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Annual Report 2017-2018

Jeffrey Ashley
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**Thomas Jefferson University -
East Falls Campus'
Center for Teaching Innovation
& Nexus Learning**

Annual Report 2017-2018

PREPARED BY

JEFFREY ASHLEY, DIRECTOR

June 12, 2018

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Center for Teaching Innovation & Nexus Learning

Annual Report 2017-2018

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 Jefferson East Falls Campus' 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 Jefferson East Falls Campus 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 Jefferson East Falls Campus 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.

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 2017-18 academic year.

III. Highlights in CTiNL's Programming, Services, and New Initiatives for 2017-2018

Starting before the 2017-18 academic year began and ending in mid-May 2018, 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 2017-18 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, 2017)

The Director of the CTiNL provided a ~60-minute orientation to and overview of the Center for Teaching Innovation and Nexus Learning on August 16, 2017 for new faculty attending the New Faculty Orientation Day organized by the Office of the Provost. The Director; Nexus Advocates Dave Kratzer, Laura Richlin and Anne Bower; and Sherri Place (OIR) facilitated a mini-workshop on active learning strategies within this orientation session.

Reflection: The brief orientation seemed to be well-received. New faculty appreciated the opportunity to learn about one of the tenets of Nexus Learning (Active Learning). This seemed to be a successful means of beginning to acquaint new faculty with the resources available at the CTiNL and to Nexus Learning in general. For the 2018-19 AY, pedagogical orientation is slated to be expanded. Additional, faculty will learn about the resources available to them to support scholarly (research) pursuits.

2. Camp EdVenture (August 4, 2017)

The CTiNL, Office of Information Resources (OIR), and TJU's Center for Teaching and Learning teamed up to create a 1-day "on-boarding to teaching" series of workshops, entitled Camp EdVenture, to hone faculty members' pedagogical tools and skills prior to the start of fall 2017 semester. The event took place on the East Falls campus of Jefferson on August 4, 2017 and represented the first large-scale professional development program co-created by the two major academic campuses of Jefferson.



Specifically, **Camp EdVenture** was an interactive day of exploring course design, active learning and assessment ideas. Throughout the course of the day, ~30 participants applied backward design to construct or revise courses, embed assessment tools to quantify students' learning outcomes, used a variety of pedagogical tools for engaging students in active, collaborative, authentic learning, and employed technology tools, including Blackboard, that would support the above strategies and tools. **Camp EdVenture** consisted of three 45-minute morning sessions, lunch, 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: The workshop was very well attended. Participants commented that this was a great opportunity to learn new ways of thinking about their classes and hone essential technological skills needed across various modalities of learning (from face-to-face, to hybrid, to fully online). The second Annual Camp EdVenture will take place on Friday, August 3, 2018.

3. Workshops on Executive Function, ADHD and Autism Spectrum Disorder by Learning Specialist Dr. Kristin Tran-Swoszowski

In AY 2016-17, several faculty members and Megan Mills, Director of the Academic Success Center, voiced concern to the Director of CTiNL over the need to further hone faculty members' skill sets with respect to teaching and learning strategies specifically for students with cognitive challenges such as ADHD, anxiety disorders, and Autism Spectrum Disorder. To meet this need, the Director of CTiNL reached out to Dr. Kristin Tran-Swoszowski, Learning Specialist at Penn Charter Academy. Dr. Tran-Swoszowski designed and implemented a trio of workshops in the fall semester of 2017 to engage faculty and staff in the knowledge and skills needed to optimize teaching and learning to these students. The following workshops were given in 90-minute sessions in September, October and November, 2017, respectively:



Executive Function-- What Do Air Traffic Controllers, Conductors and Executives have in common?

Why do some college students struggle with prioritizing, time management, organization, and sustaining effort or attention? These struggles could be the result of Executive Function (EF) challenges. EF refers to brain-based abilities that allow us to manage our energy, thoughts, planning skills, and helps us to focus on our goals, which in turn, enables us to get things done. This workshop provided an overview of executive function and explore how college educators can use an inquiry-based approach to support students in learning to successfully manage the EF challenges present in their classrooms.

ADHD in Your Classroom - What Is It & How To Recognize And Teach These Students With Empathy And Effectiveness.

Students with ADHD or ADD have unique challenges that may affect their abilities to regulate their behavior, resist impulses and/or accomplish tasks efficiently. ADHD/ADD is a physiological disorder of the brain with definite, predictable behavioral consequences. Participants will be exposed to practical interventions aimed to improving learning and behavior in college classrooms. This workshop providee an overview of ADHD/ADD and explore how college educators can support students in learning to successfully manage challenges present in their classrooms.

Introduction to High-Functioning Autism Spectrum Disorder in College Students

This workshop will provide an overview of high-functioning autism spectrum disorder (ASD) and discuss the challenges that students with high-functioning ASD face on a daily basis on college campuses. Participants will be exposed to materials aimed to help them better understand how people with ASD process emotions, sensory input, stress, and academic environments.

Reflection: The workshops were very well attended (~10 to 15 faculty and staff at each). The Director of the CTiNL recorded workshops and made these available to faculty and staff through a YOUTUBE.com link after the session. In addition, these the workshop recordings, PPT slides, and additional resources have been loaded to an instructional platform (ICE) that will be made available to all faculty and staff in the fall of 2018.

Dr. Tran-Swoszowski implemented informative and engaging workshops. Notably, the question and answer sessions following the workshops were very robust and pointed to the need for further development of skills sets for faculty and staff. One faculty member wrote in an e-mail "She is a brilliant woman and knows her stuff. I feel she did much to build empathy and better understanding of the underlying disabilities."

