance
- ❑ Resilient: they survived a global pandemic

Asset-Based Framework

- ★ What unique perspectives do our students bring to the classroom?
- ★ What skills do they possess from their communities/cultures?
- ★ What strengths do our students have that we overlook?
- ★ Avoid deficit-framing and charity work



At a Glance: Undergraduate & Graduate Students

6,210 Undergraduate Students

52% female, **48%** male

10% bisexual, gay, lesbian, queer, questioning

57% identify as persons of color; predominantly Asian and Hispanic/LatinX, followed by those identifying two or more races, Black or African American. Smaller numbers: Native Hawaiian/PI, Native American/Alaska Native.

13% First Generation College Students

11% Pell Recipients

11% Transfers

6% International; **55%** from California

41% Christian, **34%** Agnostic/Atheist, No particular identity; **7%** spiritual, **4%** Hindu, **2%** Buddhist

3,453 Graduate Students

54% female, **46%** male

30% Business; **24%** Engineering; **23%** Educ & Counseling Psych; **19%** Law; **4%** Jesuit School of Theology & Grad Program for Pastoral Ministries

65% identify as persons of color; predominantly Hispanic/LatinX and Asian

Greater number of international students in grad programs, especially in Engineering (**74%**), JST(**52%**), & Business (**25%**)

A Closer Look: Undergraduate Students

Disabilities/conditions that impact learning, working, or living activities

- **13%** identify one or more disabilities that affect learning (e.g., sensory, physical, mental health or developmental, other)

Basic needs

- **37%** of all SCU students have “low” (22%) or “very low food security” (15%) (USDA Food Security Module)

Concerns

- **9** different issues are of concern for more than a third: from Finances (36%) to Health of someone close (39%) to Academics (52%) to Procrastination (75%)

Mental health

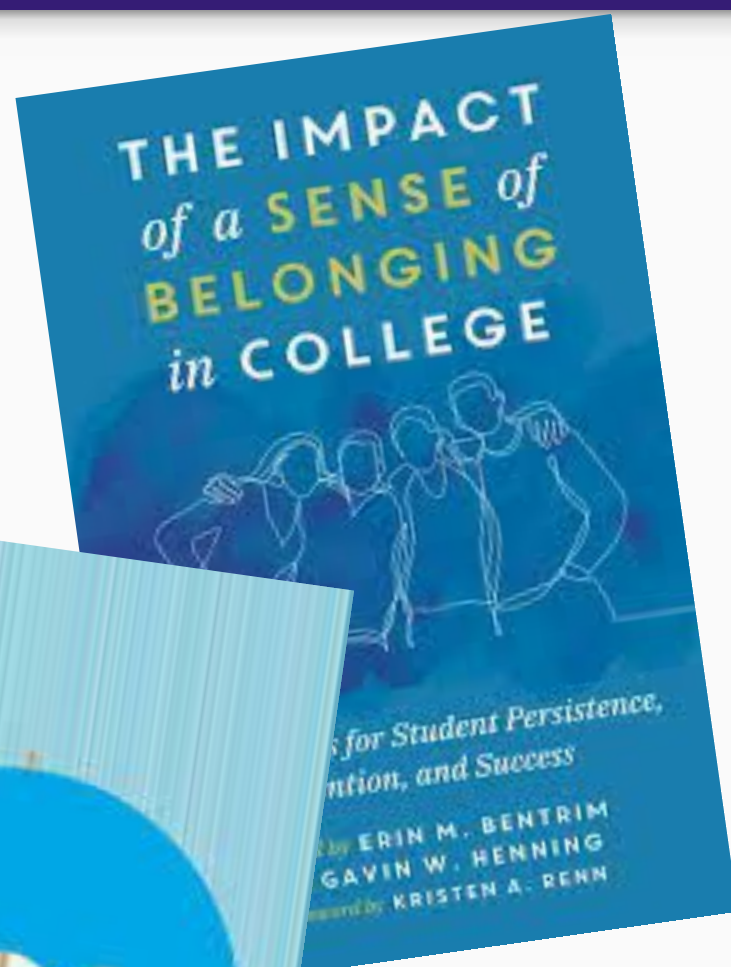
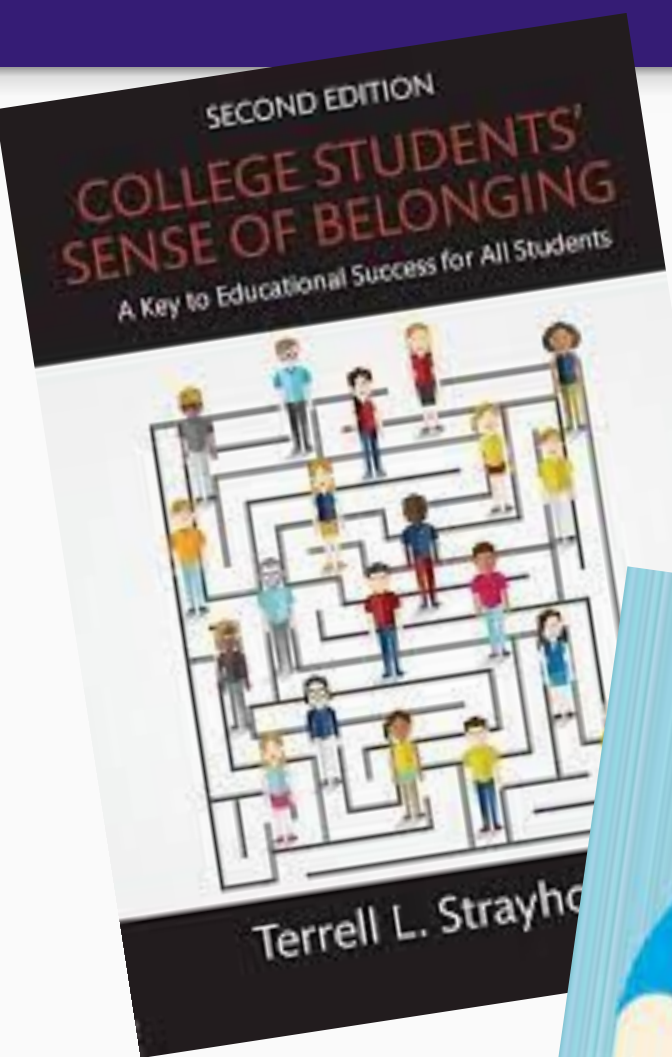
- **34%** report anxiety as a diagnosed, chronic condition
- **20%** report both depression and anxiety as diagnosed, ongoing conditions

