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Annual Report 2016-2017

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Center for Teaching Innovation & Nexus Learning

Annual Report 2016-2017

PREPARED BY

JEFFREY ASHLEY, DIRECTOR

June 30, 2017

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Center for Teaching Innovation & Nexus Learning

Annual Report 2016-2017

I. Overview of the Center for Teaching Innovation and Nexus Learning

The Center for Teaching Innovation and Nexus Learning (CTiNL) was created to support and enhance Philadelphia University's distinctive approaches to teaching and learning. *The mission of the CTiNL is to identify, celebrate, deepen and expand the teaching and learning methods central to our identity as an academic institution that provides a significantly different student experience – the Philadelphia University Nexus Learning experience.*

The CTiNL is the core faculty and staff development vehicle for fostering active and engaged learning, collaborative inquiry, multidisciplinary and integrative explorations, experiential and service learning, the use of real world problems, combined with the strong integration of the liberal arts and sciences with professional disciplines. Nexus Learning at Philadelphia University encompasses these approaches as the key elements of a student's engagement with intellectual challenges and personal development.

The CTiNL supports effective teaching and learning, classroom research and a strong level of scholarship through appropriate faculty and staff development. It also supports the further integration of student life and academic programs and treats teaching and pedagogical research as serious intellectual work. The overarching aim of the CTiNL is to support the vision of the University as outlined in our Strategic Plan.

II. Role of the Center for Teaching Innovation and Nexus Learning

The Center:

- Supports and sustains a culture of teaching excellence.
- Fosters collegiality within and among faculty, professional staff, and University units.
- Advances new initiatives in teaching and learning.
- Provides recognition, incentives and rewards for excellence in teaching and learning practices.
- Supports individual faculty member's goals for professional development.
- Acts as a catalyst in the institution to support the strategic plan goals and the University's mission.
- Positions the University at the forefront of educational innovation.

The CTiNL's mission and goals are supported by the Director, Dr. Jeffrey Ashley, who reports directly to the Provost, Dr. Matt Baker, and three Nexus Advocates (Dr. Anne Bower, Dr. Chris Pastor, and Professor Dave Kratzer), all award winning (Lindback or President's Award) educators. This annual report details the accomplishments, reflections, and suggested future directions of the CTiNL for the 2016-17 academic year.

III. Highlights in CTiNL's Programming, Services, and New Initiatives for 2016-2017

Starting before the 2016-17 academic year began and ending in late May 2017, the CTiNL produced a suite of workshops, events, and new opportunities that supported teaching innovation and Nexus Learning while raising recognition for the Center and the University, both internally and externally. The following summarizes the highlights of the CTiNL's 2016-17 programming/services/new initiatives, with a brief commentary on the perceived and/or evaluated successes and limitations of each of these initiatives.

1. New Faculty Orientation (August, 2016)

The Director of CTiNL provided a 90-minute orientation and overview of the CTiNL in mid-August, 2016 for new faculty attending the New Faculty Orientation Day organized by the Office of the Provost. The Director, with assistance from the Nexus Advocates, summarized the mission and services of the CTiNL. The director lead faculty through an 'think-pair-share' activity to delve into the factors responsible for creating significant learning experiences.

Reflection: The brief orientation seemed to be well-received. Faculty seemed to appreciate the opportunity to reflect upon and share their significant learning experiences. This seems to be a successful means of beginning to acquaint new faculty with the resources available at the CTiNL.

2. New Faculty Teaching Workshops + Socials (Fall/Spring, 2016-17)

The CTiNL Director planned/implemented monthly workshops (with catered lunch) and socials for new faculty members (incoming and second year faculty members) in the fall of 2016 with the aim of providing guidance on professional and academic issues, and to further foster a sense of community amongst this incoming cohort.

The following were the New Faculty Workshops + Socials for this past academic year:

Friday, October 7, 2016 (6 participants)

Fostering Engaged Student Learning using Team Based Learning

2:30 to 4:00 pm (Library Instructional Space)

Team-Based Learning (TBL) is an evidence-based collaborative learning teaching strategy designed around units of instruction, known as "modules," that are taught in a three-step cycle: preparation, in-class readiness assurance testing, and application-focused exercise. This workshop puts you in the seat of a student to appreciate the process and effectiveness of TBL.

Upon completion of this workshop, participants will be able to:

- Through actively engaging in it, understand the three modules of the team based learning process
- apply team based learning strategies in their courses to optimize student preparation and incorporate higher order thinking skills

Friday, November 4, 2016 (13 participants)

Teaching with Technology: How to Decide What Works for You and Your Students?

11:30 to 1:00 pm (Lunch Included) (Library Instructional Space)

Adopting a new technology can be time-consuming, risky, and may not align with your student learning goals. This workshop explores the myriad of tech-assisted teaching and learning methods that can be used to more fully engage students in applied and meaningful interactions with course content and skill development.

Upon completion of this workshop, participants will be able to:

- Identify areas within their courses

- Create a tech-assisted teaching strategy that can be implemented in an existing or future course
- Identify assessment tools that can be used to measure the effectiveness of implemented tech-assisted teaching and learning strategies



Wednesday, December 7, 2016 (8 participants)
Developing your Research/Practice Trajectory
11:30 to 1 pm (lunch included) (Library Instructional Space)

Establishing a research/practice trajectory at a University that highly values teaching excellence can be a daunting task. This workshop will give insight in the process of developing research/practice trajectories that are significant, doable, and can enhance your teaching at the same time.

Upon completion of this workshop, participants will be able to:

- Identify the factors that may act as obstacles in developing robust and productive research/practice pursuits
- Develop a short and long term set of goals and associated strategies that will consider the limitations of time, funding and other obstacles



Tuesday, May 16 to Thursday, May 18 2017 (3 days) (10 participants)
Crafting a Self-Reflective Teaching or Professional Development Portfolio Workshop
All day for 3 days (lunches included) (KCC306)

As defined by Seldin et al. (2010), a teaching portfolio is a factual description of a professor's teaching strengths and accomplishments which includes documents and materials that collectively suggest the scope and quality of a professor's teaching performance. This 3-day workshop pairs participants with mentors (Jeff Ashley, Brian George, Dave Kratzer, and Susan Frosten) to construct a teaching portfolio that is reflective, evidence-based, and richly provides insight into who you are as a teacher.

Upon completion of this workshop, participants will have developed an evidence-based portfolio with a narrative of thoughtful reflection based in evidence in a 12-page document plus appendices.

Reflection: A variety of days of the weeks and times were proposed for these gatherings for the fall semester, considering the low attendance at these workshops in the previous year (where meetings were held during the Tuesday activity periods). Apart from the 3-day teaching portfolio (open to all faculty members), workshops and socials had moderate attendance. All workshops were pitched as "For New, and Not-So-New, Faculty" and invites were sent to all faculty. As was recommended last academic year, faculty need to be reminded by their Executive Deans that their first-year course release time should in part be spent towards taking advantage of these important professional development opportunities, specifically designed to 'on-board' junior faculty members to Nexus Learning strategies.

The teaching or research/practice 3-day workshop was again very successful. Four faculty members enrolled in the teaching portfolio workshop (co-lead by Dave Kratzer and Susan Frosten). This year, an additional 6 faculty members that had completed the teaching portfolio in prior years, returned for the research/practice portfolio workshop, offered in tandem with the teaching portfolio workshop (co-lead by Brian George and Jeff Ashley). Participants appreciated the guided/mentored nature of the workshop and the large chunks of time that were set aside for constructing their portfolios. An evaluation for all participants will be sent in late June 2017 to garner more insight into the impact of this workshop.

3. Diversity/Inclusion Workshop

During several faculty meetings in the fall, faculty pointed to the need for more tools and training to create and sustain safe and respectful classroom environments, especially with respect to diversity and inclusion issues. As one faculty member suggested at a fall faculty meeting, "the CTiNL could offer these". The intention of the CTiNL Director was to design a series of workshops that would build diversity and inclusive skills, over the period of the academic year (in partnership with Susan Frosten). The first workshop was implemented on November 29th. Dr. Bernard Lopez, Associate Dean of Diversity and Community Engagement at TJU, presented a workshop on: **Unconscious Bias: How Does It Affect Your Work, Your Teaching and Your Life?**

Participation (~65 participants) was very high as this workshop was given during a program director's meeting time slot. Satisfaction with the workshop was not high. In a post survey, participants were asked "What changed your thinking/mindset/viewpoint as a result of the workshop?" Two-thirds of faculty wrote that nothing had changed.



When asked to comment on what aspect(s) were least effective, most respondents felt that it was too basic in content and lacked any skill development and strategies to implement. Some typical comments included:

"The content of the session was pretty basic and vague--I didn't find it very helpful."

"It was very elementary."

"It was superficial, old news. Middle school level material. But, a start."

"Strategies for change our unconscious biases, and was to minimize inadvertent micro-aggression were not discussed."

Reflection: While many comments (from the evaluation and verbally to the Director/Associate Provost) were prefaced by "a good start", faculty largely felt that this was not a productive workshop because strategies to offset bias in the classroom were not fully discussed. However, this presentation was limited in the amount of time the speaker had and it was intentionally designed as a first step to sustained exploration of cultural and racial bias. This should have designed and promulgated as a two or three part series, where faculty would be told that the first session would be introductory (to have everyone on the 'same page' for further discussions). Unfortunately, the intention to have a series of these workshops did not materialize.

4. Spring EduSeries (Spring 2017)

In the spring of 2014, EduSeries, a series of faculty and staff lead workshops, was conceived as an alternative approach to the very successful "Celebrate Teaching Week" held in previous years. Likewise, in the spring of 2017, this series was continued and consisted of a semester long opportunity to learn and gain inspiration from some of PhilaU's faculty and staff members who are using technology, active pedagogies, and evidence-based methodologies to increase students' knowledge, skills, enthusiasm, engagement and retention.

It was an impressive number of offerings (24 offered); faculty were asked to check out the scheduled workshops, presentations, and discussion sessions and asked to try to participate as much as their busy schedules and interest-levels allowed. Nexus Advocates took the lead in securing faculty presenters. Library and OIR staff (Sherri Place and May Truong-Merritt) contributed to the line-up with relevant workshops addressing research resources, tech-assisted teaching skills, and information literacy practices. OIR staff offered tech-assisted strategies online through Zoom, in hopes of reaching those off campus. Weekly reminders (e.g., "This Week @ CTiNL") were sent to faculty and staff via email.

