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.?
   i. 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
         2. 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
         2. 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

4. 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
   l. 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