Sources: 2022 NSSE & 2023 NCHA

A Closer Look: Undergraduate Seniors

- **16%** average spend an 1.6 hours per week providing care for children or parents
 - **About half** work for pay on campus and **41%** work for pay off campus for an estimated time of **10 hours/week**
 - **86%** are spending about **8 hours per week** in co-curricular activities; **62%** held in a leadership role
 - **70%** complete an internship; **36%** study abroad
-
- **53%** rate the quality of their interactions with faculty as a **6 or 7** on a 1-7 scale (another **27%** give a 5).
 - **40%** evaluate their entire educational experience at SCU as “good,” **35%** as “excellent”
 - Between **50-60%** of students think SCU is doing “quite a bit” or “very much” to support their racial/ethnic identity; gender identity; sexual orientation; disability status; economic background; citizenship or immigration status.
The remainder think SCU is doing “some” with about 10% saying “very little.”

Understanding Student Belonging



- ❖ High levels of belonging lead to increased academic achievement, learning, student engagement, motivation, retention and graduation rates.
- ❖ Faculty are among the most influential in creating (or diminishing) a sense of belonging for students

Sense of Belonging at SCU

The following Santa Clara communities experience lower levels of student belonging than their peers:

- **Black**, Latinx & Asian students
- LGBTQ+ students
- Women students
- Low-income students
- First-gen students
- Commuter students



Image from Forbes Magazine

Sense of Belonging Exercise



Image from Santa Clara Undergraduate Bulletin

In pairs, please discuss what specific actions you could take this fall to increase the sense of belonging for specific groups of students.

Whole Persons: Faculty, Students, and *cura personalis*

Chan Thai, PhD, MPH

Associate Professor | Department of Communication

Faculty Director | Cura Residential Learning Community

Chair | Faculty Directors of the Residential Learning Communities



SCU Mission & Jesuit Values

- ❖ The Jesuit tradition is about educating the whole person—mind, body, and soul.
- ❖ We educate citizens and leaders of competence, conscience, and compassion and cultivate knowledge and faith to build a more humane, just, and sustainable world.



Purpose of Session

- ❖ Help you understand how teaching the whole person aligns with the mission of SCU
 - What teaching the whole person means
- ❖ It could look different for each student and faculty member, but it requires us to show up as whole persons as well.