The Director of CTiNL will secure Dr. Tran- Swoszowski to give follow-up workshops in the fall semester of 2018 that continue these skills building workshops, with more emphasis on implementable strategies that address the needs of not only students with cognitive challenges, but all students. This supports the University's mission of diversity and inclusion by supporting students with non-traditional needs to foster better teaching and learning.

4. Workshops by Internationally Recognized Thought-Leader and Author, Dr. Todd Zakrajsek

With funding provided by Jefferson Center City, Jefferson East Falls campus hosted author and pedagogy expert Dr. Todd Zakrajsek. Todd Zakrajsek is an Associate Professor in the Department of Family Medicine and Associate Director of the Faculty Development Fellowship at the University of North Carolina School of Medicine. Dr. Zakrajsek is also an Adjunct Associate Professor of Faculty Development in the College of Veterinary Medicine at North Carolina State University. His current academic work and publications pertain to faculty development, effective instructional strategies, and student learning.

Dr. Zakrajsek implemented two workshops on October 6, 2017:



Workshop 1: The New Science of Learning: Strategies and Applications Designed to Facilitate Student Learning

Workshop 2: Motivating and Engaging Students in the Classroom: Advancing the Understanding and Applications of How Students Learn

The sessions focused on the major points of the book "New Science of Learning" (co-authored with Terry Doyle) with attendees working through some ways to apply these concepts in just about any class.

Reflection: The workshops were well attended (~25 at each workshop) though the timing on the Friday morning proved to be an issue with faculty from CSHLA and CABE. The Director of the CTiNL recorded workshops and made these available to faculty and staff through a YOUTUBE.com link after the session. In addition, these the workshop recordings, PPT slides, and additional resources have been loaded to an instructional platform (ICE) that will be made available to all faculty and staff in the fall of 2018.

5. EduSeries (Fall 2017/Spring 2018)

In the spring of 2014, EduSeries, a series of faculty and staff lead workshops, was conceived by Jeff Ashley as an alternative approach to the very successful "Celebrate Teaching Week" held in previous years. This past academic year, EduSeries continued to be offered of both the fall and spring semesters (a change for the 'Spring EduSeries' only format of years past). The series gave faculty and staff the opportunity to learn and gain inspiration from other 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; see list below). 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 presented one workshop each on an area of their expertise. Library (coordinated by Daniel Verbit) 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. These were very successful. Weekly reminders (e.g., "This Week @ CTiNL") were sent to faculty and staff via email.



The following workshops were scheduled/offered:

- **What can I control with Blackboard's Control Panel?** Sherri Place, MS and May Truong-Merritt, MS
- **Get Organized: Making Your Blackboard Course Easier to Navigate** Sherri Place, MS and May Truong-Merritt, MS
- **Creating a Welcome Video for Your Course** Sherri Place, MS and May Truong-Merritt, MS
- **Identifying Misconceptions: Tools for Checking Student Understanding** Sherri Place, MS and May Truong-Merritt, MS

- **Creating and Managing Activities in Blackboard** Sherri Place, MS and May Truong-Merritt, MS
- **Making Your Blackboard Course Visually Pleasing** Sherri Place, MS and May Truong-Merritt, MS
- **Creating a Welcome Video for Your Course** Sherri Place, MS and May Truong-Merritt, MS
- **Managing Blackboard's Grade Center** Sherri Place, MS and May Truong-Merritt, MS
- **Providing Feedback to Students** Sherri Place, MS and May Truong-Merritt, MS
- **Fantastic Resources and Where to Find Them!** Philadelphia University Librarians
- **Identifying Misconceptions: Tools for Checking Student Understanding** Sherri Place, MS and May Truong-Merritt, MS
- **Implementing Best Practices for Technology-Assisted Peer Reviews of Student Papers** Madeleine Wilcox, PhD and Dr. Raju Parakkal, PhD
- **OrciD, Scopus, and Google Scholar, Oh My! – As You Walk the Road of Research, These Can Help Track Your Journey** Daniel Verbit, MS
- **Experimenting Team-Building Strategies in an Innovative Nexus Learning Capstone Course** Gulbin Ozcan-Deniz
- **Creating a Welcome Video for Your Course** Sherri Place, MS and May Truong-Merritt, MS
- **Creating a Structure to Support Your Students** Sherri Place, MS and May Truong-Merritt, MS
- **Strategies for Giving Students Meaningful Feedback** Sherri Place, MS and May Truong-Merritt, MS
- **Nexus Learning 101: Active Learning Strategies** Jeffrey Ashley, PhD; Anne Bower, PhD; David Kratzer, MArch; Chris Pastor, PhD
- **Tools for Collaborative Creation** Sherri Place, MS and May Truong-Merritt, MS
- **Getting Started with Flipped Learning** Sherri Place, MS and May Truong-Merritt, MS
- **Game-Based Learning – Getting Started** Chris Pastore, PhD and Jack Suss, PhD
- **Fostering Engaged Student Learning using Team Based Learning** Jeff Ashley, PhD
- **Vernal Equinox Update on Scholarly Resources** Philadelphia University Librarians
- **Teaching with Technology: How to decide What Works for You and Your Students?** David Kratzer, MArch

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 to 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 although staff departures will mean new staff members will take on the role of implementing these virtual workshops.

6. Active Learning Space Initiative – Year 4 (Fall/Spring 2017-2018)

The fall semester saw three newly overhauled spaces: the Gutman Library Media Classroom, SEED Center Collaborative Space and Tuttleman 206. The Gutman space was prompted by a need to extend the capacity of the auditorium/room to meet the needs of business school accrediting bodies. The SEED Center Collaborative Space expanded the space's capabilities to allow for an environment that supported critiques while fostering collaborative learning around technology resources. Tuttleman 206 added another Nexus Learning Hub to our campus' suite of optimized learning spaces that more fully support Nexus Learning pedagogies.