In total, approximately 70 faculty members and staff attended one or more of these workshops throughout the spring semester. The following workshops were scheduled/offered:

- **Adding Content and Organizing Your Course (8 virtual participants)**
Sherri Place and May Truong-Merritt
- **Quantitative Assessment of Qualitative Practices (5 participants)**
Dana Scott
- **Classroom Gamification: "How Do I Win or Are We Just Doing Science?" (6 participants)**
Jack Suss

- **Creating and Managing Activities (5 virtual participants)**
Sherri Place and May Truong-Merritt
- **Creativity-based Problem Solving Exercises to Teach Multi-Disciplinary Team Process (3 participants)**
Jonathan H Spindel
- **Incorporating Video Sources into your Course (1 participant)**
Damien McCaffery
- **Apps in Teaching: What Not to Do! (2 participants)**
Niny Rao
- **Managing the Grade Center (3 virtual participants)**
Sherri Place and May Truong-Merritt
- **RefWorks3 (new version) for Faculty -- Managing, Organizing, and Formatting your Research Papers (5 participants)**
Teresa Edge
- **Finding the Large Narrative that Invests the Student**
Evan Laine
- **Open Access Publishing for Faculty (12 participants)**
Dan Kipnis, Scott Memorial Library, TJU
- **The Balance of Facilitation and Student Agency When Implementing Participatory Action Research (0 participants)**
Megan Fuller
- **Providing Feedback to Students (2 virtual participants)**
Sherri Place & May Truong-Merritt
- **Virtual Experiments: Concept Learning Through Discovery (cancelled due to weather)**
Jeff Klemens
- **Making Science Sensible by Avoiding Spherical Cows (4 participants)**
Ed Santilli
- **Experiences of the New to On-Line Teaching (4 participants)**
Gulbin Ozcan-Deniz
- **Searching PhilaU Visual Resources with Shared Shelf (cancelled due to personal reasons)**
Sarah Daub
- **The Good, The Bad, and The Ugly – Drawing for Non-Drawing Courses (5 participants)**
Andrew Hart
- **Tracking your Research by Unique ID (Orchid & Google Scholar) (4 participants)**
Daniel Verbit
- **Teaching On-Line Design Studios (1 participant)**
Rob Fryer
- **What can I control with Blackboard's Control Panel? (1 virtual participant)**
Sherri Place
- **Get Organized: Making Your Blackboard Course Easier to Navigate (0 participants)**
May Truong-Merritt
- **Creating a Welcome Video for Your Course (1 virtual participant)**
May Truong-Merritt
- **Identifying Misconceptions: Tools for Checking Student Understanding (0 participants)**
Sherri Place

Reflection: EduSeries has attracted some faculty and staff. It is typical to see the same faculty/staff at these events; those faculty who are proactive in seeking and using teaching related skills and strategies. A common comment to the Director is "these are great, but I just don't have the time". The EduSeries concept will continue but be spread out over the fall and spring semester in hopes that the decrease in frequency may increase participation to each.

Sherri Place and May Truong-Merritt held synchronous workshops online that addressed issues of technology related teaching and learning. Having these virtual workshops in addition to face-to-face workshops gave remote

and on-campus faculty and staff more options in seeking professional development. These virtual offerings will continue in the next AY.

Sherri Place has begun to construct online modules for professional development experiences that would be facilitated over periods of 4 to 6 weeks. The intention is provide a more flexible 'on your own time' approach to faculty professional development that focused on evidence-based, Nexus Learning tenets. Conceivably, these modules would be gathered to form an online 'course' which faculty could take to onboard them to course design, active and collaborative learning strategies, assessment, etc.

5. Active Learning Space Initiative – Year 3 (Fall/Spring 2016-2017)

The fall semester saw two newly overhauled spaces: the Gutman Library Instructional Space, and two classrooms at the Bucks County campus.

Gutman Library Instructional Space: In the spring of 2016, Jeffrey Ashley, director of the Center for Teaching Innovation and Nexus Learning, and Teresa Edge of the Gutman Library proposed that the Gutman Library's instructional space be modified to be more reflective of learning spaces within existing Nexus Learning Hubs. The new Gutman Library Nexus Learning Hub dually enhances instructional workshops that are active and engaging



and provides students with the space, flexible furniture and technology to facilitate active and collaborative interactions when workshops are not being held. The adjacent area to this instructional

space invites students to be collaborative through movable, comfortable furniture in a space equipped with both digital (monitors, interactive whiteboards) and analog (whiteboards). The instructional space now mirrors the configuration and technologies seen in Nexus Hubs on campus. It was the intention that this space will enable students to further their collaborative, peer-to-peer learning when not in class and in the absence of instructors.

Bucks County: Two classrooms at the Bucks County Campus of PhilaU were updated with new technology, chairs, and personal whiteboards to facilitate and optimize Nexus Learning strategies. OIR (Sherri Place) and CTiNL provided training workshops for faculty and staff. CTiNL Director Jeff Ashley created a set of short videos to assist faculty in teaching in these rooms (technology, space considerations, pedagogy, etc). Those video links were posted on the Active Learning Spaces webpage of the Center.



The Director of the Center continues to assume the responsibilities of the Active Learning Space Coordinator (previously stipend-supported by then faculty member Jeff Ashley). This year's duties included (but were not limited to):

- Working with Tim Smalarz in the Registrar's office to accommodate faculty's requests for Nexus Learning Hubs each semester
- Planning and conducting workshops for technology and pedagogy training for faculty assigned a Nexus

Learning Hub

- One-on-one faculty training sessions for technology and training for faculty assigned a Nexus Learning Hub
- Creation of technology 'how to' videos (e.g., Use of the Epson Smart Board, Furniture and Space Considerations of the Nexus Learning Hubs)
- Visiting other campus' active learning spaces to gain knowledge and inspiration (e.g., PA College of Health Sciences, George Washington University, UPenn, University of the Sciences)
- Visiting other campus to provide feedback and direction on learning space design and implementation (e.g., Haverford College, St. Joseph's University)
- Presenting our success story of active learning spaces externally at various conferences
- Attending conferences related to learning spaces (e.g., Next Generation Learning Spaces in San Diego, Learning Space Collaboratory "MakerSpace" Round Table in Washington DC, Lilly Conference in Austin, etc)
- White board additions to the second floor of Tuttleman (summer 2016) – working primarily with Victor Blanco in Physical Plant
- Hosting Teknion for a one-day visit; Visiting Teknion headquarters in Quebec
- Giving tours to other institutions/vendors who visit our Nexus Learning Hubs (e.g. St. Joe's, Eastern University, Haverford College)
- Planning 'scale up – scale out' initiatives for the next academic year (CABE's SEED Center Hub and Tuttleman 206)
- Working with stake-holders for new learning spaces on campus
- Participating as an essential member of the working group head by Tom Becker for the new Health Sciences building



Design of TUT206 at Teknion's Quebec City Offices

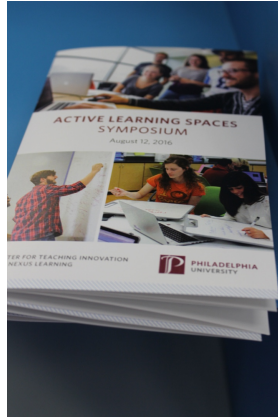


Faculty/staff meeting with Steelcase for SEED Center Hub

Reflection: As the TJU merger approaches, how will the role of active learning space coordinator grow? Assigning a faculty member as a coordinator to lead stakeholders in this process is suggested. PhilaU has much experience in leading learning space design and implementation however to gain even more credibility, white papers and peer-reviewed publications need to be produced. This would require addition efforts/time of the Director or faculty members.

6. Designing and Hosting the 1st Biennial Active Learning Space Symposium Conference

The spring 2016 semester marked the conclusion of year 2 of the active learning space initiative which saw the creation and opening of 2 addition Nexus Learning Hubs in the fall of 2015 (Downs 2 and Tuttleman 209). To celebrate the success of our exploration into mindfully designed active learning spaces that optimize Nexus Learning, Jeff Ashley planned and implemented a regional symposium gathering thought-leaders on our campus. The event took place on August 12 2016 and showcased not only PhilaU's success with these spaces but those of institutions nationwide wide.



Reflection: The symposium was very well attended (110 attendees) and a success on all fronts. While not the intention, it produced some revenue which gave the CTiNL additional funds for programming (such as paying registration fees for faculty attending local/regional conferences). The CTiNL will plan and implement this symposium biennially (next one will be August 2018), in alternate years to the International Forum on Active Learning Spaces at UMinn. Shannon Gahagan, work/study student for the Center in 2014-16, was instrumental in assisting in logistics planning, promotion items (website, program) and designing the agenda.

7. Online Course Development Program

This year, the online course development program was piloted (Appendix I). Sherri Place crafted 6 online modules that lead participants through best practices of pedagogical and technological online teaching and learning. The intention was to spread this faculty development experience over a 7-month period and have pedagogical/technological coaches (Sherri Place, May Truong-Merritt, Marie-Christine Potvin, and Jeff Ashley) interacting with participants via face-to-face meetings in the early months, then purposely transitioning to an almost exclusively online format (asynchronous, facilitated) for the remainder of the experience to truly engage participants in the online delivery mode. The ultimate goal was to support the development of online courses that PhilaU could be identified as *Nexus Online Learning Exemplars* and have those courses be offered in the summer of 2017.

Participants & Courses

- 6 participants (who were given a stipend) representing various subject areas (Chris Pastore, Jack Suss, Sue Christoffersen, Kay Magee, Steven Didonato and Alysha Friesen)
- 3 courses running for 17SM
 - 17SM-ARTH-102 (9 students)
 - 17SM-ECON-205 (9 students)
 - 17SM-MATH-103 (10 students)

Reflections: Aly Friesen and Kay Magee developed online courses (Art History II and Applied Calculus, respectively) that exemplify excellent online course design; they created courses that build a strong instructor presence. Their courses embody Nexus Learning strategies and should be used as current 'exemplars' (current, knowing that further refinements to their courses and others' courses will produce even better/more exemplars in the future).

While this 'pilot' program worked well, there were some significant lessons learned: Faculty still want face-to-face time (even if it doesn't mimic the environment in which they'll be teaching); weekly deadlines are key to keeping participants on track; process and deliverable were difficult to separate; and working through the whole course design process resulted in cognitive overload.