'cura personalis'

- ❖ Latin phrase that translates as "care for the entire person."
- ❖ Cura personalis suggests *individualized* attention to the needs of the other.
- ❖ A hallmark of Ignatian spirituality.



Chan's Background

- ❖ Faculty Member: Communication
- ❖ Faculty Director in Residential Learning Community
- ❖ Human Being



Whole Person Teaching

- ❖ Connect with student as a person
- ❖ Asks us to see students as whole persons, not just the person they are for the 3 hours they spend in your class/on their grade (your class might not be their priority)



Whole Person Teaching: Thought Exercise

- ❖ Who else are you, who is not here in this session right now?
- ❖ How do those identities influence how you are able to show up/produce work?



Seeing students as Whole Persons

Value them as individuals with other things going on.

Text I include in my syllabus and show on a slide on Day 1

“No matter what grade you get in this class, no matter how many classes you show up to, I will not think you are a bad person. I will still care and value you as a person.”

Whole Person Teaching

Caring for students doesn't mean solving or taking away their problems

1. Reach out to find out what's happening
2. Give a little space - be reasonable
 - a) Try not to expect perfection
 - b) Try not to take it personally



Whole Person Teaching

- ❖ Start with compassion, not anger or threats.
- ❖ Example: Student misses 2 classes in a row.

Dear [name],

I noticed that you weren't in class this week. I just wanted to reach out to make sure you are okay. Is there anything I can do to support you?

With Care,
Dr. Thai



Whole Person Teaching

- ❖ Talking students through making difficult decisions
- ❖ Katy Bruchmann (Psychology)

Correct Answer

10 1 pts

You just got tickets to the Taylor Swift concert (or, you know, an artist whose concert you care about) and it's happening the same time your weekly assignments are due. What should you do?

- All other answers are great options.
- If you have time, submit the other assignments early
- Note which assignments can be submitted late and do them the day after the concert
- Decide whether it's more important for you to see the concert or to get 100% of the available points in the class, and then live with your decision (and I hope you decide to go to the concert!)



Role of Faculty Member

- ❖ Not to solve or take away the problems
- ❖ Reach out to have an initial conversation to find out what's going on
 - Talk through the difficult decision
 - Options about how to proceed (academically)
- ❖ Then direct to appropriate resources



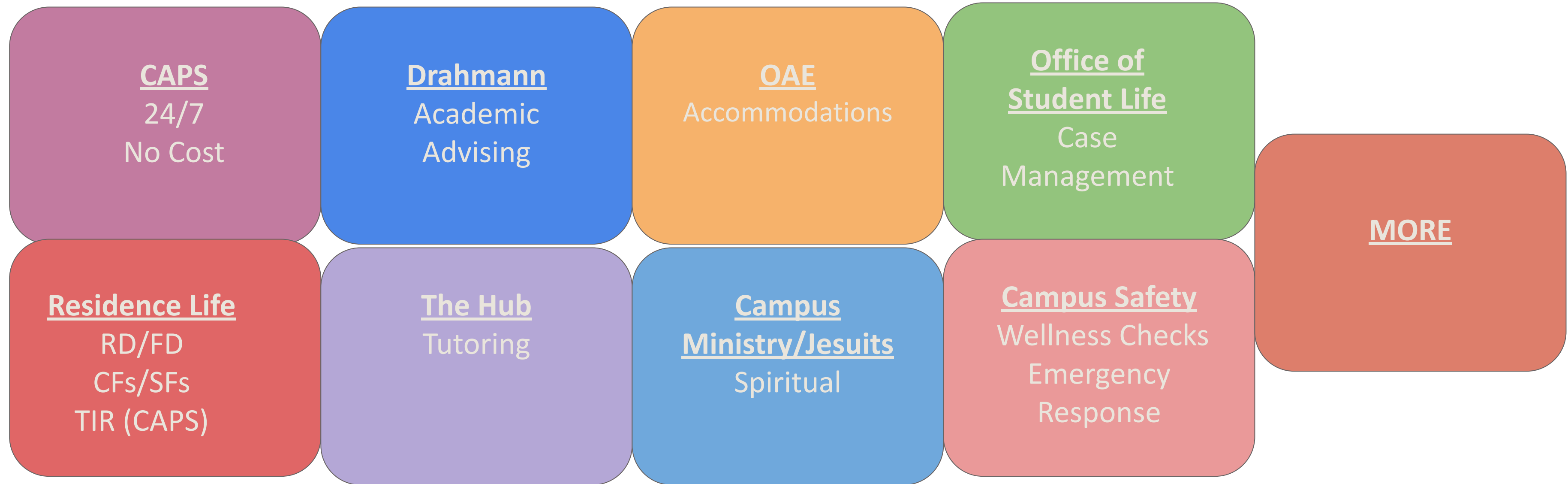
Role of Faculty Member

We are not therapists or case managers.