With a generous donation of furniture from Teknion, and flooring from Tandus Centiva, Tuttleman 206 now boasts many new features previously not seen in previous Nexus Learning Hubs (e.g. Downs 2, Hayward 111, Tuttleman 209). The room is not as decentralized as previous active learning spaces; that is, there's clearly a 'front of the



classroom' where a laser projector can image high resolution images and videos. However, students are arranged in groups of four, all with optimized sightlines to the front – this allows instructors to easily toggle between short lectures (ie, “all eyes on me” mode) and collaborative working groups where the instructor can easily maneuver around the room to facilitate discussions and provide essential feedback to students while they create knowledge or build skills.

This is the first time that the University has purposely experimented with a range of furniture types within a particular

learning space. Vertically-adjustable tables in the rear allow students to either sit, or stand, while maximizing sightlines to the front of the class. Front tables are accented by comfortable ottomans, previously used in social spaces like the Kanbar Campus Center, but now used in a classroom.

In most classrooms on campus, students see 'equity' in the furniture (tables and chairs) available to them, that is, it's usually all the same and there's little choice except for location in the room. However, in this room there's a range of offerings and students have the choice so they can maximize their own comfort level and hopefully sustain attention longer. Based on feedback from other Hubs, the room is equipped with many recharging opportunities through outlets in some of the tables or in the wall. As with other Hubs, the walls of the room have been equipped with large magnetic whiteboards to facilitate analog creation, critical in the design process and other teaching and learning modalities, or to magnetically 'pin-up' work.

As an institution, we have taken the elements that have clearly worked in other Hubs and kept them; but to further experiment with these spaces in an attempt to see what else could be done, we've added some other affordances which we hope may enhance the teaching and learning process. In only three years, Jefferson East Falls campus has created a name for itself nationally as a place for experimentation and iteration of innovative learning spaces.

Reflection: Assessment of Tuttleman 206 was conducted by ethnographic surveys focused on student and instructor behavior, faculty journaling, and a survey administered in the fall of 2017. The results were presented to sponsors in January, 2018. Conclusions from these assessments point to the need to fit instructor needs more closely with the space's affordances. In the spring of 2018, a short information video on the capabilities, intentions, and affordances of the space was created to showcase to faculty the space as an innovative instruction space. Furthermore, in hopes of creating more buy-in for use of Nexus Learning Hubs, and to coach faculty on the mindful design and use of these spaces, a 'cheat sheet' promo was designed to inform faculty on the capabilities of all Nexus Learning Hubs. This proved helpful and was ultimately appreciated in the 'call for rooms' sent by the Director of the CTiNL in the spring semester for fall usage of Nexus Learning Hubs. Two faculty members kept journals of the use (successes and challenges) in Tuttleman 206.

7. CTiNL Director Continues to Coordinate Active Learning Space Initiative

The Director of the CTiNL 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):

- Taking and try to accommodate the request for Nexus Learning Hubs for the spring 2018 and fall 2018 semesters.
- Scheduling courses in the Hubs
- 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 additional technology 'how to' videos (e.g., Use of the Epson Smart Board, Furniture and Space Considerations of the Nexus Learning Hubs; intentions of these spaces, etc.)
- Visiting other campus' active learning spaces to gain knowledge and inspiration (e.g., University of Minnesota, West Chester University, University of Pennsylvania, George Washington University)
- Visiting other campus to provide feedback and direction on learning space design and implementation (e.g., Swarthmore College, West Chester University)
- Presenting our success story of active learning spaces externally at various conferences
- Attending conferences related to learning spaces (e.g., International Innovative Learning Spaces Conference in Prague, International Forum on Active Learning Space at UMinn, Tradeline Conference, UMinn at Rochester Ed Conference, etc)
- Planning and implementing dedication ceremony for Tuttleman 206 Nexus Learning Hub
- Hosting Teknion for a one-day visit to report out on Tuttleman 206 successes and lessons learned in Jan 2018
- Giving tours to other institutions/vendors who visit our Nexus Learning Hubs
- Working with stake-holders for new learning spaces on campus
- Participating as an essential member of the working group headed by Tom Becker for the new Health Sciences building

Reflection: As the TJU merger materialized this year, the question continues on 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. Jefferson East Falls 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. The Director of CTiNL has been awarded a Society for College and University Planner (SCUP) fellowships to research alumni reflections on learning spaces as a potential catalyst for development of career-ready soft skills. Furthermore, the Director has applied for a three-month leave of absence to sink efforts into scholarly pursuits and production of peer-reviewed articles highlighting the successes and challenges of active learning spaces on our campus.

8. Learning Space Collaboratory Round Table at Jefferson East Falls

Jeanne Narum, Principal at the Learning Space Collaboratory (LSC) in Washington DC, approached the Director of the CTiNL to host a LSC Round Table that involves a small group of academics and architects focused on essential and pressing questions related to learning spaces. Jefferson East Falls campus, and Drexel University, were to have hosted a Round Table discussion on May 18, 2018 but due to low enrollment (given the mid May timing), the event has been postponed. The LSC Roundtables are an ongoing series of conversations, begun in 2016, orchestrated by the Learning Spaces Collaboratory (LSC). They are an opportunity for a small group of academics and architects to explore and make the case for new questions to be addressed in the process of shaping spaces for learning that serve users today and into the future, spaces that reflect broad institutional goals and the changing context.

Our Roundtable will focus on a particular spatial type—informal learning environments or spaces where self-directed learning occurs beyond the classroom, studio, or lab. It will be of interest to planners, architects, educators, and users with the challenge or opportunity to design, use, assess and advocate for informal learning spaces. This LSC Roundtable will engage selected stakeholders-- faculty and administrators from a diverse set of institutions, representing different disciplines and spheres of responsibility.


Reflection: The event will be postponed to a day/time that is more convenient for academic stakeholders.