If this program is iterated, the following changes are suggested:

- Focus on "courses" that explore one topic more deeply*
- Separation of process from deliverable (instead of participants building an entire course, focus on building one piece of a course)*
- Integrate sustained program into a professional development pathway*
- Target new faculty*
- Emphasize practices that apply to face-to-face, hybrid, and online courses*

8. Faculty Presenting and Attending Regional Teaching Conferences

Nearly 20 part- and full-time Philadelphia University faculty presented their innovative pedagogical research at two regional teaching conferences: Faculty Conference on Teaching Excellence at Temple University and the West Chester University's Scholarship of Teaching, Learning and Assessment Conference. At both, only the host institutions gave more presentations than PhilaU. Additional PhilaU faculty attended the meetings but didn't present, garnering pedagogical strategies from regional to national thought leaders. PhilaU faculty presented the following posters at Temple University's Faculty Conference on Teaching Excellence on Jan. 10:

Encouraging Self-Guided Learning by Incorporating Systems Theory in a Museum Studies Course

Alysha Friesen, Adjunct Professor, Art History

Service Learning in a Student Run Pro-Bono Clinic: Facilitating Excellence in the Professional Development of Occupational and Physical Therapy Students

Bridget Trivinia, Assistant Professor

Wendy Wachter-Schutz, Associate Professor

Analyzing Team-Based Learning Strategies in an Innovative Construction Capstone Course

Gulbin Ozcan-Deniz, Assistant Professor

Multisensory Active Learning Techniques Engage Health Care Professionals in Essential Anatomy and Physiology of the Kidney

Anne Bower, Professor

Kathryn Mickle, Assistant Professor

Jeff Klemens, Assistant Professor

Implementing Social Learning and Participatory Action Research in a Transdisciplinary Context: Evaluating the Intersection of Facilitation and Student Agency

Megan Fuller, Assistant Professor

Radika Bhaskar, Teaching Assistant Professor



PhilaU faculty presented the following posters at West Chester University's Scholarship of Teaching, Learning and Assessment conference on Jan. 20:

Experimenting Team-Building Strategies in an Innovative Nexus Learning Capstone Course

Gulbin Ozcan-Deniz, Assistant Professor

Trauma-Informed Inter-Professional Education Among Health Science Graduate Programs

Stephen DiDonato, Assistant Professor

Richard Hass, Assistant Professor

Amy Baker, Associate Professor

Michelle Gorenberg, Assistant Professor

Jeanne Felter, Program Director

Quantitative Assessment for Qualitative Practices: Creating Effective Rubrics and Assessment Practices for Studio-Based and Other Traditionally Qualitative Courses

Dana Scott, Assistant Professor

Enhanced Active Learning in Nexus Learning Spaces

Beena Patel, Adjunct Professor

Frank Wilkinson, Associate Professor

Marianne Dahl, Director, OTA Program, Continuing and Professional Studies

Reflection: Supporting faculty to attend and/or present at a regional teaching conference has been overwhelmingly positive. For example, Gulbin Ozcan-Deniz, assistant professor who attended and presented at three separate regional teaching conferences (Temple University, Wilmington University, and West Chester University), said the benefits of conferences like these are twofold. As an attendee, she hears speakers on specific teaching techniques and can discuss a variety of strategies. "For example, a discussion on simulations in a nursing program can give me ideas on how I can do physical or virtual simulations with construction management students," she said. "Also, as a presenter, I get feedback from peers, which always helps to improve my teaching methods." To support this initiative, the Director asked for an additional \$3K (annually) to the Center's budget. This request was denied. If this is to continue, funds would have to come from those typically allotted to Nexus Learning Grants.

9. 2017-18 Nexus Learning and Nexus Online Grants (Spring 2017)

The Director advertised the availability of the grants (through numerous emails and meetings), recruited faculty, and held one-on-one grant writing meetings with faculty members to discuss novel ideas that could potentially result in competitive proposals for these grant monies. Once again, faculty members of the UARC were asked to review the proposals. Beth Shepard-Rabadam and Jessica Holt lead the construction of a Dropbox site to post proposals and rubrics, arrange meeting times, and moderated the review discussions. The review committee did a superb job with reviewing the proposals in an unbiased and thorough manner. Jeff Ashley summarized the discussions, added his own comments, and submitted the recommendations to Provost Matt Baker.

Of the 6 proposals submitted, the Center for Teaching Innovation and Nexus Learning funded 4 of those proposals while DR Widder, through the Nexus Online Grants, funded an additional 1 grant. One grant was denied but the authors were encouraged to seek funding through Hallmarks implementation funds.

2017-18 Nexus Learning Grant Recipients

Student Engagement During Game-Based Learning

Jack Suss, DEC Core Instructor, and Damon Orsetti, DEC Adjunct Professor

Grant Purpose: To introduce and assess engagement through game-based learning in a non-majors science course.

Piloting an On-Campus Community-Based Learning Opportunity for Occupational Therapy Students While Expanding PhilaU's Disability Services' Offerings

Marie-Christine Potvin, Associate Professor, Occupational Therapy Program; Monique Chabot, Assistant Professor, Occupational Therapy Program; and Zoe Ann Gingold, Coordinator of Disability Services

Grant Purpose: To pilot an on-campus, community and project-based experiential learning opportunity for occupational therapy students that integrates coursework and clinical experiences while augmenting the offerings of the Office of Student Accessibility Services.

Interprofessional Collaboration in a Student-Run Pro Bono Clinic: Excellence in the Professional Development of Occupational Therapy Students

Wendy Wachter-Schutz, Assistant Professor, Occupational Therapy Program, and Bridget Trivinia, Assistant Professor and Fieldwork Coordinator, Occupational Therapy Program

Grant Purpose: Scale-up and further assess the learning outcomes of a successful and innovative fieldwork site that engages PhilaU occupational therapy students in interprofessional collaboration within a pro bono clinic.

Creating Equitable Learning Environments in Architectural Studio Courses

Evan Pruitt, Adjunct Professor, Architecture, and David Kratzer, Associate Professor, Architecture

Grant Purpose: To explore the dilemma of students with introverted tendencies operating in more extroverted "project-based learning" systems and their environments by examining student engagement participation and productivity in architectural design studios.

2017-18 Nexus Online Learning Grant Recipients

Exploring Best Practices in Delivering Online Master's Project Courses

Gulbin Ozcan-Deniz, Assistant Professor, Construction Management

Grant Purpose: To compile and implement best practices in delivering an online master's project course that will promote Nexus Learning strategies.

Proposals That Were NOT Funded by Nexus or Nexus Online Grants (2017-18)

Using the Hallmarks E-Portfolios to Better Integrate Common Outcomes between General Education and the Major Programs

Dana Scott, Tom Schrand, Kathrine Jones

Reflection: Nexus Learning and Nexus Online grants continue to support faculty/staff explorations of novel teaching and learning strategies. This year, only six proposals were received. Typically, the number of proposals has varied from year to year. The Director, the Advocates, and DR Widder will have discussions in the coming AY to increase the awareness of these grants and perhaps revamp the 'call for proposals' and application process. This year, the due date for proposals came 1 month earlier than in past years (so awards could be made in early March instead of early April). This earlier date may explain the lower numbers of proposals seen this year. Only one Nexus Online Grant proposal was submitted. Again, revisiting the 'call for proposals' to identify areas to inspire more submissions is needed. Perhaps having a more focused 'priority list' (e.g., development/use of AR/VR in teaching) would be helpful. Many past proposals and final reports have been uploaded to the Office of the Provost site to help inspire and guide faculty in developing novel ideas and in writing their proposals.

10. TJU/PhilaU "Meet and Greet" Events

Based on "Early Win" recommendations, opportunities to give faculty at TJU and PhilaU a chance to get to know each other were planned and implemented in 2016-17. The CTINL organized a presentation that was given at TJU in October 2016. Jeff Ashley provided an overview of Nexus Learning and 9 faculty members gave their narratives of what Nexus Learning looks like in action. Approximately 80 attended the presentation and social event following.

In April 2017, the CTINL and the Research Advocates (with assistance from Ron Kandari) organized a presentation and lunch event by TJU faculty and staff entitled "Resources to Support Faculty Research/Scholarship/Practice at an Integrated PhilaU+TJU Institution". It was very well attended (49 RSVPs) and showcased the variety of faculty and staff resources that could support research and scholarship under a merged University.



11. Camp EdVenture (TJU and PhilaU)

The CTiNL, OIR, and TJU's Center for Teaching and Learning have teamed up to create a 1-day "on-boarding to teaching" workshop series, entitled Camp EdVenture, to ramp up pedagogical tools prior to the start of fall 2017 semester. The event will take place at Philadelphia University on August 4 and represent to first large-scale professional development program co-created by PhilaU and TJU.



Specifically, **Camp EdVenture** will be an interactive day of exploring course design, active learning and assessment ideas. Throughout the course of the day, participants will apply backward design to construct or revise courses, embed assessment tools to quantify students' learning outcomes, use a variety of pedagogical tools for engaging students in active, collaborative, authentic learning, and employ technology tools, including Blackboard, that support the above strategies and tools. **Camp EdVenture** will consist of three 45-minute morning sessions, lunch + "Implementables", and afternoon technology sessions to support learning:

Rethinking Course Design to Foster Increased Engagement and Deeper Learning

Sherri Place, Director of Instructional Design and Academic Technology, Philadelphia University

Mary Gozza-Cohen, Curriculum and Instruction Specialist, Center for Teaching and Learning, Thomas Jefferson University

Assessment: Not Just Another "A" Word

Julie Philips, Assistant Director of the Center for Teaching and Learning, Thomas Jefferson University

Implementing Active Learning

Jeffrey Ashley, Director of the Center for Teaching Innovation and Nexus Learning, Philadelphia University

Anne Bower, Nexus Advocate for the College of Science, Health and the Liberal Arts, Philadelphia University

Tech Tools 1 and 2

May Truong-Merritt, Instructional Designer, Philadelphia University

Kathleen Day, Instructional Technologist and Designer, Thomas Jefferson University

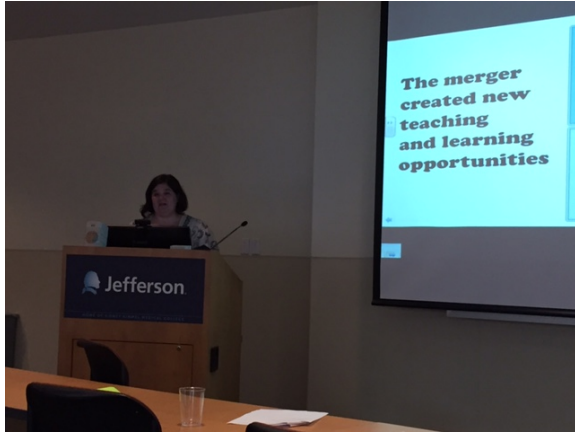
Reflection: As of June 29 2017, 29 faculty (almost equally split between TJU and PhilaU) have registered for this inaugural event. This will represent the first extensive collaboration between the CTiNL and TJU's Center for Teaching and Learning. Based on the number of faculty already registered, it is hopeful that this becomes an annual event.

12. Thomas Jefferson University's Faculty Day

At TJU's "Faculty Day" on June 6 (2017), 19 PhilaU faculty members presented a total of 8 oral/poster presentations highlighting a suite of innovative Nexus Learning strategies and initiatives:

Combining Shared Learning Goals with e-Portfolios to Extend General Education into Pre-Professional Majors.

Tom Schrand, Valerie Hanson, Katharine Jones



How Active Learning Spaces Changed the Way I Teach and My Students Learn.