We are human beings who can show kindness, compassion, and care for other human beings.



Resources to Support Students



What should I do?

SCU Student of Concern Form

What happens next?

- ❖ Sent to Office of Student Life
- ❖ You can request to be contacted
- ❖ OSL will reach out to student
- ❖ OSL will let you know once they have had successful contact with student



Case Studies: Teaching Whole Persons

Please work with your colleagues seated at your table

We will collectively review 2 (3 if time permits) cases to better understand what a faculty member's role is when we encounter a student who presents with a challenge.

Each case will entail 2 parts.

1. Take time to read through PART 1 of the case
2. With your group, think through what you think is happening and how you might respond.
3. Then, review PART 2 of the case
4. With your group, decide if a different course of action is needed. What help might you need?

*These cases are based on real situations that happened at SCU



Case 1: Student Stops Coming to Class

Step 1: Read the first part of the case on the **WHITE** sheet

Answer these questions:

- A. What are the issues and concerns?
- B. What's your next step?

Step 2: Read the second part of the case on the **YELLOW** sheet

Answer these questions:

- A. How does learning this information help you understand the student as a whole person?
- B. What's your next step?
- C. Is there any help you might need as you respond?
 - a. What offices or colleagues on campus can you reach out to for help?
 - b. Is there anyone you should notify?



Case 2: Class Discussion and Aggressive Behavior

Read the case on the WHITE sheet

Answer the following questions:

1. What are the issues and concerns?
2. What's your next step?
3. What might you do to better understand these students as “whole persons”?
How might learning more about the students help you respond more appropriately?
4. Is there any help will you need as you respond?
 - a. What offices or colleagues on campus can you reach out to for help?
 - b. Is there anyone you should notify?



Case 3: Struggling Students

Step 1: Read the first part of the case on the **WHITE** sheet

Answer these questions:

- A. What are the issues and concerns?
- B. What's your next step?

Step 2: Read the second part of the case on the **YELLOW** sheet

Answer these questions:

- A. How does learning this information help you understand the student as a whole person?
- B. What's your next step?
- C. Is there any help you might need as you respond?
 - a. What offices or colleagues on campus can you reach out to for help?
 - b. Is there anyone you should notify?



Case Studies Debrief and Summary

- ❖ These cases are based on real situations that happened at SCU
- ❖ What came up during your discussions?



Closing Activity: Care for You

How do you care for yourself?

Write down one thing that you commit to doing for yourself this year, no matter how small it is, and no matter how busy it gets.

Take this card with you, and put it somewhere that you might come across it, and it will remind you to do this thing.



Reflection

- As a student, what class did you *dislike* the most? Why?
- Who was your *favorite* instructor/teacher? Why?

Falling for Classroom Engagement

Justin Boren (Communication) & Patti Simone (Psychology)



Welcome and Overview

Learning Goals:

By the end of this presentation, you will be able to:

- 1.** Identify at least one new strategy to engage students.
- 2.** Describe how practices relating to student engagement can build community.
- 3.** Reflect on one method to incorporate engaged learning practices into your next SCU course.