9. Faculty Presenting and Attending Regional Teaching Conferences

In early 2018, fourteen part- and full-time Philadelphia University faculty attended one of 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. The CTiNL covered registration costs for all attendees. At the West Chester University conference, Dr. Gulbin Ozcan-Deniz lead a workshop on building Nexus Learning approaches in an online course.

In early November, 2017, faculty, staff and students from Jefferson (Philadelphia University + Thomas Jefferson University) – East Falls Campus presented their research at the EDUCAUSE Annual Conference in Philadelphia. The event hosted some 8,000 professionals and technology providers from around the world to network, share ideas and discover solutions to today's challenges in tech-assisted teaching and learning.

The Learning Space Collaboratory (LSC) Presents a Round Table on Informal Learning Spaces



This LSC Roundtable is one of an ongoing series of conversations, begun in 2016, orchestrated by the Learning Spaces Collaboratory (LSC). They are an opportunity for a small group of academics and architects to explore and make the case for new questions to be addressed in the process of shaping spaces for learning that serve users today and into the future, spaces that reflect broad institutional goals and the changing context.

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This LSC Roundtable will engage selected stakeholders—faculty and administrators from a diverse set of institutions, representing different disciplines and spheres of responsibility. These academics will be joined by five architects in sharing experiences in imagining, designing, using, observing, and (if possible) assessing informal learning. They will be prompted at the beginning to respond to the question, *what keeps you up at night when thinking about informal learning spaces*.

During the Roundtable, small working groups, assembled around a shared challenge or concern, will be charged to outline strategies for assessing the impact of informal spaces on learners. Each group will present and make the case for its strategy to the larger group. The roundtable will conclude with a conversation about next steps—including individual take-home ideas. A paper will be drafted following the roundtable. It will include an illustrated summary of roundtable discussions, recommendations for future actions, and ideas for applications made after the session. Reports from each of the Roundtables will be integrated in the LSC Roadmap: A Guide for Focusing on the Future of Planning Learning Spaces, thus benefitting the broader LSC community.



**Friday, May 18th
8:30 am to 1:00 pm**

**Jefferson East Falls Campus
(formerly Philadelphia University)**

**Tuttleman Center Room 209
3983 Vaux ST, Philadelphia 19144**

\$150 for Academic Institutions

For more information, contact Jeff Ashley
at AshleyJ@PhilaU.edu




FACILITATORS:

Jeffrey Ashley, Director of the Center for Teaching Innovation and Nexus Learning - Jefferson East Falls Campus

Danuta A. Nitecki, Dean of Libraries, and Professor, College of Computing & Informatics - Drexel University Libraries

Welcome by **Jeanne Narum**, Principal of Learning Spaces Collaboratory and Founding



Jefferson East Falls projects presented included:

Using the Technology Tools You Have to Create Community in Your Courses

Sherri Place, Director of Instructional Design and Academic Technology, Jefferson

Jeff Klemens, Assistant Professor of Biology and Nardiello-Flick Term Chair in Biology and Design, Jefferson

Jeff Ashley, Director of the Center for Teaching Innovation and Nexus Learning, Jefferson



The Use of Virtual Reality Technologies in Architecture Instruction and Critiques

Michael Finnell, Director of Technical Support Services, Jefferson

Andrew Hart, Assistant Professor of Architecture, Jefferson

Danielle Schipps, Architecture Student, Jefferson

Kimberly Tanz, MS in Geospatial Technology for Geodesign Student, Jefferson

Developing Active Learning Spaces: Perspectives from West Chester University and Jefferson (Philadelphia University + Thomas Jefferson University)

Jeff Ashley, Director of the Center for Teaching Innovation and Nexus Learning, Jefferson

Jeff Cepull, VP for Information Resources, Jefferson

Dikran Kassabian, VP and CIO, West Chester University

JT Singh, Deputy CIO, West Chester University



Leadership Issues for Higher Ed CIOs

Jeff Cepull, VP for Information Resources, Jefferson

Teaching Design Curriculum Online

Jeff Cepull, VP for Information Resources, Jefferson

Rob Fryer, Associate Professor of MS in Sustainable Design, Jefferson

Challenges and Benefits of a Cloud-Based ERP for Smaller Institutions, 2017

Jeff Cepull, VP for Information Resources, Jefferson

Mark Nestor, Associate Provost and CIO, University of the Sciences

Rashmi Radhakrishnan, CIO, Albright College

Reflection: Providing financial support for faculty and staff to present at regional education conferences was a success. Funds (~\$2000/year) should be allocated to continue this support.

10. 2018-19 Nexus Learning and Nexus Online Grants (Awarded Spring 2018)

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 and DR Widder.

This year's Nexus Learning recipients include:

Developing Evidence-Based Reasoning Through Modeling and Scientific Argument: Scaffolding Visual Literacy and Computational Thinking

Radika Bhaskar, Teaching Assistant Professor, DEC Core; Kathryn Gindlesparger, Director, Writing Program

Create a sequence of in-class exercises designed to ask students to translate between visual diagrams and written narrative, and iterate on their use of evidence through peer feedback within and among small groups.

Piloting the Use of Software-Enhanced Classroom Note-Taking on the East Falls Campus

Monique Chabot, Assistant Professor, Occupational Therapy; Marie-Christine Potvin, Associate Director, Clinical OTD Program; and Colleen Zane, Assistant Professor, Occupational Therapy

Explore the efficacy of a note-taking assistant software on the ability of undergraduate and graduate students to increase the quality of notes taken, increase information retention and achieve higher grades.

Extending the Reach of the Community and Trauma Counseling (CTC) Program Through Online Training

Craig Strickland, Adjunct Professor, Community and Trauma Counseling; Jeanne Felter, Program Director, Community and Trauma Counseling, and Zeldin Family Foundation Term Chair; and Winden Rowe '14

Address the void in trauma-focused clinical training among clinical supervisors who support community and trauma counseling students in field placements, while simultaneously advancing student learning, by development of an online, four-module course titled, "The Brain Changes: Clinical Applications of Neuroscience."