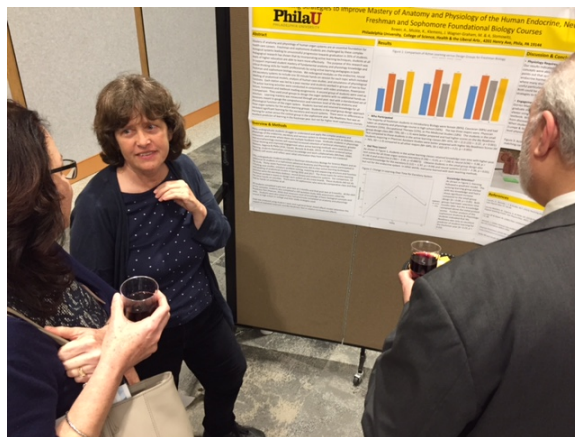
Jeffrey Ashley, Anne Bower, Jeffrey Klemens, David Kratzer, Evan Laine, Susan Frosten, Lloyd Russow

Trauma-Informed Inter-Professional Education among Health Science Graduate Programs.

Stephen DiDonato, Amy Baker, Jeanne Felter, Richard Hass

Training the 21st Century Biologist - A Systems Approach to Graduate and Undergraduate Biomedical Science Education.

Rajanikanth Vadigepalli (TJU), Jeffrey Klemens



Better Learning in the Sciences: Collaborative Learning in Process.

Lisa M Kozlowski (TJU), Jennifer Fogerty (TJU), Megan Fuller, Lila Mukhtarzada (TJU)

The Business Model Canvas: A Faculty Collaboration.

Mary Lou Manning (TJU), Jennifer Bellot (TJU), Cathy A. Rusinko

Creating In-Class Active Learning Activities to Increase Proficiency of Anatomy and Physiology of the Human Endocrine, Neural and Excretory Systems.

Anne Bower, Kathryn Mickle, Jeffrey Klemens, MaryAnn Wagner-Graham

Clinical Education Challenges: Learning Contracts with Measurable Outcomes for At Risk Students.

Bridget Trivinia, Caryn Johnson (TJU)

13. Talking Teaching Weekly Gatherings

Conceived by Chris Pastore four years ago, Talking Teaching is a weekly informal gathering of faculty and staff to discuss aspects of teaching and learning. This year, two Talking Teaching sessions were offered every week. Discussions were seeded by short articles dealing with academic concerns and issues on Fridays (Topical Fridays – lead by Dave Kratzer) while on Wednesdays, there is no agenda (lead by Chris Pastore). These events garnered a following of dedicated staff and faculty (between 2 and 10 participants, on average). It was noted that even if faculty members were not able to attend, email distributions of the short, timely, teaching-related articles were appreciated by some faculty members.

Reflection: Attendance sometimes was sporadic, especially for the Topical Fridays. The gatherings are predominantly male faculty members. “Outsiders”, especially female faculty members, may view these as not inclusive for a number of reasons. Talking Teaching will be once per week in the next AY, with faculty members being charged with short readings and viewings. This may revive the inclusive nature of these gatherings that we’ve witnessed in past years where all voices have a chance of being heard.

14. Reading Groups

Lead/facilitated by Anne Bower, a group of ~15 faculty members and staff congregated over free lunch to discuss Doyle and Zakrajsek's *The New Science of Learning: How to Live in Harmony with Your Brain* in the fall semester and D. Fink's *Creating Significant Learning Experiences* in the spring semester. For the fall reading group, TJU formed their own reading group and the two institutions engaged in discussions via conference call for part of the reading group time period.

In the fall and spring semesters, lead and facilitated by Susan Frostèn (and funded by the Office of the Provost and CTiNL), a group of ~10 faculty and staff members delved into the research and conclusions on stereotyping and identity threat issues through weekly chapter-by-chapter readings/discussions of *Raising Race Questions: Whiteness and Inquiry in Education* by Ali Michael and Howard Stevenson's *Promoting Racial Literacy in Schools*. In the spring, a smaller group was created to read and discuss *Raising Race Questions*.

Reflection: Reading groups are very successful in creating a community of learners that fosters pedagogical exploration and discussion. They are perhaps the most impactful programming the CTiNL offers and should be continued and expanded. Weekly free lunch and books were provided to participants – two perks for faculty and staff. In the fall, merging the two reading groups remotely via conference call was not very effective.

There's a need to 'crack the nut' of finding the best technology that would support two locations engaging in discussion more effectively. In past years, reading groups met with very limited success at TJU. This year seemed to changed that.

15. Shared Programming with William Pen Charter's Center for Teaching and Learning

Penn Charter's Teaching and Learning Center invited PhilaU's faculty and staff to weekly workshops centered on easily accessible and meaningful professional development. Penn Charter's faculty members were invited to participate in any of the CTiNL programming (e.g., reading groups, EduSeries, Talking Teaching).

Reflection: Shared programming with Penn Charter has been beneficial. Idea and knowledge exchange with the K12 educators there has been very productive. This fall, Penn Charter's Dr. Kristen Tran, learning specialist, will give a series of workshops on executive function at PhilaU. Penn Charter has invited of our faculty to give repeat workshops on their campus.

16. Assessment of Nexus Learning

The CTiNL Director is a member of the University Teaching, Learning and Assessment (UTLA) Committee. One of UTLA's goals this year was to provide program directors with more guidance on strategies and tools for assessing nexus learning (in addition to writing enriched, and information literacy). The CTiNL Director co-lead a workshop on assessment of Nexus Learning, WE, and IL. For that, a guide to assessment was created (Nexus Learning Process and Assessment Matrix (Appendix II)).

Reflection: NL was pitched to program directors as a process. To assess NL, you need to create assessment tools for the processes. Faculty are recognizing that assessing the final project may not give insight into NL; rather, assessing the NL process that got the final project may. More examples of assessment tools and how to interpret them are needed.

17. External Presentations/Panel Discussions on Nexus Learning Hubs

Numerous presentations and panel discussions focused on PhilaU's experience with active learning spaces (Nexus Hubs) were given regionally and nationally

Presentations Given:

Lessons Learned from Planning and Implementing Active Learning Space.

Jeffrey Ashley, Susan Frosten, Jeff Cepull.

Educause Poster Presentation (made by Jeff Cepull) (Orlando, October 2016)

Stakeholder Involvement in Learning Space Initiatives.

Jeffrey Ashley, Jeff Cepull, + staff from Avolutions, Steelcase, and Corporate Interiors

Panel Discussion at the Chesapeake/Delaware Chapter of the Association for Learning Environments (Philadelphia, Nov 2016)

Getting the Right People in the Room, Before You Build It: Planning (Implementing, Assessing and Iterating too!) Active Learning Spaces.

Jeffrey Ashley.

Lilly Conference Oral Presentation (Austin, January 2017)

How Active Learning Spaces Changed the Way I Teach and My Students Learn

Jeffrey Ashley, Anne Bower, Jeffrey Klemens, David Kratzer, Evan Laine, Susan Frosten and Lloyd Russow.

TJU's Faculty Day (Philadelphia, June 2017)

Transitioning to an Active Learning Space: Faculty Reflections and Lessons Learned.

Jeffrey Ashley, Jeffrey Klemens, Evan Laine, and Susan Frosten.

Webinar for Steelcase Education (Philadelphia, June 2017)

Accepted Abstracts:

"Meet the Stakeholders": A Scenario-Based Game to Enrich Consensus Building Skills Among Learning Space Stakeholders

Jeffrey Ashley and Susan Frosten

45-minute workshop at the International Forum on Active Learning Classrooms (Minneapolis, August 2017)

Getting the Right People in the Room and Keeping Them There: Lessons Learned from Engaging All Stakeholders in Innovative Learning Spaces Initiatives

Jeffrey Ashley

Invited speaker the 2nd Annual Innovation in Learning Spaces Summit (Prague, Sept 2017)

18. Trial of ACUE's Online Professional Development

In January, the Association of College and University Educators gave a 'demo' workshop on engaging students to faculty. The ACUE offers online professional development on pedagogy. The workshop was very well attended (27 faculty and staff). Participants were surveyed by ACUE.

Reflection: The benefits of this online approach to pedagogical training/education were split. Half of the participants found that ACUE services would be beneficial while the other half found them to be too introductory.

The latter group stated that much of the material was already known and already used by them. The ACUE professional development package is very expensive but would potentially allow faculty (especially part time) to work through modules on their own time (asynchronously though facilitated).

However, without incentive, numbers may be low. Sherri Place has constructed teaching modules that if facilitated, would mirror ACUE's approach to a degree. With further build out of these, PhilaU could create a series of online professional development modules to complement the face-to-face workshops and consultations the CTiNL and OIR provide.



19. Designating a Nexus Advocate for the School of Continuing and Professional Studies

This academic year, Professor Laura Richlin was designated and funded by the School of Continuing and Professional Studies as the CPS Nexus Advocate. Considering this was Laura's first year, Laura spent time and effort in engaging in the programming of the Center (e.g., workshops, reading groups, etc) and identifying professional development needs with CPS. This included co-planning and co-leading workshops to support faculty member's use of the Bucks County Nexus Learning Hub.



Laura Richlin

Nexus Advocate for the College of Continuing and Professional Studies
Email: RichlinL@PhilaU.edu

Laura Richlin has been working as a human relations and educational consultant for twenty five years in capacities varying from educator, trainer, and program director to artist and healer. With degrees and certifications in conflict resolution, mediation, multicultural diversity, literacy, and various specific modalities, Laura has been training, coaching, and mentoring teachers and students from PreK to college level for two decades. In addition, she is currently an adjunct Communications professor at Philadelphia University.

Reflection: Having an advocate for CPS is critical for supporting and engaging their faculty members in Nexus Learning strategies, both in the face-to-face and online realms. Laura brings considerable expertise from her K-12 and college level experiences. She is well-respected amongst her colleagues in CPS, especially the Bucks County campus. If funded in the next AY, she will be fully integrated into the advocate role and be guided by pressing CPS initiatives to support faculty development opportunities and class observations/consultations.

20. Further Expansion of the CTiNL's Website

The Center's website was greatly expanded this year, with the assistance of work/student student Amy Patrone. Amy created a Nexus Teaching Resources page that links to peer-review publications highlighting a spectrum of Nexus Learning Strategies. Amy, an animation major, was instrumental in creating a series of 'how-to' short videos that faculty can use to ramp up their pedagogical and technological skills around the use of Nexus Learning Hubs.

Reflection: Building out a Nexus Teaching Resources page is helpful in providing faculty with the resources from evidence-based literature. Creating videos on the use and trouble shooting skill for Nexus Learning Hubs alleviated some of the need for one-on-one training of faculty who teach within these spaces.