Small Group Share Out

Dislike

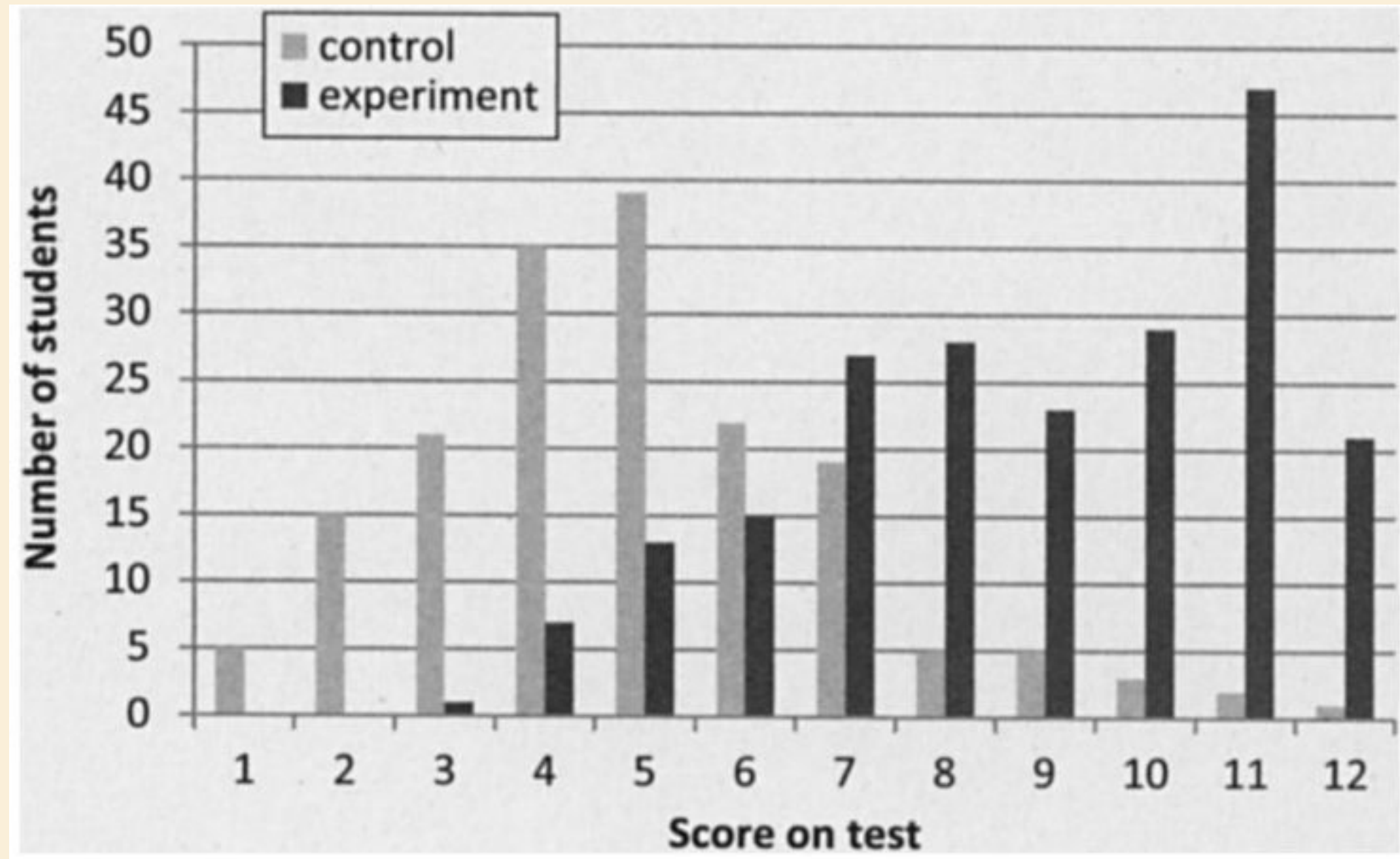


Favorite



Question: What instructional approach led to learning gains?

1. Think
2. Pair
3. Share



Improved Learning in a Large-Enrollment Physics Class

Louis Deslauriers,^{1,2} Ellen Schelew,² Carl Wieman*†‡

We compared the amounts of learning achieved using two different instructional approaches under controlled conditions. We measured the learning of a specific set of topics and objectives when taught by 3 hours of traditional lecture given by an experienced highly rated instructor and 3 hours of instruction given by a trained but inexperienced instructor using instruction based on research in cognitive psychology and physics education. The comparison was made between two large sections ($N = 267$ and $N = 271$) of an introductory undergraduate physics course. We found increased student attendance, higher engagement, and more than twice the learning in the section taught using research-based instruction.

“We found increased student attendance, higher engagement, and more than twice the learning in the section taught using research-based instruction.”

Science, 2011

Classroom Environment linked to Motivation

The instructor has a role in motivating their students & increasing learning...

- **Teacher immediacy behaviors** are causally related to **cognitive** learning, by increasing **affective** learning (Rodriguez, Plax, & Kearney, 1996).
- Teacher immediacy behaviors are positively associated with **student motivation** (Frymier & Houser, 2000).
- In a meta-analysis of hundreds of studies with over 24,000 students, Witt et al. (2004) found that “above average” levels of teacher immediacy **increased perceived learning by 341%**

What do you think “teacher immediacy behaviors” are?
Examples?