This year's Nexus Online Learning recipients include:

Developing Student Competency in Computational Science: A Micro-Credentialing Approach

Jeff Klemens, Assistant Professor, Biology, and Nardiello-Flick Term Chair in Biology and Design Biology

Lay the foundation for development of an online, competency-based curriculum that serves as an introduction to computational science for current Jefferson undergrads.

Incorporating and Assessing Real-Life Experiments and Everyday Applications in an Online Engineering Course

Reza Masoodi, Assistant Professor, Mechanical Engineering

Develop and assess an online version of MENG-428 (Thermodynamics and Heat Transfer II) that engages students through hands-on, real-world experiments and applications.

The Future of Education Is Here: Virtual Reality Implementation at Jefferson

Gulbin Ozcan-Deniz, Assistant Professor, Construction Management

Utilize virtual reality (VR) in undergraduate and graduate construction management courses to develop a road map for peers at Jefferson and outside to succeed in VR implementation and assess the best VR approaches to improve the understanding of students.

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. 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.

11. "Teaching in the Sciences" Program with Jefferson's College of Biomedical Sciences.

This past academic year, two cross-campus educational needs intersected and provided a unique opportunity for a collaboration. Graduate students and post-doctoral fellows from the College of Biomedical Sciences wanted an opportunity for teaching experiences to build pedagogical experience

and professional development for career readiness. Undergraduate science majors need to expand their knowledge of career possibilities and build graduate school and/or career readiness. In true collaborative fashion, the Center for Teaching Innovation and Nexus Learning, the Office of Information Resources, the College of Biomedical Sciences, and the Center for Teaching and Learning (Jeff Ashley, Sherri Place, Natalie Chernets, Lisa Kozlowski, Julie Phillips, Graduate Students from Jefferson Center City) developed a two-pronged program entitled *Teaching in the Sciences* to address these two cross-campus needs. We developed a program that trained graduate students and post-doctoral fellows in the pedagogical essentials of crafting significant learning experiences with the goal of enhancing undergraduates' skills for effective communication, building awareness of career opportunities, and promoting graduate school readiness.



Reflections: This program was highly successful. The results were presented at the 2018 Faculty Days in June 2018. It is recommended that a form of this program continue, as well as re-envisioning other strategies to incorporate teaching experiences for Jefferson's graduate students and post-doctoral fellows.

12. Talking Teaching Weekly Gatherings

Conceived by Chris Pastore five years ago, Talking Teaching is a weekly informal gathering of faculty and staff to discuss aspects of teaching and learning. This year, Talking Teaching sessions were offered every Wednesday. Discussions were seeded by short articles dealing with academic concerns and issues). These events garnered a following of dedicated staff and faculty (between 2 and 10 participants, on average 5 per week). 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: This year, Talking Teaching meetings were well received. Twice, two internal guests facilitated discussions. This garnered more attendance and should be further expanded in the coming AY.

13. Reading Groups

Lead/facilitated by Anne Bower, a group of ~15 faculty members and staff congregated over free lunch to discuss a pedagogical book in the fall and spring. Equally, 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 two books. The model for this development of a community of inquiry and practice was presented in a workshop format at the AAC&U's Conference on Diversity and Equity in San Diego in the spring of 2018 and was very well-received by attendees.



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.

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

Penn Charter's Teaching and Learning Center invited Jefferson East Fall'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 invited several of our faculty to give repeat workshops on their campus.

15. 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 and Hallmarks competencies (in addition to writing enriched, and information literacy). The CTiNL Director co-lead a workshop on assessment of the Nexus Learning tenet of collaboration. The January workshop was very well attended and resulted in a greater skill set for assessment of collaboration as a process.

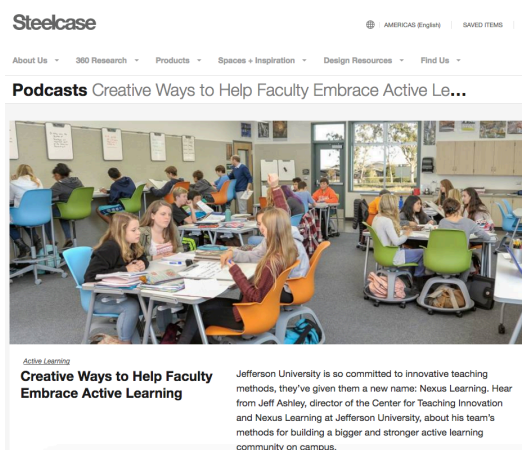
Reflection: NL was pitched to program directors as a process. To assess NL, you need to create assessment tools for the processes. Assessment tools to evaluate collaboration were designed and collated for faculty. However, more examples of assessment tools and how to interpret them are needed.

16. External Presentations/Panel Discussions on Nexus Learning Hubs/Active Learning Spaces

The Center has been instrumental in advancing the use and assessment of pedagogical strategies related to active learning spaces. The director, in collaboration with staff and faculty members, have made numerous presentations to external communities on Jefferson's successes with innovative spaces and the processes and faculty development needed to support them. The following presentations (keynotes, workshops, platform sessions) were made in the 2017-18 AY:

- *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)
- *"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)
- *How Do We Effectively Prepare Students for Lifelong Learning? A Panel Discussion including Jeff Ashley, Marisa Sergnese, Randy Hall and Jill Dark.* Education Symposium presented by CannonDesign and Steelcase. (NYC, April. 2018)
- *Nexus Learning: Jefferson's X Factor as a Transformative Force in Student Success.* Jeffrey Ashley. Keynote
Invited Presenter at Tradeline National Conference (Austin, May 2018)
- *Aligning New Pedagogy and Learning Space Initiatives for Team-Based, Active Learning.* Tim Reynolds, Jeffrey Ashley and PK Imbrie. Invited Workshop at Tradeline National Conference (Austin, May 2018)
- *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 1st Biennial Teaching Innovation Conference (UMinn-Rochester, June 2018)
- **Podcast for Steelcase:**

<https://www.steelcase.com/research/podcasts/topics/active-learning/creative-ways-help-faculty-embrace-active-learning/>



17. Further Expansion of the CTiNL's Website

The Center's website was expanded this year, with the assistance of work/study 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 troubleshooting skill for Nexus Learning Hubs alleviated some of the need for one-on-one training of faculty who teach within these spaces.