The screenshot shows the Philadelphia University website. The header includes the PhilaU logo and navigation links: Contact Us | Directory | Blackboard | Shop | Faculty & Staff | WebAdvisor | Web Mail | Search. Below the header is a red navigation bar with links for About, Admissions, Academics, Athletics, and Student Life. The main content area is titled "CENTER FOR TEACHING INNOVATION AND NEXUS LEARNING" and "Nexus Teaching Resources". It features a list of "Summaries or Relevant Research:" with bullet points such as "Applying Science of Learning in Education: Infusing Psychological Science into the Curriculum (2014)", "Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology", "Active learning increases student performance in science, engineering, and mathematics", "Recent Research in Science Teaching and Learning", "Large-scale comparison of science teaching methods sends clear message", "Applying the science of learning to the university and beyond", "Where's the evidence that active learning works?", and "Does Active Learning Work? A Review of the Research". Below this is a section for "Research on Specific Learner-Centered Approaches:" with bullet points like "Active Learning and Student-centered Pedagogy Improve Student Attitudes and Performance in Introductory Biology", "Process-oriented guided-inquiry learning in an introductory anatomy and physiology course with a diverse student population", "An Assessment of the Effect of Collaborative Groups on Students' Problem-Solving Strategies and Abilities", and "Improved Learning in a Large-Enrollment Physics Class". On the right side, there is a "LINKS" section with a list of links: About the Center, Camp EdVenture 2017, Programs, Services, Active Learning Space Initiative, Nexus Learning Grants, Nexus Teaching Resources, and Staff List. At the bottom right, there is a red button that says "WHAT IS NEXUS LEARNING?" with a right-pointing arrow.

IV. Summary of CTiNL Programming with Attendance Estimates

The following table summarizes the major workshops and programming offered by CTiNL and collaborators (e.g., OIR, Gutman Library, Temple University) and provides best estimates of number of faculty and staff who attended.

Event/Workshops/Conferences	Period Offered/Attended	Number of Workshops	Number of Attendees at all Workshops
New Faculty Orientation	August 2016	1	~12
Active Learning Space Symposium	August 2016	~15	~110 (PhilaU + External)
New Faculty Workshops + Socials	Fall 2016	3	~27
TJU Meet and Greets	Fall at TJU; Spring at PhilaU	2	~130
Unconscious Bias Workshop	November 2016	1	~65
EduSeries Workshops	Spring 2017	24	~70
West Chester Teaching Conference	Jan 2017	~15	15
“Engaging Students” Association for College and University Educators	Jan 2017	1	~29
Teaching Portfolio Workshop	May, 2017	3 Day Workshop	10
Temple University Teaching Conference	January, 2017	~15	25
Talking Teaching	Fall/Spring	~40	~150
TJU Faculty Days	June, 2017	~11	~15
	Total Workshops/Events	~129	
	Total Attendees	~658	

V. Highlights of CTiNL Director's Fulfilled Duties & Accomplishments

- Attended all UARC meetings including all sub-committee meetings pertaining to the review of faculty scholarship grant proposals, Nexus learning and Nexus Online learning grant proposals.
- Did not attend AOOO meetings because UTLA and UARC conflict with it; at least one Nexus Advocate was at every AOOO meeting for both semesters
- Conducted two formative evaluations for junior faculty member
- Participated in Anne Bower's weekly reading group in the fall semester and Susan Frostèn's weekly reading group in both semesters
- Attended and presented learning space research at Lilly Conference in Austin
- Attended and presented (invited speaker) at the Next Generation Learning Spaces Conference in San Diego
- Attended Temple University's Center for Teaching & Learning "2017 Faculty Conference on Teaching Excellence" (January 2017)
- Attended West Chester University's Teaching, Learning and Assessment Conference (January 2017)
- Contributing member of the University Teaching, Learning and Assessment committee. Provided guidance to program directors, with other UTLA members, as they mapped and assessed Nexus learning within their programs during two workshops (fall and spring semesters)
- Taught CHEM104 (Chemistry II) in the fall 2016 semester
- Supervised the Nexus Learning Advocates
- Supervised the Research Advocates
- Committee member for the planning of "Nexus Maximus", faculty mentor for event
- Trained (e.g., Cascade, Ad Astra, etc) a work study (Amy Patrone) during her two-semester term within the CTiNL
- Co-lead the TJU-PhilaU committee on "Teaching & Learning, Library, and Learning Spaces" with Tony Frisby (TJU Director of the Center for Teaching and Learning) to build a committee of faculty and staff to construct "Early Wins" for merger.

VI. Self Assessment of the CTiNL and the Interim Director's Role

The Director feels that the CTiNL further increased its reputation at providing professional development and support to faculty and staff through a wealth of workshops, awards, informal tête-à-têtes, and presentations this year. This year, through several events (one meet and greet at TJU, Faculty Day at TJU), the notion of Nexus Learning and its varied approaches was disseminated to faculty at TJU. This is important in the wake of the merger, and should be continued. Although each institution's programming is shared, physical distance keeps faculty/staff from attending each other's events. Virtual or recorded events may be the partial solution to this. A listing of all events will be published in TJU's catalog of programmed events for the 2017/18 AY. This will provide a one-stop resource for the merged institution's faculty and staff. This year, the two institutions should craft a strategy to share more of their resources.

The spring semester's offerings (EduSeries) were well received but some workshops were not well attended or not attended at all. It was the intention to provide as much breadth and depth as possible. Even if only a few persons came to a workshop, it was measured as successful for that person will hopefully share new approaches with his/her students, and colleagues. Our faculty have great skills in using innovative, Nexus approaches and allowing them to share their knowledge and experiences through these Spring EduSeries workshops created a feeling of value and worth amongst these them, assisted others in ramping up their competencies and confidence to try new approaches, and created a feeling of scholarship of teaching and learning among our campus. Next year, EduSeries will have less workshops and be spread over the entire year, in hopes of increasing attendance.

One of the biggest success stories of this year may be the continued advancement in the active learning space initiative. The CTiNL's role in its development, implementation and assessment is vital. The CTiNL is poised to strategically align its Nexus approaches to teaching and learning with its built classroom, studio and lab environments. Our expertise needs to be shared with TJU as they re-envision their teaching approaches and spaces. A coordinator of learning spaces for the merged institution is suggested; perhaps this position could be modelled after the 'Advocate' model.

Another great success was the continuation of reading groups which have morphed into effective and productive faculty learning communities that encourage the scholarship of teaching and learning. These are sustained professional development experiences that participants value. They should be continued.

Talking Teaching participation is lagging and needs to be re-envisioned to be considered an inclusive and risk-free gathering of faculty and staff to discuss teaching and learning related topics.

VII. CTiNL Nexus Advocates' Accomplishments

The CTiNL has three *Nexus Learning Advocates* who represent each of the university's three Colleges: Science, Health and the Liberal Arts (Dr. Anne Bower), Architecture and the Built Environment (Prof. Dave Kratzer), and Design, Engineering and Commerce (Dr. Chris Pastore). Each advocate had a course release for each semester (or stipend), was appointed for a 3-year term, and acted as the key conduit for spreading the Nexus Learning mantra/tenets and innovative teaching and learning approaches into the College's programs and majors. This year marked Anne Bower's second year as Advocate, while Chris and Dave completed their third year with the Center.

This year, each advocate and the Director met with their respective Executive Deans to define their College-specific goals. The Advocates and the Director meet periodically to discuss, plan, and implement various priorities. More rigor in assigning deliverables would be helpful to keep all on track and divide the workload. Advocates recognized that the workload associated with being a Nexus Advocate was equivalent to a 3 credit course, though some weeks were more effortful than others.

It is the Director's opinion that the Advocates worked very well together and with the Director. They were instrumental in designing and leading workshops, reading groups, and Talking Teaching sessions. They were devoted to reporting to their College's faculty members Nexus issues, or reporting back to the CTiNL needs of faculty. The Advocates carved niches and developed agendas to pursue willingly. Having the Executive Deans suggest College-specific goals was also fruitful. The Nexus Advocates' reports appear in Appendices III to V.

The Director, two Advocates (Anne and Dave), and Dimitri Papanagnou from TJU attended the Lilly Conference in Austin. Sharing the experience as a group (inter and intra-institutional) was impactful for all. Excellent discussions after sessions were had and a deeper appreciation for the teaching values of each institution were made.

VIII. Recommendations for 2017-18

Based in observations this year, the Director poses the following recommendations for the upcoming academic year:

- **Expand Faculty Support for Active Learning Spaces:** With the learning space initiative, provide an ever-increasing range of professional development opportunities for willing faculty members to be nurtured and supported in their attempts to implement innovative pedagogies. This may mean more creative means to administer training and coaching sessions (online offerings, recorded training sessions). One-on-one training sessions are common but taxing to the Director's time. Perhaps designate "Learning Space Coaches" that can be teamed up with those using the spaces for the first time.

- **Further Scaling up the Learning Space Initiative:** Maintain an advisory committee to work with the CTiNL to ensure that all considerations are addressed in this upcoming year's use of the new spaces, and a planned notion of how this will be scaled up across the campus and embedded into the culture of teaching and learning on our campus. Continue to assess these learning spaces. This is time consuming and was the Active Learning Spaces Initiative's Coordinator's role in the past; it has now been rolled into the Director's role. Designate a faculty member (perhaps modeled after the Advocate positions) as a person to lead this.
- **Instilling and Promoting a Sense of Faculty Worth and Value:** Through grants, awards, and other recognition avenues, commend those for establishing best practices in Nexus learning approaches in courses and extra-curricular student experiences. Recognize that we have leading members in pedagogy, especially in the online realm, and to use these individuals as valued and respected resources. Encourage and coach these faculty members to pursue presentations and publications, and value them for their contributions to the scholarship of teaching and learning. This year's big success was funding faculty to attend regional conferences to present their pedagogical research. Around 30 faculty choose to attend and/or present at the five regional teaching conferences. Additional budget was not given to the Center this for next AY but perhaps one less Nexus Learning Award can be given and the funds from that would support registration for faculty at these conferences.
- **Student Perspectives:** Include more student-centric perspectives of Nexus learning approaches (e.g., an anthology of student perspectives of how Nexus learning shaped their academic experiences).
- **Nexus Teaching and Learning in the Online Realm:** More formally define the hallmarks of Nexus Learning online. More formally support those wishing to convert courses to the online realm.
- **Formalize/Institutionalize New Faculty OnBoarding:** Consider "requiring" new faculty to attend workshops during their year of residency. Develop a culture of pedagogical excellence and support this idea with mentoring, nurturing, and valuing new faculty evolution through the process of becoming excellent educators. Develop a course for new faculty members that guides them through the process of developing pedagogical expertise (this could largely be online with face-to-face monthly meetings to create a sense of cohort community).
- **Assessment of Nexus Learning in the Programs and on an Institutional Level:** The UTLA has made progress in requiring program directors to include statements on where, when, and how Nexus learning is taking place in their programs and has asked them to assess NL. Examples of effective assessment tools for Nexus Learning must be collated and provided as examples for Program Directors.
- **Define what Nexus Learning is Under a Merged University.** Work with TJU's Center to build a comparable support system for faculty (e.g. Nexus Learning Grants, similar programming, etc) around Nexus Learning
- **Capitalize on Instructional Design/Technology Human Resources.** With Sherri Place and May Truong-Merritt working with faculty as instructional designers, the Center now has a powerful human resource that brings evidence-based skills and methods to our faculty. Greater visibility of these resources should be made.