Justin's Research Slides

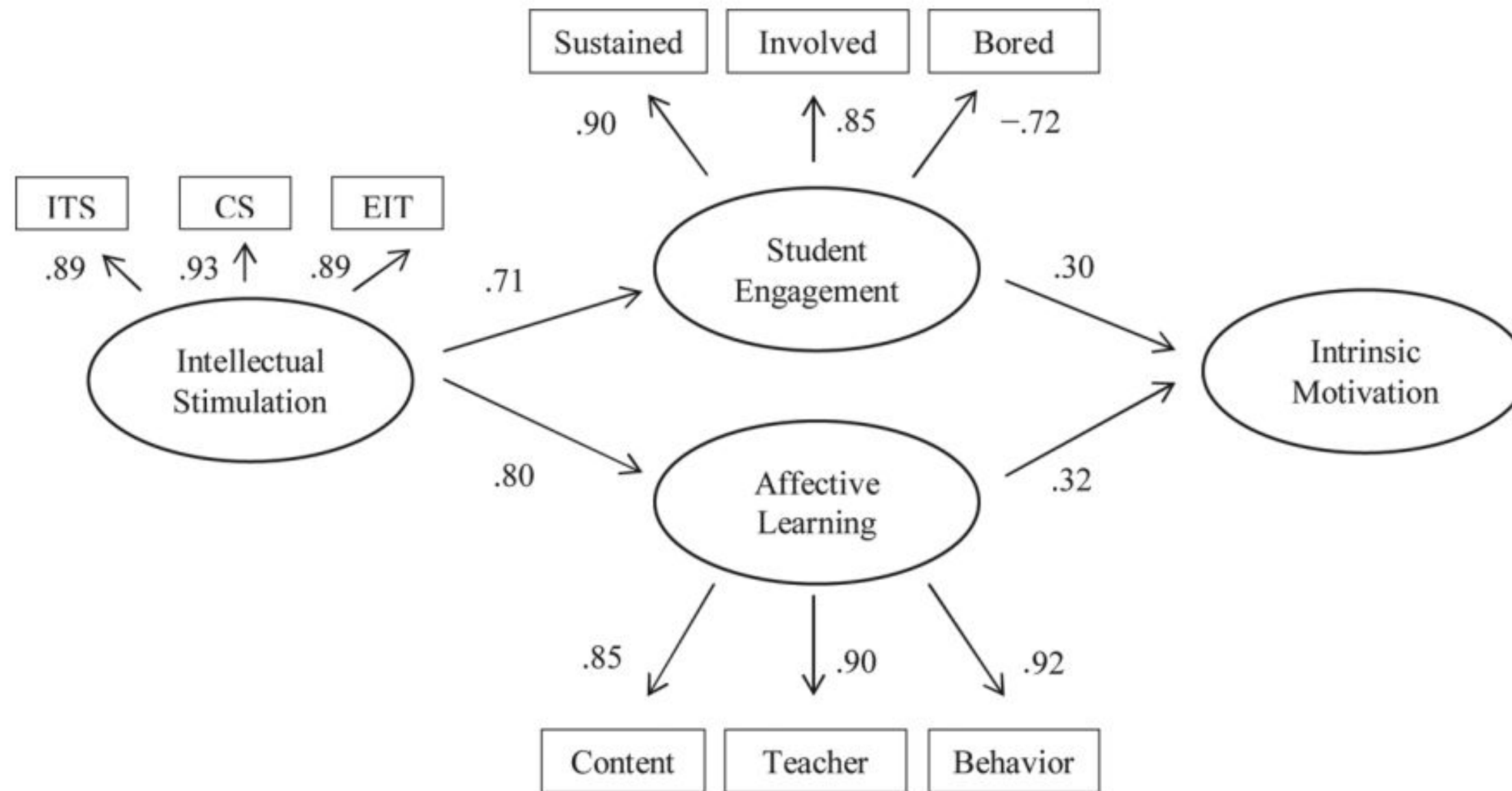


Figure 1 Mediated model. *Note.* All paths are standardized and are significant at $p < .01$. R^2 : Affective Learning = .65, Student Engagement = .50, Intrinsic Motivation = .33. INT = Interactive Teaching Style, CS = Challenging Students, EIT = Encouraging Independent Thought.

source: Bolkan (2015). Intellectually stimulating students' intrinsic motivation: The mediating influence of affective learning and student engagement. *Communication Reports*, 28(2), 80-91. <https://doi.org/10.1080/08934215.2014.962752>

An Engagement Continuum



100% me



100% them

Group Notes



How do we move away from “100% me” and closer to “100% them”?

or...what engaged teaching practices do you incorporate in your classrooms?