18. "DEC" Curriculum Workshops Go Abroad

Jeff Klemens, Mike Leonard, Jack Klett and Jeff Ashley travelled to Ulster University's Magee Campus in Derry, Northern Ireland to deliver a one-day workshop highlighting teaching and thinking strategies (e.g., design thinking, systems modeling, and business models) exemplified in Jefferson's award winning DEC core curriculum. Faculty and staff from Ulster University were engaged in three sessions that lead them through the collaborative design process across multiple disciplines. They hope to incorporate these pedagogies and strategies into their business school and other programs.



The team also visited W5, an interactive science center that promotes engagement with STEM in communities within Belfast and Northern Ireland in general. Our team met with board of trustee and staff members who were inspired by Dr. Spinelli's book "Disrupt Together: How Teams Consistently Innovate".

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
Camp EdVenture	August 2017	4	~30
New Faculty Orientation	August 2017	1	~15
Collaboration Workshop	Spring, 2018	2	~25
Reading Groups	Fall/Spring	40	~35
Workshops by External Experts	Fall Semester, 2017	5	~75
EduSeries Workshops	Fall/Spring	24	~100
Virtual Conference (Formerly PSSHE)	Spring 2017	60	?
Dossier Preparation Workshop	Spring, 2018	1	~15
Teaching Portfolio Workshop – CtiNL West Chester and Temple University	May, 2018	3 Day Workshop	10
Teaching Conference	January, 2018	~20	14
Talking Teaching	Fall/Spring	~20	~100
TJU Faculty Days	June, 2018	~50	120
Total Workshops/Events		228	
Total Attendees		539	

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 AOOC meetings because UTLA and UARC conflict with it; at least one Nexus Advocate was at every AOOC meeting for both semesters
- Conducted several formative evaluations for faculty members on both campuses; completed 15 summative evaluations for graduate students and post-doctoral fellows
- Participated Susan Frostèn's weekly reading group in both semesters
- Attended and presented learning space research at numerous conferences, many as an invited speaker
- 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. Lead the design of a collaboration assessment workshop for faculty in Jan 2018
- Taught Science Seminar (SCI402) in the spring 2018 semester
- Supervised the Nexus Learning Advocates
- Co-supervised the Research Advocates
- Committee member for the planning of "Nexus Maximus"

- Trained (e.g., Cascade, Ad Astra, etc) a work study (Amy Patrone) during her two-semester term within the CTiNL
- Member of the IFDT Committee
- Member of the Jefferson Academic Board (JAB) for Education
- Member of the Re-envisioning Honors Program Steering Committee
- Member of the Provost Council

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.

A listing of all events will be published in TJU's catalog of programmed events for the 2018/19 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 more effectively and more collaboratively.

The fall/spring semesters' offerings (EduSeries) were well received but some workshops were not well attended (3 to 4 individuals). 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 continue to 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 Center City Campus 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 four *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), and the College of Continuing and Professional Studies (Ms. Laura Richlin). Each advocate had a course release for each semester (or stipend) 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, 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.

It is the Director's opinion that the Advocates worked very well together and with the Director. They worked exceptional well to fulfill the workplans developed by their Associate Deans, them, and the CTiNL 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, and 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 I to IV. Their suggestions on how to further enhance Nexus Learning and faculty professional development are extremely insightful and should be evaluated in the next AY.

VIII. Recommendations for 2018-19

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. With the new health science building approaching, and the wealth of active learning spaces designed in that building, it will be critical to have an infrastructure built to support faculty's pedagogical skills.
- **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 to free these efforts from the Director.
- **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.
- **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). This supports are there, they just need to be fully coordinated and supported by the Administration.
- **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 City campus' Center for Teaching and Learning to build a comparable support system for faculty (e.g. Nexus Learning Grants, similar programming, etc) around Nexus Learning.

KDEC Advocate (Chris Pastore) Annual Report for 2017-2018

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

- Met with two adjunct professors to discuss teaching strategies.
- Met with a full time professor to discuss teaching strategies.
- Class observation for 3 full time professors
- Attended new faculty orientation.
- Attended KDEC Adjunct Faculty orientation.
- Developed and ran Talking Teaching luncheons
 - a. Typically about 4-6 people in attendance.
- Solicited presentations for EduSeries and attended same.
- Participation as *ex officio* member of Kanbar College Education Committee, *ex officio* to Academic Opportunities and Oversight committee, and member of IFDT committee.
- Finalized an assessment rubric for DECGEN industry sponsored projects
- Further developed an assessment rubric and process for refining that rubric with the Engineering faculty for use in Senior Design.