APPENDIX I

Online Course Professional Development Program

Fall 2016

Background and Rationale:

Philadelphia University's offers a suite of courses in the summer for Philadelphia University students, as well as students from other institutions. Very few of these courses are offered in delivery modes other than face-to-face (e.g., hybrid or online), requiring students to come to campus. Having more online courses will provide greater flexibility for students to take these courses (including those outside the '30 mile radius' rule) and potentially attract students from other institutions to take these courses. In addition, Philadelphia University, through the Center of Teaching Innovation and Nexus Learning, encourages and nurtures experimentation in Nexus Learning strategies, including those facilitated in an online delivery mode.

The Online Course Development Program:

Creating an online course that embodies Nexus Learning tenets can be daunting. The notion that an existing face-to-face can be easily modified for online delivery mode is false. In order to navigate the redesign of existing face-to-face course to an online mode, significant and sustained support through professional development and mentoring activities is needed to produce a course that embeds significant and deep learning strategies to reach student learning goals.

The Online Course Development Program is intended to fully support, through sustained professional development opportunities, full and part-time faculty members in the redesign and implementation of existing face-to-face courses to an online delivery mode with the goal of offering those courses in summer 2017. Moreover, courses now taught in a face-to-face mode may be offered in the fall and spring semesters for our students, increasing the choice that our students have to learn through an online delivery mode of instruction.

Overview:

In 2016-17, the Office of Provost will offer a stipend (\$2,500) for full and part-time faculty members willing to embark on the redesign and implementation of an existing face-to-face course to an online delivery mode, with the ultimate goal of scheduling that course as part of the summer 2017 offerings (running of the course will depend on number of students).

To ensure faculty are supported and mentoring in the process of redesigning their course for the online delivery mode, the Center for Teaching Innovation and Nexus Learning and the Office of Information Resources will offer a seven month long professional development initiative (*Online Course Development Program*) that will support the goal of converting an existing face-to-face (F2F) course to an online format (following best practices in course design and being mindful of the condensed term) for delivery in Summer 2017.

Objectives of the *Online Course Development Program*:

By the end of this pilot program, participants will be able to

- Create courses that incorporate best practices including Universal Design for Learning (UDL) guidelines.
- Create activities using NEXUS learning strategies.
- Assess online courses using various strategies and tools.

Expectations for Participants

- Attend meetings and adhere to posted deadlines
- Work collaboratively with peers
- End Fall 2016 term with detailed outline of activities and assessments
- Create course in Blackboard by Spring Break (March 13, 2017)
- End Spring 2017 term with a fully built and reviewed course

Tentative Timeline and Deliverables:

Month	October	November	December	January	February	March	April	May-August
Topic	Redesigning your Course Using Backward Design	Creating and Varying Assessment Tools	Scaffolding and Direct/Indirect Instruction	Getting to Know Blackboard	Continued Development and Building Instructor Presence	Assessment of your Online Course	Assessing the Program	Offer Course in Summer 2017
Meeting Mode + Date	F2F Week of Oct 10-14 Online Rest of month	F2F Week of Nov 7-11 Online Week of Oct 14-18	F2F Week of Dec 5-9 Online Mid to Later Dec	Online Self-Paced	Online Week of Feb 13-17	Online Week of March 13-17	F2F Week of April 3-7	
Overview	Introductions Purpose Backward Design	Discuss technology tools that support learning in online/hybrid environments: <i>Polling (Twitter)</i> <i>Screen-casting</i> <i>Collaborative Docs</i> <i>Publish Content</i> <i>Testing</i>	Creating rubrics Develop activities for online/hybrid that incorporate active learning strategies Develop a feedback plan Create engagement through discussion	Blackboard Basics, self-paced learning module including: <i>Adding/Organizing Content</i> <i>Organizing Folders</i> <i>Items</i> <i>Course menu</i> <i>Using the content editor</i> <i>Files, links, multimedia</i> <i>Creating Activities</i> <i>Discussion Assignments</i> <i>Tests</i> <i>Other tools</i> <i>Journals</i> <i>Blogs</i> <i>Wikis</i> <i>Grading and Providing Feedback</i> <i>Grade Center</i> <i>Online Grading</i> <i>Creating and using rubrics</i>	Strategies to optimize Nexus learning in the online realm Methods to build instructor presence	Assessing What You've Done Peer Review	Debrief the Process Reflections What kind of supports are needed when they are teaching? Considerations for Going Live! Celebrate!	Offer Course

Appendix II

Nexus Learning Process And Assessment Matrix

Nexus Learning Tenet	Process(es) to Use	Through These Processes, Students will be able to... (these are just examples; you can craft your own)	Potential Assessment Tools of Effectiveness of the Process(es)
<p>Active and Engaged Learning</p> <p>Active learning is anything (beyond simply watching, listening and taking notes) that involves students in doing things while thinking about the things they are doing.</p>	<p>Broadly, any pedagogical (teaching) process that allows students to apply and/or reflect on their learning.</p> <p>A spectrum of processes exists, from low effort, short-time frame strategies such as reflection papers, quizzes, 'clickers', to highly structured processes like team based learning.</p> <p><i>(See hand-out on Active Learning Processes)</i></p> <p>OTHER: _____</p>	<ul style="list-style-type: none"> • Reflect upon their learning process (metacognition) and change/adopt new behaviors, mindsets, habits of mind, etc. to promote enhanced learning • Apply, practice and reinforce their learned content and skills • Receive and implement feedback along the learning process • Explore, define, and share their attitudes, values, and habits of mind • Increase their motivation to learn and improve their abilities • Implement higher order thinking skills • Demonstrate improvement after incorporating feedback and revision <p>OTHER: _____</p>	<p><i>Assessment tools to provide evidence of successful implementation of active and engaged teaching/learning processes may include:</i></p> <ul style="list-style-type: none"> • Concept maps, Venn diagrams, and other techniques that ask students to organize and structure their knowledge, and identify missing components • Getting students to self-reflect on the learning process such as one-minute papers, lecture/exam "wrappers", journals, blogging, discussion groups or any reflective exercise where students address the process that lead to a deliverable/product • Activities and accompanying evidence that allow for formative ("along the way", iterative) assessment e.g., drafting, logging, blogging, wikis, "teach backs" (getting students to summarize what they have learned) • Surveys, questionnaires, pictures of students' work, etc <p>OTHER: _____</p>
<p>Collaborative Learning</p> <p>Collaborative learning, based on the view that knowledge is a social construct, is a pedagogical approach that involves groups of students working together to solve a problem, complete a task, and/or create a product.</p>	<p>Strategies that involve group/peer/stakeholder groups where the process of collaboration is taught, fostered, supported, and reflected upon.</p> <p>Very structured collaborative learning techniques include:</p> <p>Team Based Learning (TBL)</p> <p>Process-Oriented Guided Inquiry Learning (POGIL)</p> <p>Problem Based Learning (PBL)</p> <p>Case Based Learning</p> <p>OTHER: _____</p>	<ul style="list-style-type: none"> • Implement and practice skills of collaboration and reflect upon their growth of these skills • Appreciate, value, respect and utilize the viewpoints of group members • Reflect upon the process of collaboration as a method that supports enhanced learning and leads to better products, deliverables, etc. • Practice and hone skills essential for real life social and employment situations. • Develop higher-level thinking, oral communication, self-management, and leadership skills • Demonstrate improvement after incorporating feedback and revision <p>OTHER: _____</p>	<p><i>Assessment of collaborative processes may be achieved by one or several of following:</i></p> <ul style="list-style-type: none"> • Team Self-Assessment: Collective self-assessment takes place when the team or group assesses their combined performance. This could include a description of team participation and contributions, 360-degree assessments, or a summary of the process used to accomplish the work. It could take the form of a written assignment, checklist completion, or a presentation to the class. Team self-assessments should be built into the project timeline, offering instructors the opportunity to provide both formative and summative assessment along the way. • Individual Self-Assessment: Individual self-assessment takes place when the learner provides his or her own assessment of performance and contributions to the collaboration. Individuals can be asked, for example, to reflect on their experiences as a part of a collaborative group or team, discuss their thoughts and feelings about effectiveness of communication or fairness of the workload, share new insights gained from others, and so forth. This type of reflection provides instructors with another angle for viewing the effectiveness and progress of the group's collaboration, in addition to opportunities to gauge the individual's grasp of the concepts and practices inherent in the assignment. • Instructor Assessment: The instructor assesses individual achievement in the context of a collaborative activity. This type occurs when the collective outcome is assessed according to the achievement of the entire group. • External Assessment: When the collaborative project or activity extends beyond the classroom, external supervisors, mentors, or stakeholders might have a role in assessment of the individual student. This can include feedback to team by field placement supervisor.

Nexus Learning Tenet	Process(es) to Use	Through These Processes, Students will be able to... (these are just examples; you can craft your own)	Potential Assessment Tools of Effectiveness of the Process(es)
<p>Real World</p> <p>Real world, experiential or authentic learning involves pedagogical methods that focus on real-world, complex problems and their solutions.</p>	<p>Using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice.</p> <p>Partnering students with 'clients' (real or mock) to address a real world, pressing problem.</p> <p>Engaging in study abroad/away, internships, co-curricular experiences, and field, lab, studio experiences, etc.</p> <p>Sprint projects, challenges, Nexus Maximus</p> <p>OTHER: _____</p>	<ul style="list-style-type: none"> • Think critically, organize and analyze data, make decisions and recommendations using real life inputs • Appreciate and navigate ambiguity • Think in an integrative manner, having the ability to connect knowledge and skills across a students' learning experience • Demonstrates improvement after incorporating feedback and revision (perhaps several times) • Develop and hone professional skills • Take risks, appreciate learning opportunities in failure by reflection • Write within and for their profession <p>OTHER: _____</p>	<p>Iterative, formative assessments such as essay drafts, soliciting feedback, revising to incorporate feedback, etc.</p> <p>Activities and accompanying evidence that allow for formative ("along the way", iterative) assessment e.g., drafting, logging, blogging, wikis, "teach backs" (getting students to summarize what they have learned)</p> <p>Assessment from external stakeholders (clients, mentors, etc.)</p> <p>Any of the assessment strategies in the collaborative process (above)</p> <p>OTHER: _____</p>
<p>Infused with the Liberal Arts and Sciences</p> <p>Mindfully transferring and integrating knowledge/skills from the liberal arts and sciences into a student's major/discipline.</p>	<p>Any of the above strategies, and more, may be used.</p>	<p>See Hallmarks Goal Descriptions http://www.philau.edu/hallmarks/goalDescriptions.html</p> <p>In addition to Hallmarks goals, students will:</p> <ul style="list-style-type: none"> • Transfer and integrate knowledge and skills from the liberal arts and sciences into their own disciplines • Understand and apply skills and knowledge that promote life-long learning 	<p>Hallmarks (within the major) Assessments May Be Used Here (e.g., e-portfolios that include artifact and reflection)</p>

Appendix III

KDEC Advocate (Chris Pastore) Annual Report for 2016-2017

1/ What has your work as Nexus Advocate involved this year?