Please add ideas from your tables into this google doc:

<http://tiny.cc/NF0notes2023>

Wrap Up Question

**How do you think these practices
can build community in your
classroom?**

Thank You!

Today's Learning Goals:

By the end of this presentation, you will be able to:

- 1.** Identify at least one new strategy to engage students.
- 2.** Describe how practices relating to student engagement can build community.
- 3.** Reflect on one method to incorporate engaged learning practices into your next SCU course.

Meet Our Campus Partners!

Inclusive Excellence Division

Shá Duncan Smith, *Vice President of Inclusive Excellence*

Ignatian Center

Aaron Willis, *Director, Ignatian Formation & the Bannan Forum*

Equal Opportunity & Title IX

Aaron Zisser, *Director, Title IX Coordinator*

Summer Reid, *Program Coordinator*

Office of Accessible Education

Heather Stephan, *Assistant Director*

Chris Smead, *Office Manager*

Office of Student Life

Matthew Duncan, *Associate Dean*

Kimberly Gilkey, *Assistant Dean, Off Campus Living*

Katie Holscher, *Assistant Director, Student Well-Being*

Library

Nicole Branch, *Dean*

Information Technology

Rob Boyd, *Manager, Student Admin Systems Management*

Day 2 Agenda

- 9:00 am **Welcome from President Julie Sullivan**
- 9:05 am **SCU Student Voices: Classroom Experiences & Beyond**
- 10:00 am **Overview: Student Support**
- 10:15 am **Resources for Faculty: Key Questions & Answers**
- 11:15 am **Faculty Voices: Belonging & Community**
- 11:45 am **Thriving in Your Faculty Appointment: Near Peer Panels**
- 1:00 pm **Lunch**

President Sullivan's Welcome

Join us on Tuesday, September 12th to celebrate the campus community!

Faculty Awards Celebration

1:30pm

Mayer Theatre

President's Convocation

3:30pm

Mayer Theatre

Faculty & Staff Welcome Back Reception

4:30pm

Nobili Lawn



SCU Student Voices: Classroom Experiences & Beyond

Moderator

Danielle Morgan, *Associate Professor, English, CAS*

Panelists

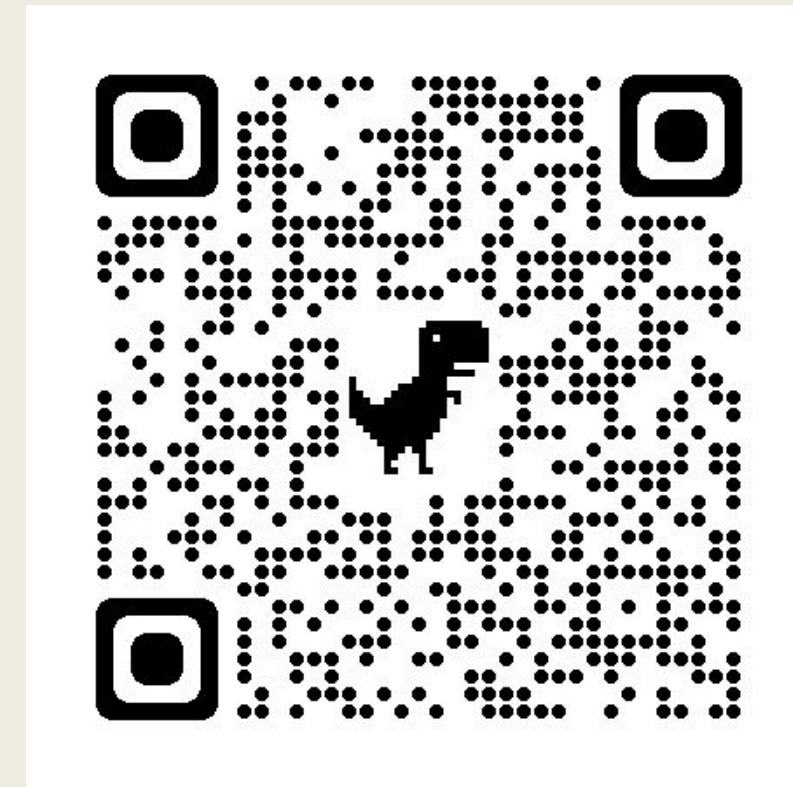
- **Maya Diaz '25**, Sociology & Spanish
- **Bianca Duarte '25**, Public Health & Psychology
- **Shelby Jennett '24**, Neuroscience, Philosophy minor
- **Nadine Koochou '24**, English major, Creative Writing & Women's and Gender Studies minors
- **Mia Lassiter '25**, Web Design & Engineering
- **Morgan Vodzak '25**, Marketing



