

ASSETT Board Meeting

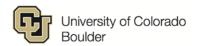
Monday, January 30, 2017 | 3:00-4:30 | TLC 215

Board Members: Beth Osnes, Margaret Asiravatham, Irene Blair, Daryl Maeda, Alma Hinojosa, Andrew Martin, Kyle McJunkin, Carew Boulding, Laura Olson Osterman, Taylor Marino

Others attending: Marin Stanek, Mark Werner, Ligea Ferraro, Mark Gammon, Jacie Moriyama, Amanda McAndrew, Sarah Wise, Clara Smith

Minutes:

- 1. The purpose of this meeting was to give the Board a deeper sense of what's going on and to give staff a chance to talk to the board and the board to talk to the staff.
 - a. Next meeting will include budget planning
 - b. Introductions
- 2. Building community is a focus ASSETT has been taking
 - a. Fall 2016, no seminars will be offered to allow time to plan and research new offerings. We have 3 new offerings in the midst of rolling out
 - b. Faculty Fellows directed by Andy Martin
 - i. Primary purpose is to help ASSETT develop reach beyond teaching development
 - ii. Seeks to train and guide fellows in becoming confident and providing leadership and guidance in their departments.
 - iii. Began Spring 2017
 - 1. 20 applications; 14 people in the program, represents 14 departments
 - iv. New cohort each spring
 - c. Special Interest Group (SIG)
 - i. Open to all ranks of faculty; explore themes in teaching/learning technology
 - ii. Trying to cultivate interdisciplinary teaching w/ technology
 - iii. Smaller time commitment
 - iv. Subject: Encouraging and developing students critical thinking skills
 - 1. Offered Fall 2016
 - a. 22 applicants; 10 people in the program
 - b. Meet 4 times per semester
 - 2. Offered again spring 2017
 - a. 28 applicants; 15 people in the program
 - d. Innovation Pitstops
 - i. For anyone to participate
 - ii. 3 each semester
 - iii. Topics around student engagement, active learning
 - iv. 2 coming up
 - v. Attendance has been a challenge; developed a more exciting way to get the announcements out sooner
 - vi. January had 12 participants



- e. Digital Learning Community
 - i. To engage those who have participated in the longer programs
 - ii. Opportunity to continue the community they experienced
 - iii. Lunches offered twice a semester
 - iv. About 5 people at each of the two offered
 - v. For March, encouraging bringing a student along
- f. Teaching with Technology Symposium
 - i. Coming up April 6
 - ii. Extend the community with a celebration partnering with CMCI this year
 - iii. Speaker from Vanderbilt, the Associate Provost for digital learning
 - iv. Award for faculty who include technology in their teaching
 - v. Try to get those involved in longer sessions and present
- g. Tech camp, book club, hybrid workshop this summer
- h. Are students aware of the ASSETT program; should they be, etc.?
 - Would be nice for undergrads to get more involved to know that faculty are trying
 - ii. Andy made it clear he was collecting data on his students to take an active role in their own learning
 - iii. It's the responsibility of teachers and students to engage in their learning.
 - iv. ASSETT is a tool/resource for A&S that other colleges don't have. There is strength in the ability to do more innovative things. ASSETT is a mechanism to be a test bed for these things.
 - 1. How to maintain the innovation, but keeping the focus on the undergrad student through engaged faculty members
 - v. There isn't built into this system a way to get input from undergrads
 - 1. Would be good to reflect in how to involve students in the process
- 3. Consultation Services & Resources
 - a. This past year, expanded consultation services for students. Last semester was the inaugural semester for this service.
 - b. Across all offerings, student fellows, teaching tech and assistance, visualizing (VIP)
 - c. Student Fellows
 - i. Partner with faculty, students and ASSETT
 - ii. Consult with Faculty as part of TTEP
 - 1. Partner student fellow with instructor interested in integrating technology in the classroom
 - Fellow helps faculty and students with technology both in and outside of staff
 - iii. Supported 8 faculty in multiple departments
 - iv. Peer institutions don't have any programs that combine both faculty and student support
 - v. How many students are you reaching for in number of fellows
 - 1. Currently have four
 - Also help Sarah with visualization service and TTEP
 - vi. How to we draw more students into doing this and how are we communicating to get the students that we want
 - vii. Longer-term we're thinking about internships; i.e. if a class had a project they needed to fulfill we could open an intern slot for them to engage in these tasks



viii. Advertised on the CU web page, ongoing positions

d. Newsletter

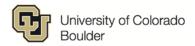
- i. Updated past semester with support of OIT communications team
- ii. New interface and delivery platform
- iii. Are now able to track analytics; how many open the email, etc.
- iv. Will use analytics to continue to improve the newsletter

e. Consultations

- i. ASSETT staff will sit down with faculty for 1:1 consultations
- ii. This is also being tracked
- iii. Is it okay to recommend struggling faculty to ASSETT for consultation?
 - 1. Faculty can mentor each other with a distributed model of expertise
 - 2. The need for faculty to improve is from the student voice

Assessment Service

- a. Assessing needs for services and evaluating current services
- b. Ran a survey of faculty across campus in addition to A&S and students
 - i. Looked for parallels in the responses
- c. TTEP student survey will be sent out this semester
- d. Power of using classroom data for faculty to get a different perspective on their classroom by reflecting on their class
- e. Classroom Observation Protocol for Undergraduate STEM (COPUS)
 - i. Clara and Stephanie partnered to train the student fellows in using COPAS; 4-5 rounds of coding videos
 - ii. Partnered with Trestle
 - 1. 13 faculty observed 3-4 times to see patterns across time
 - 2. 39 observations
 - a. Put into a report for consulting with the faculty to interpret
 - iii. Tracks 25 activities
- f. Is there some literature for best practices that the faculty are steered toward?
 - i. No, we leave it up to the faculty to determine what good teaching looks like for their subject.
- g. Haven't had any requests from GTTPIs
- h. Hoping to expand to more faculty this spring
- i. OPLE is good for non-stem classes; is more general
- j. The real value is you have data from which you can have a conversation with the professor, but would be beneficial to have another professor to discuss with them.
 - i. Need to build in a person to help have these discussions
- k. Could the faculty fellows group get drawn into this to have the peer to peer discussions
- I. How do you start a discussion and then link them into the ASSETT resources?
 - i. FTEP could use this method on their own
- m. Using COPAS as a self-evaluative tool for teachers
- n. Is there a list of the different tech teachers can use based on what they want the students to do? For fellows already a part of ASSETT?
 - i. Technology isn't a teaching method; it's the synthesis of the teacher with the technology.
 - ii. Resource section of the website resources for students
- o. There's not a lot of research to show that technology is actually doing anything for the students learning



- 5. Programmatic and Future Opportunities
 - a. Digital media service w/ tech to check out for classes would be very beneficial for the students
 - i. Video, sound, tripods, adobe premier