

# 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



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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