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. In this transition year, I have found faculty are embracing Nexus Learning as the distinguishing characteristic of East Falls Campus. This is promising in that it emphasizes teaching, but a little disheartening that there is a need to philosophically divide the two campuses.
 - 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. I think it would create an additional opportunity for reflection on the part of the faculty completing the form.
 - 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. As the specter of research as a key criteria for promotion and renewal rises, we need to get a clear message of the importance of teaching and pedagogy as a research focus, not just with messages from CTINL, but also messages and more importantly policies from the Provost.
 - e. 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.
 - f. The geographical distance between our two campuses (East Falls and Center City) 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. Perhaps through the use of Zoom or the like during meetings, even Talking Teaching?
2. Your specific goals for your college and for your role as Nexus Advocate.
- a. I have been reaching out to our women colleagues about attending Talking Teaching, as their presence is clearly below demographic average. In conversations with individuals, I found a few factors. One is the topic. When the topic is right, we get women to attend. I don't know what that topic is, but some research into that should be engaged. Another is timing – many of our colleagues are either teaching during that time, or, more distressingly, have told me they don't have the time to spend one hour talking about teaching each week – their work load is too high. Something needs to be done about that. Teaching is an important part of our job and should not be subverted by other demands.
 - b. Last year I set myself the goal of getting the engineering faculty more involved in assessing teaching strategies and implementation of Nexus Learning. I have made progress with one individual, but not beyond that. I will continue to try. We expect to have a new faculty member and a new program director and I will work with these two specifically.
 - c. I would like to find some way to interact with our downtown colleagues 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.

Center for Teaching Innovation & Nexus Learning Advocates Annual Report for 2017 - 2018

Nexus Learning Advocate Report . Academic Year 2017-18

David Kratzer, College of Architecture and the Built Environment (CABE) Jefferson
6.6.2018

What Has Your Work as NL Advocate Involved this year?

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

- During this reporting period I continued to collaborate with full time and adjunct faculty

primarily on methods to improve student engagement. Specific instances included review of project outlines, project scheduling, design critique formats and methods as well as continued dialog on the role mobile technology has on student attention and engagement. I have engaged junior faculty on Nexus Learning areas of interest. I consulted with a number of faculty interested in Nexus Learning grants.

Adjunct and full time faculty outreach?

- • Introducing NL programs and events at faculty meetings with welcome to the semester events

continues to be the primary means of making initial connections with new and continuing faculty. I have continued email blasts but this semester received numerous comments from faculty on email overload so made an effort to target events of specific interest to CABE faculty which was more successful. Email continues to be the best means of making contact.

- • “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 and I both ran the “No Topic Wednesday. As a team we worked to tailor the topics for greater interest and did find greater participation around student issues such as stress, LGBTQ issues, and grading.

Information dissemination—Public Relations?

- Research over the past year continues to focus on NL methodologies and issues for student

engagement. From contact with an adjunct faculty member on a student with engagement issues, Evan Pruitt and I submitted for and received a Nexus Learning Grant to study the relation between student temperament and CABE design studios. This research led to a paper presented at the Association of Collegiate Schools of Architecture Annual Meeting and Conference in Denver, Colorado. The research was then presented at the Lilly Teaching Conference in Bethesda, Maryland as well as for the Jefferson Faculty Days in East Falls this June.

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

- • AOO Committee – attended 5 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.

- • CAFE CEC Committee – attended 12 meetings. Per above the work in the CEC committee over this reporting period was quite beneficial as CAFE 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 1 planning and coordination meeting. I again conducted the workshop on developing the project program/ “brief” again with some improvements. It was attended by over 15 students. I participated in 3 student critique sessions and only a portion of the final presentations due to a teaching responsibility conflict.
- • Snow Day Class Activities – I assisted my fellow advocates in compiling teaching activities, opportunities and distanced learning methods. Specifically discussed and demonstrated to a number of faculty the use of ZOOM as an on-line distanced learning option for snow days. I personally conducted 4 studio sessions with my students.
- • New Faculty Orientation – August 2017– I participated in a minor session and spoke on NL.
- • High School Student Recruiting in Open Houses, AEC Mentoring, trips to high school events

including Building 21 in North Philadelphia where I spoke to students about collaborative professional learning.

- • CAFE Adjunct Faculty Welcome Meeting – Presented the basics of NL to the academic year’s adjunct faculty.
- • 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 one NL assessment workshops with the program directors as well as one planning meeting. It must be noted, again, that I complete the Director’s report for Middle States in collaboration with the director.

- • EDU Series – while I did not organize larger portions of the series, I did assist CAFE speakers and attended their sessions where possible. I also attended numerous other sessions.

NL Improvement Workshops and Conferences?

- • Dossier Portfolio Workshop – I mentored three junior faculty this year.
- • Nexus Team Summer Collaboration EDU Workshop– I assisted with this session.
- • NL EDU Series/ CTINL Workshops: I attended four event sessions
- • Lilly Teaching Conference – I gave a presentation on student temperament and the CABE design

studios as well as 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 7 was to collaborate with SEPTA and local communities in revisioning the Wissahickon Transportation Center between East Falls and Roxboro/ Manayunk. The project was real world with a client, 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 – In continuation of our grant, Adjunct Evan Pruitt and I presented our research at conferences and teaching seminars.

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

Goals:

- • To run a reading group focused on Nexus Learning issues.
- • Develop and distribute, in concert with the CABE Assessment Advocate, rubrics and surveys which promote and enrich collaboration and NL methodologies.
- • 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.
- • To assist in strengthening the Talking About Teaching series with focus sessions relevant to CABE.
- • 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.
- • 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.

Continuing 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 2017-18

Work during this reporting period, emanating from our NL grant, focused on the nature of the design studio and the abilities of the students to take in, process and respond creatively to tasks assigned. This focus exposed a difficult issue of scheduling where students are moving quickly from class to class and assignment to assignment with little time to digest. I made a concerted effort to work with design faculty on their expectations for student work given this difficult schedule and the notion of allowing more work time in the studio rather than discussions and critiques. This seemed to have some positive effects.

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.

Assessment work during this reporting period continued to focus on the nature of assessing collaboration which digs deeper into methodologies rather than check boxes. Teaching students to collaborate pushes beyond the typical rubric and the challenge continues to be in working with faculty to move beyond simply the "participation" grade which is suspect. Our NL grant work has exposed the dilemma of the participation grade relative to student temperaments most notably in the case of introverted students.