- Met with an adjunct professor to discuss teaching strategies.
- Met with a full time professor to discuss teaching strategies.
- Attended new faculty orientation.
- Attended KDEC Adjunct Faculty orientation.
- Developed and ran Wednesday Talking Teaching luncheons
 - a. Typically about 4-6 people in attendance.
- Solicited presentations for EduSeries, and attended.
- Participation as *ex officio* member of Kanbar College Education Committee, and *ex officio* to Academic Opportunities and Oversight committee.
- Performed classroom visitations for several faculty in KDEC. Some were formal observations, some were informal request from the faculty member.
- Developed an assessment rubric for DECGEN industry sponsored projects
- Developed an assessment rubric and process for refining that rubric with the Engineering faculty for use in Senior Design.
- Attended ABET Assessment Conference and workshop on assessment

2/ What are your recommendations and your goals for next year?

1. Your observations about Nexus Learning across the campus, and your recommendations for next year for the campus as a whole
 - a. I have observed that the majority of the faculty believe they are engaged in Nexus Learning in their classrooms. The challenge here is that I also observed that few are willing/interested in deepening their understanding of what this means, or willing to make significant changes. I fear it is easier to say that it is already Nexus Learning than to self-reflect and modify.
 - b. Perhaps in the FAR we can ask something like “What have you **changed** this year in your classroom to enhance the Nexus Learning experience?” or something along those lines.
 - c. I recommend CTINL events be distributed as Outlook Calendar events so that faculty can easily put them in their calendar if they wish. Through an informal and nonscientific survey I asked colleagues (not just the regulars) about the idea of an Outlook Calendar event. They were uniformly supportive.
 - d. I suspect that next year there will be trepidation about the future and implications of the new identity. I suspect it will be difficult to keep our current colleagues focused on Nexus Learning whilst they are concerned about the meaning of tenure, contract renewal, and benefits. I believe it will be important to keep this front and center and make the conversations about teaching a way to distract from the fear of the unknown.
 - e. Related to this, as the spectre of research as a key criteria for promotion and renewal rears, we need to get a clear message of the importance of teaching and pedagogy, not just with messages from CTINL, but also messages and more importantly, policies from the Chancellor.
 - f. The soon-to-be Chancellor indicated that Nexus Learning will be a pervasive element throughout all colleges within Thomas Jefferson University, but our colleagues downtown do not have experience with the specific branding and elements of Nexus Learning. There will be a need to learn from our new colleagues and to share with them our experiences and thoughts about this.
 - g. The distance between our two colleges is significant for the purposes of meeting. CTINL needs to develop a telecommunication protocol for meetings and discussions so that our colleagues downtown can easily participate in any events we establish.
2. Your specific goals for your college and for your role as Nexus Advocate.

- a. I would like to find a way to get more faculty involved in the Talking Teaching sessions, particularly our women colleagues. I don't know exactly how to accomplish this, but it would be helpful to solicit feedback from the women about their opinions regarding this. Is it the current group who attend? Is it timing? Is it something more systemic?
- b. I intend to get the engineering faculty more involved in assessing teaching strategies and implementation of Nexus Learning. This is a significant challenge.
- c. I previously failed in getting the Nexus Minute as part of the faculty meetings. I want to find some mechanism for sharing of strategies amongst the KDEC faculty and implement it. I believe that simply talking about what is happening in the classroom is the most important first step towards improving teaching. I think it is important for faculty to recognize that no matter how good they are, they are not perfect and can always improve. I believe this can be accomplished by sharing times when things did not work and soliciting input for improvement.
- d. I would like to find some way to interact with our new colleagues downtown and find common areas of interest regarding Nexus Learning, trying to tie methods and approaches used in KDEC to them, such as how elements of the studio experience can be incorporated into more traditional classes

Appendix IV

CABE Advocate (David Kratzer) Annual Report for 2016-2017

Nexus Learning Advocate Report. Academic Year 2016-17

David Kratzer, College of Architecture and the Built Environment (CABE)

Philadelphia University

6.22.2017

What Has Your Work as NL Advocate Involved this year?

Training, classroom consultation, course peer-to-peer evaluations and mentoring?

- *Previous: My classroom consultation was limited to working with a few adjuncts in technology and studio courses that were experiencing difficulties or were frustrated with the performance of their students. It is my intention to better promote the availability of the advocate for consultation. CABE has a large number of adjuncts and it has proven difficult to coordinate times to meet. -While improvements have been made it remains difficult to provide anything other than informal advising and consultation. Again, I had a chance to conduct an adjunct teaching effectiveness evaluation for a faculty member and discovered the form has no reference to NL. I plan to correct this oversight.*
- *Previous: I was able to advise faculty on submissions to the Temple Teaching Conference, Nexus Learning Grants, and on specific methods for collaborative projects. I remain frustrated by the lack of participation from faculty though this may be as much about lack of time. -I continue to struggle with engaging faculty give our schedules and work load. My greatest connections have occurred during and after faculty meetings as well when faculty have issues. I will continue to work of creating a larger presence in the college.*

Adjunct and full time faculty outreach?

- Introducing NL at faculty meetings with welcome to the semester events continues to be the primary means of making connections with faculty. Those interested in further discussion will contact me through email and informal conversation.
- “Talking About Teaching” sessions continue to be an experiment in faculty engagement. They are held over lunch twice a week in a number of formats with the goal of enticing faculty to join conversations focused on select topics of teaching and NL. Chris Pastore ran the “No Topic Wednesday” and I assisted with the Topic Thursday/ Friday. These sessions, while interesting, seemed tended to have less participation in the Topic sessions than the previous year. Non-attending faculty I quizzed felt that work was involved in order to participate. The Topic sessions by the spring semester had a consistent but small number of faculty – and predominately men. Means to widen the audience has been a continuing conversation.

Information dissemination—Public Relations?

- *Previous: The NL initiatives are presented at the beginning of the semester to the CABE faculty during faculty meetings and to adjuncts during a welcome reception. CABE has a large number of adjunct faculty and disseminating information occurred primarily through email blasts. The Talking About Teaching blasts became a good way to make contact with faculty through a topic and corresponding reading. I periodically sent email blasts with topics relative to CABE – especially at the start and end of the semester. I would like to widen these blasts. Unfortunately, a large proportion of faculty expressed that they were oversaturated with general email blasts and tended not to open/ read the emails. - I will be trying to add more content to the email blasts as a means to promote engagement – attaching articles, notes of interest, and public interest items. I took to duplicating CTiNL email blasts to attract the attention of the faculty and this did have a positive effect for a while but then I started receiving complaints about filling up inboxes.*
- My recent research over the past years has focused on projects which incorporated NL methods. I presented papers on these projects at the Environments for Aging conference in Las Vegas and most recently at the Lilly Teaching Conference in Austin, Texas which focused on group consensus building.

Committee and Service Work —where have you been able to bring up the issue or questions?

- AOO Committee – attended 6 meetings – it was decided to have the advocates split time representing NL on this committee as discussion pertains to final course implementation. The valuable discussion occurs in the CEC meetings where changes can be proposed earlier in the curriculum process.
- CABE CEC Committee – attended 10 meetings. Per above the work in the CEC committee over this reporting period was quite beneficial as CABE did bring a large number of courses from multiple disciplines through the process of approval. Goal was to move integration of NL beyond simple blanket statements more into specific methods and planned activities. General consensus from course proposers is to leave course methods “generic” to allow flexibility in delivery. This can tend to work against incorporating more substantial NL components into courses.
- Nexus Maximus – I participated in the three day event as well as attended 6 planning and coordination meetings beginning in early summer. I conducted the workshop on developing the project program/ “brief” again with some improvements. It was attended by over 20 students. I participated in 3 student critique sessions and a portion of the final presentations due to a course conflict.
- Snow Day Class Activities – I assisted my fellow advocates in compiling teaching activities, opportunities and distanced learning methods.
- New Faculty Orientation – August 2016– I participated in a minor session and spoke on NL.
- CABE High School Competition – as a recruitment tool, the competition was run again for the third year as a means to interact with prospective students. NL is a central point of discussion in presentation of what students in CABE do through project based learning.
- High School Student Recruiting in Open Houses, AEC Mentoring, trips to high school events including our second year of attending Pennsylvania Technology Student Association state conference in Seven Springs, PA.
- CABE Adjunct Faculty Welcome Meeting – Presented the basics of NL to the academic year’s adjunct faculty

- Nexus CABE ARC Committee on SEED Nexus Learning Studio – I participated in three planning meetings.
- TJU Meet and Greet Nexus Learning – I participated in a planning meeting and participated in a PhilaU NL presentation at Thomas Jefferson University.
- Nexus Learning in Graduate Education – I participated in a discussion on NL issues with graduate education.
- Continuing Professional Studies NL Introduction – I presented a quick NL introduction to the CPS adjunct faculty followed by a short question answer period.
- Nexus Learning Assessment Workshops/ Program Director’s Meetings: I joined the NL Advocates in assisting with two NL assessment workshops with the program directors as well as one planning meeting. It must be noted that I in fact complete the Director’s report for Middle States and not the director. Asking the director to focus on the incorporation of NL into our assessment system will tend not to lead to greater focus on NL.
- CABE Accepted Student Day – in addition to assisting with the 4 hour event, I gave an introductory presentation on NL as well as its role in CABE and the architecture profession.
- EDU Series – while I did not organize larger portions of the series, I did coordinate CABE speakers and attended their sessions where possible. I also attended numerous other sessions.

NL Improvement Workshops and Conferences?

- Dossier Portfolio Workshop – I was a faculty mentor for only one day of the program due to a personal program. It was again extremely helpful to be on the other side of the table.
- Nexus Team Based Learning EDU Session – I attended this informative session.
- NL EDU Series/ CTINL Workshops: I attended five event sessions
- TJU & Research: I attended a presentation/ discussion on research opportunities and grant processes currently at TJU and to be anticipated with the TJU merger.
- Lilly Teaching Conference – I gave a presentation on consensus building at the conference in January and attended seminar sessions focused on teaching methodologies.

NL Projects?