Support for Student Success Guide

SCU offers a number of resources to support students' academic success and overall well-being.

https://bit.ly/scu_studentsuccess



Student Life Lunch & Learn Events

We invite you to mark your calendars and join us for two Lunch and Learn events aimed at deepening our understanding of student well-being and the role each of us can play in fostering a thriving academic community:

Student of Concern Referrals: A Collaborative Approach to Student Well-Being

Session 1:

Date: Monday, October 2, 2023

Time: 12:00 PM – 1:00PM

Location: Benson Parlor B

Session 2:

Date: Wednesday, October 18, 2023

Time: 12:00 PM – 1:00PM

Location: Benson Parlor B

Key Questions & Campus Resources



Eileen Elrod

Professor, English, CAS
Assoc Provost, Faculty
Development

Justin Boren

Associate Professor,
Communication, CAS

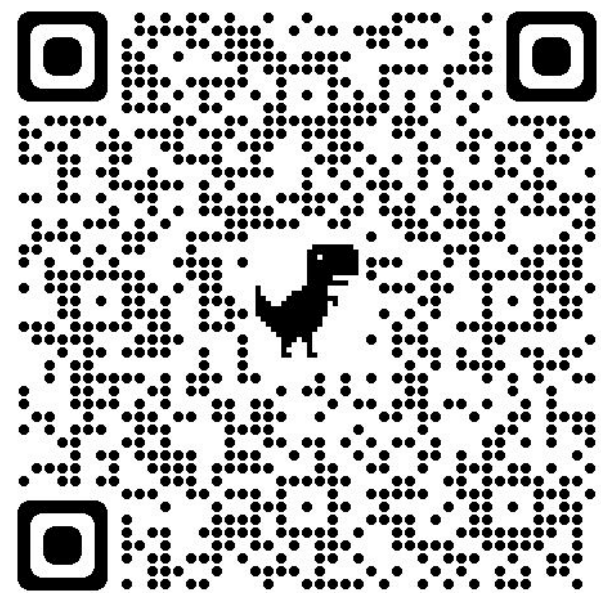
Kitty Murphy

Assoc Professor, Religious
Studies, CAS
Assoc Provost, Faculty
Personnel & Policy



Key Questions & Campus Resources

In your groups, take about 5 minutes to research your assigned question(s). Take notes in the your group and prepare to share your findings with the whole group when we come back together. You can find the resources at the links below or scan the QR code.



[New Faculty Resources](https://bit.ly/scu_newfaculty)

https://bit.ly/scu_newfaculty

Lecturers & Academic-Year Adjunct Lecturers (Stay here!)

Moderator

- **Andrew Ishak**, *Senior Lecturer*, Communication

Panelists

- **Matthew Harrigan**, *Lecturer*, Political Science
- **PJ Jedlovec**, *Lecturer*, Math & Computer Science
- **Sofia Kotsiri**, *Adjunct Lecturer*, Economics
- **Mona Musa**, *Senior Lecturer*, Math & Computer Science
- **Sally Vance-Trembath**, *Senior Lecturer*, Religious Studies

Tenure Track & Tenured (Upstairs, Locatelli 209)

Moderator

- **Justin Boren**, *Assoc Professor*, Communication

Panelists

- **Brita Bookser**, *Asst. Professor*, Child Studies
- **Kai Harris**, *Asst. Professor*, English
- **Wilson Lin**, *Asst. Professor*, Information Systems & Analytics
- **Eric Mosinger**, *Asst. Professor*, Political Science
- **Alice Villatoro**, *Asst. Professor*, Public Health

Make-Up Benefits Orientation for New Faculty

Reminder

If you missed the Benefits Orientation, Human Resources is hosting an additional session on Wednesday, September 13th from 1:00 to 3:30pm on Zoom. Please check the HR calendar for more information.

**Please take this
survey before you
leave:**



**https://bit.ly/scu_nfo_survey
Thank You!**

Contact us!

facultydevelopment@scu.edu

