ASSETT Board Meeting

Tuesday, Oct. 9, 2018 | 11:00 am – 12:00 pm | TLC 215

Board Members: Mark Werner, Jennifer Lewon, Nathaniel Bala, Anthony Pidanick, Laura Osterman, Marin Stanek, Andrew Martin, Beth Osnes, David Brown, Carew Boulding, Lakshmi Lalchandani

Minutes

1. Approval of the minutes from the last meeting (April 27, 2018)

- Move to approve: Andrew Martin
- Second to approve: Laura Osterman

2. Announcements

A. Survey of all faculty who have worked with ASSETT (117); 26 responses

Action Items:

- Newsletter of one time/month was too much.
    - Changed to three times per year
- Reaching out by email needs to be more selective
- Encouraged to raise awareness of other programs
    - Formative teaching
    - Summer tech camp
    - Face to Face interactions tend to have less participation.
- We are going to try spark shops - workshops will be online and will be five minutes of blast of specifics. You are welcome to follow up with comments after.

Partnering with another group on campus - incorporate into workshops.

- Encourage to do more outreach at the department level to get incited to the departments.
- With Andrew - is there a way to get people to document when they are involved?
- Do we support GTPI teaching? Can we add grad directors to our outreach?

Integrate ASSEETT training into the classroom that can be used into the classroom.

- Forcing grad student to learn how to use the new technology.
- Trickle down perspective. I'm giving you this skill so that you can learn to use it in your classroom.

- Can someone from ASSETT come over to teach the student and then I can grade them on it.

B. Review of handouts

Faculty programs and services

- Call for fellows applications 11
- The more diverse the crowd the better the experience. The department of Economics still has not responded.
- Letters have been sent to the chairs.
    - Trying to pull in some departments that have not yet participated.
- Andrew goes to faculty meetings to
    - Multiple hour event that Merna is facilitating.
- Regurgitating the ASSETT strategic movement to regroup and reevaluate.
- Reports will come back at the next meeting
    - Pilot project
- Reach out to Amanda: web domain to every student that they keep for lift and learn digital citizenship. Can also turn into a portfolio. The domain stays for life - they at some point will need to claim the cost of maintaining the domain.
- Teaching students how they represent themselves professionally online.

Student Handout

- Currently looking for more students.
    - Actively recruiting. Looking for aptitude and ability to learn. Training is given for visualization.
- New Grad Students:
- ASSETT developed a couple of new applications: http://syllabus.colorado.edu/
- Currently in a state where it needs to move to an enterprise. JC is leading a project to get it campus wide. Currently in a discovery stage asking folk
- 18 interviews already - asking them how they use the app – we are hearing that students like the interface.
- Students find it useful, teachers like it, and there is also a case for transfer credits.

Education Research and Assessment

- Students code what they are seeing in the classroom and then are sharing with faculty.
- This is a growing program.
    - Trying to respond by hiring more students for the higher demand.
    - Added a new protocol TDOP so there are now three menu items to choose from.
    - 20% of students were surveyed – November 6, 2018 will be the presentation in CASE building to present results.

C. Report on progress in the curriculum mapping exercise. (Andy Martin)

- Data-driven curricular assessment and revision
- Cohort of students entering EBIO and then graduating or leaving the University

- Transfer students
- Moving from other departments
- MCDB - actually have a load of students that are made up by transfer students.
- MCDB has a more restrictive flow for students - so they are working to understand what the barriers might be.
- EBIO channels students throughout the model tightly in the beginning and then students spread at the end.
- Then applying the data to create new models for students moving through the major.
- DFW rate predicts if students will remain at the university.
  - Working towards a method to keep students after a DFW to help them be successful.
- What happens early predicts what happens later.
- Course forgiveness - some other ways to allow students to retake the course to replace the failing grade.
- The early freshman classes are pretty bad overall. Other models from University life can show better success rates.
- Data: survival rate - when mortality happens. If we know this is happening and we make a tweak - can we modify the structure of the teaching and then we can measure the success of students.
- Can we align our teaching with "am I doing these things to move from being a novice to a more expert type"
- Michigan State University went through the exams and found that there is not an alignment with standards. This can make it more difficult to measure what is actually being taught.
  - Faculty are asked to communicate with each other

D. **ASSETT in light of Academic Futures and A&S Strategic Plan and what can the Board do to help? (David Brown)**

Current process for tenure appointment for teaching protocol.
- We are currently using invalid measurements.
- FCQs are not valid metrics. They are bias.
- Good measurements EAP model –
  - observation of three classes –
  - After completion of the observation, the professor works with a mentor and issues brought forward from the data.
  - The event of having a conversation is then recorded
- Data can be found on IR
- ASSETT put in a line from a grad student to do the public facing piece. The current student is from EBIO and will be publishing her second paper about education. E
  - Every semester to move around.
  - GEO is next.
    - Andrew would help by being a mentor.
    - These students and professors can get to a point of publically present materials. Student take a lead role in the writing. This would equal a 50% student appointment.

Active learning into the classroom

- Looking at STEM or A&S –
    - Focused on putting teams together to build proposals.
    - In May proposals will be available.
        - The hope is to fund all of them. Resources to equal about $150.000.
        - Needs include having some more coordinated efforts with the ASSETT staff.
        - Review of money:
            - How much they collaborate with other divisions.
            - How much students play a roll.
            - Allowing us to scale up the $$ to keep the programs going. There is an attempt to take advantage of programs that already exist and also work with groups that are new but collaborative.
- Name: New Hire is still needed
- Schedule to come out in a couple of weeks.
- Getting a sense of the person's background and a couple of ideas that they want to try out.
- Low barrier of entry and then ASSETT come together to co-write the proposal.

Educations research - get to excellence in teaching.

- According to regents - the bar is set to how much are we expanding your exposure outside of the university. We have sort of lacked that - the proposals need to have a good metric of assessment so that they can be publisher.
- Herein someone to help publish - using some of the $$ available.

E. **Next Meeting: January 9, 2019, 1:30-3:00 pm in Regent 302**