- As a faculty conducting design-build and collaborative projects, I lead by example. This year’s design-build project was to design and build a wildlife viewing blind for the Green Allies sustainable foundation built for the Althouse Arboretum owned by Upper Pottsgrove Township. I am a mentor for the Freedom By Design student organization and advised on their real world playground project for Philadelphia school. Each project was real world with clients, sites and full programs. The collaborative methods were on display through programming workshops and use of collaborative tools as well as exhibitions.
- Nexus Learning Grant Project - As NL CABE advocate, I was approached by an adjunct faculty with an interesting observation: Design studios cater to extroverted students while putting introverted students at a distinct disadvantage. Can we find a more equitable format? Our discussion led to a research project collaboration and an accepted poster at the Architectural Research Centers Consortium (ARCC) conference in Salt Lake City. This success led to award of a Nexus Learning Grant which is currently in process.

What are your recommendations for next year specifically? What are the next steps for NL (more generally)? Challenges, opportunities and goals?

Recommendations:

- To incorporate NL criteria into specific courses and projects. Assess these with rubrics and surveys. Provide faculty with rubric criteria to make incorporation easier.
- To continue to conduct CABE specific workshops especially at the beginning of the year primarily for adjunct and interested faculty to address NL teaching methods and issues. This year was not particularly successful in addressing this recommendation.
- To continue and strengthen the Talking About Teaching series with possibly focus sessions relevant to CABE. Again the difficulty is faculty participation and engagement.
- To develop clearer NL collaborative methodologies and corresponding assessment tools. These should be in the form of MS office so faculty can pull them and use directly.
- Work to revise the adjunct Teaching Effectiveness Evaluation Form for a faculty member and discovered the form has no reference to NL.
- I continue work on CABE NL Reference Guide which would discuss, describe and collect resources for NL projects – but have not formalized this into a working document. I have been collecting material and will begin putting the guide together. I would like it to include questionnaires, collaborative matrices, consensus building worksheets, goal generation strategies, available resources, real world clients and sites, etc.

Specific goals for your college and for your role as Nexus Advocate:

- To increase visibility for NL in the college through greater levels of communication, distribution of teaching research and being more aggressive with faculty and directors.
- To provide more presence on design reviews and course presentations to offer input on incorporation of NL methodologies and student performance.
- To provide more contact and assistance to course coordinators in implementing NL methods and provide greater coverage to the adjunct CABE faculty.
- To attend, and present at, another teaching conference to attend sessions and specific NL work at the College and CABE.

Your observations about Nexus Learning across the campus, and your recommendations for next year for the campus as a whole

Statement from previous year's reports:

Architecture, and its allied disciplines, utilize collaborative and interdisciplinary processes in the design and construction of our natural and built environments. Each project team must be composed of varied professionals working as a large team to find realization. The obviousness of this condition creates amongst the CABE faculty a certain apathy to the Nexus Learning initiatives. The discussion within CABE is not focused on the value of Nexus Learning, of which all agree, but in realizing the importance of incorporating collaborative and interdisciplinary learning methodologies into courses. The common attitude is if students work collaboratively in groups and consider their allied disciplines in completion of their work then NL is being addressed. The reality is that simply grouping students around a common project rarely engages true NL. Collaborative methodologies and structures must be incorporated to expand the student's working skills in order to take full advantage of the current and future opportunities of our professions. Improving this condition is where I believe my advocacy is best directed within the college.

The CABE curriculum, with the exception of Construction Management, is built around the design studio as the central core of learning. The studios are project based and intended to synthesize all ancillary

coursework and content through the act of design completed in a professional context. Research, technical content, representation, construction and management all are taught in reference to the design process and the roles professional designers have. Most studios incorporate collaborative, interdisciplinary, and liberal arts components into the project processes in many ways miming the profession. Most rubrics address these components as well. The “real world” learning is tougher as it works best with real clients and sites which are difficult for faculty to find and coordinate.

Update for 2015-16:

I have over the past year been more aggressive in conveying to the faculty of CABE the understanding, and emphasizing the need, for collaborative methodologies and structures in CABE coursework. I have presented at each CABE and architecture program faculty meetings updates on the NL programs and initiatives with a reminder of my role as NL advisor and sounding board. Proportionally higher numbers of faculty sought my input and advice on NL and collaborative methodologies than the previous reporting cycle.

Update for 2016-17

In addition to continuing the above activities, I have been making a stronger attempt to spend time with faculty outside of standard faculty meetings to become more involved in how they teach and what methods could be incorporated to improve nexus leaning. The full time faculty have been receptive and appear to have made greater strides to change up their course content delivery. The adjunct faculty continue to be difficult to make connections with as their time on campus is short and we continue to have a high roll over. I continue to work on a Nexus Learning “guide” for architectural faculty but have not made great strides. Primary goal for this coming year is to focus on this guide as a means to implement a NL foundation. Difficulty continues in capturing the attention of the CABE faculty due to overload of information some continued disinterest.

Has there been any assessment done on Nexus Learning in the college?

Statement from Previous Year’s Report:

Syllabi for most courses continue to be incorporated NL boiler plate language. Those that don’t are courses where NL is not a strong component. All new course proposals have been vetted at the CABE CEC committee level. I have pressed for faculty to include NL criteria in their rubrics for assessment but must admit that much improvement is needed here.

Strides were made on assessing Nexus Learning in individual courses through rubrics and surveys – but this effort was spotty and primarily a result of the attention on our upcoming accreditation visit. The design studio rubrics all tend to address collaboration, professional interaction and real work scenarios. The secondary courses tend not to. Prior to classes this August I will distribute a request to incorporate a number of specific NL criteria to be literally included in project rubrics and then ask for indication of results. In this manner I hope we can make the NL discussion more integrated into course assessments.

I did have a chance to conduct an adjunct teaching effectiveness evaluation for a faculty member and discovered the form has no reference to NL. I plan to correct this oversight as this is a great opportunity to connect with adjunct faculty to NL.

Respectfully Submitted . End of Report

Appendix V

CSHLA Advocate (Anne Bower) Annual Report for 2016-2017

1/ What has your work as Nexus Advocate involved this year?

Collaboration with and feedback to junior faculty including classroom observations, workshops, review of NEXUS grant applications and individual meetings to brainstorm teaching strategies, challenges and successes as well as integrated curricular design for specific courses. Collaborated with students as well to engage in NEXUS MAXIMUS III. Selected workshop examples:

Workshop Leader. Public Health Issues: Do On-line Tools Empower People to Quit Smoking? Nexus Maximus III Personal Health: Innovation, Data and Empowerment. Philadelphia University. September 9-12, 2016

Workshop Leader. Active Learning in Continuing Education and On-line Delivery. Teaching Summit. Aug 15, 2016

Workshop Leader. Active Learning Pedagogies. New Faculty Orientation. Philadelphia University. Aug 17, 2016

Co-Presenter. Faculty NEXUS Workshop Team Based Learning for Engaged Students Oct 7, 2016

In Fall 2016, weekly faculty development on *The New Science of Learning* by Doyle and Zakrajsek was a collaboration of 22 faculty and staff at TJU, PhilaU and William Penn Charter School via blackboard, conference call and in person meetings. The discussion was robust with many examples of teaching strategies shared between institutions. Philadelphia University faculty included Jeff Ashley (CiNL), Monique Chabot (Occupational Therapy), Ali El-Kerdi (Athletic Training), David Gringas (Business), Michelle Gorenberg (Occupational Therapy), Christine Kennedy (Trauma Counseling), Jan Kriebs (Midwifery), Sarah Marshalls (Liberal Arts), Dana Perlman (Midwifery), Marie Christine Potvin (Occupational Therapy), Bridget Trivinia (Occupational Therapy), Eric Schneider (Industrial Design) and Brian Yust (Physics), Sheri Place (OIR).

In Spring 2017 weekly faculty development focused on, *Creating Significant Learning Experiences* by L. Dee Fink. Worked individually with with: Christine Kennedy (Trauma Counseling), Ali El Kerdi (Athletic Training), Megan Fuller (Chemistry), Brian Yust (Physics), Ed Santilli (Physics), Mary Ann Wagner Graham (Biology), Kathryn Mickle (Biology), Niny Rao (Chemistry), Michele Gorenberg (Occupational Therapy), Bridget Trivinia (Occupational Therapy), Monique Chabot (Occupational Therapy), Barry Burton (Disaster Medicine and Management), Barbara Hackley (Midwifery), Eric Schneider (Industrial Design), Sheri Place (OIR), Laura Ricklin (Continuing and Professional Studies) and William Penn Charter School representative

Promoted CSHLA faculty in sharing innovative teaching approaches by volunteering for an EduSeries talk in Spring 2017:

Feb 9 at 12:30 pm Ed Santilli Title: Making Science Sensible by Avoiding Spherical Cows

Feb 14 at 11 am Niny Rao Title: Apps in Teaching: What NOT to do

Feb 16 at 12:30 pm Evan Laine Title: Finding the Large Narrative that Invests the Student

Feb 20 at noon Megan Fuller Title: The balance of facilitation and student agency when implementing participatory action research

Mar 9 at 12:30 pm Jeff Klemens Title: Virtual experiments: concept learning through discovery

Presenter and collaborator with TJU and PhilaU colleagues at both the Temple Teaching Conference and the National Lily Education Conference in Jan 2017 and Teaching Days at TJU in June.

Member and advocate for NEXUS learning on the CSHLA CEC

2/ What are your recommendations and your goals for next year?

Your observations about Nexus Learning across the campus, and your recommendations for next year for the campus as a whole.

I find that sharing curriculum design principles and examples across disciplines to be highly effective. It is clear from the list of participants that there is a commitment (10 weeks) by a core group from diverse colleges at both the graduate and undergraduate level. The faculty development group that I lead will be exploring two books next year: Phyllis Blumberg's "Developing Learner-Centered Teaching: A Practical Guide for Faculty" and Sarah Rose Cavanagh's "The Spark of Learning: Energizing the College Classroom with the Science of Emotion"

The attendance of large groups of faculty in multiple local, regional or national teaching conferences builds cross-disciplinary support for teaching. Having colleagues from TJU attend the National Lily Conference was particularly helpful as well the weekly sharing at the faculty development book group in Fall 2016 (even though the technology was a challenge). Looking for opportunities moving forward where this is transdisciplinary participation across the newly integrated university will be highly productive.

Your specific goals for your college and for your role as Nexus Advocate.

The individual consultations I did in Spring 2017 working directly with faculty on either curriculum design, CSHLA CEC, NEXUS grants, participation in Eduseries or workshops and/or classroom observations were also highly effective in terms of guiding faculty to resources that they then applied immediately. Moving forward the organizational format of CSHLA will change in Fall 2017. Regardless of the organizational structure, continuing to support faculty both

individually with feedback, promote developing NEXUS grants, attending local and regional teaching conferences and participating on campus in workshops and the EduSeries, I see as my role as an Advocate.