CSHLA Advocate (Anne Bower) Annual Report for 2017-18

Guidelines for the Report:

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. Member of the CSHLA Education Committee Fall 2017 and Spring 2018 to provide feedback on curriculum initiatives. Attended and provided feedback at selected AOOC meetings for both Fall 2017 and Spring 2018. Participant in planning for June Faculty Days in June 2018 and presenter for June 2017. Collaborated with students as well to engage in NEXUS MAXIMUS. Selected workshop examples:

8/4/17 EduCamp active learning strategies full day workshop

8/16/17 New Faculty orientation NEXUS presentation and workshop

8/16/17 Faculty Mentorship workshop and mentor for academic year

9/15/17 Faculty Experience Career Panel Interview with Steel Case Education for the Center for Nexus Teaching & Innovation

9/19/17 Participant Expert Series: Executive Function-- What Do Air Traffic Controllers, Conductors and Executives have in common? Instructor: Kristin Swoszowski-Tran, Ph.D. Learning Specialist, William Penn Charter School

10/6/17 Workshop: Motivating and Engaging Students in the Classroom: Advancing the Understanding and Applications of How Students Learn with Todd Zakrajsek, PhD (Note: this was the author for the previous Fall Faculty Learning Group selection so promoted and encourage faculty to attend all events from the speaker)

10/6/17 Facilitate BIOL 103 Student Session with author of the New Science of Learning 1- 1:30 pm

12/10/17 Organized faculty workshop with L. Dee Fink for Fall Faculty Learning Community participant

1/11/18 Regional workshop at West Chester University on the Scholarship of Teaching, Learning & Assessment with Sarah Cavanagh as keynote speaker.

4/11/18 Senior Faculty Classroom Observation –Katie Gindlesberger Writing II

4/12/18 Senior Faculty Classroom Observation-Online- Barbara Hackley Midwifery Graduate Research Methods

NEXUS MAXIMUS student participation:

Gibson, A., Smith, P., Axel, X & Bruno, X (2017) Space Data Industries. Nexus Maximus International Design Competition: Innovations for Refugees and Displaced Persons. Jefferson (Philadelphia University + Thomas Jefferson University), Philadelphia PA. Sept 8-11th. *Award: Entrepreneurship & Best Business Application*

Plonski, S., Jain, M., **Chinni, A.** Silva, V. & Venla, P. (2017) Immersive Language Learning App and Community. Nexus Maximus International Design Competition: Innovations for Refugees and Displaced Persons. Jefferson (Philadelphia University + Thomas Jefferson University), Philadelphia PA. Sept 8-11th

Beauchner, A., Ghattas, I., **McIlhenney, A.**, Strange . J., & Quain, Z. (2017) Multi-Functional Solar Stove. . Nexus Maximus International Design Competition: Innovations for Refugees and Displaced Persons. Jefferson (Philadelphia University + Thomas Jefferson University), Philadelphia PA. Sept 8-11th. *Award: Peoples Choice: Voted Best Innovation by participants*

Johal, J. (2017). Emergency Disaster Beacon. Nexus Maximus International Design Competition: Innovations for Refugees and Displaced Persons. Jefferson (Philadelphia University + Thomas Jefferson University), Philadelphia PA. Sept 8-11th

Fall 17 Semester Reading and Implementation Group: Developing Learner-Centered Teaching

Facilitator: Committing to every Tuesday in the fall 2017 semester, a group of faculty and staff congregate over free lunch to discuss and implement strategies from Phyllis Blumberg's "Developing Learner-Centered Teaching: A Practical Guide for Faculty". Participants implement teaching and learning strategies in their current courses and report back to the group regarding observations and outcomes.

Participants: Colleen Zaine (Occupational Therapy), Barbara Hackley (Midwifery), Andrew Hart (Architecture), Christine Kennedy (Trauma Counseling), Megan Fuller (Chemistry), Brian Yust (Physics), Mary Ann Wagner Graham (Biology), Kathryn Mickle (Biology), Monique Chabot (Occupational Therapy), Eric Schneider (Industrial Design), Laura Richlin (Continuing Studies), Sarah Marshall (Writing Center) and via Zoom Danielle Mayer (Pharmacy- Center City Campus)

Organized special workshop on Dec 10 with book author for in-depth discussion and strategies for feedback from faculty and further strategy development for teaching

Spring 2018 weekly faculty development to discuss and implement strategies from Sarah Rose Cavanagh's "The Spark of Learning: Energizing the College Classroom with the Science of Emotion". Participants implement teaching and learning strategies in their current courses and report back to the group regarding observations and outcomes.

Participants: Colleen Zaine (Occupational Therapy), Barbara Hackley (Midwifery), Andrew Hart (Architecture), Christine Kennedy (Trauma Counseling), Megan Fuller (Chemistry), Brian Yust (Physics), Mary Ann Wagner Graham (Biology), Kathryn Mickle (Biology), Monique Chabot (Occupational Therapy), Eric Schneider (Industrial Design), Laura Richlin (Continuing Studies), Sarah Marshall (Writing Center), Nicole Cournoyer (Physician Assistant), Ellen Knapp (Academic Success Center Mathematics), Marcy Boroff (Continuing Studies), Dana Scott (DEC)

In addition promoted and encouraged participation in 1/11/18 Regional workshop at West Chester University on the Scholarship of Teaching, Learning & Assessment with Sarah Cavanagh as keynote speaker.

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 across the university at both the graduate and undergraduate level at the East Falls campus. The faculty development group that I lead will be exploring two books next year: Sandra Yancy McGuire, *Teach Students How to Learn* for Fall 2018 and James M. Lang's *Cheating Lessons* for Spring 2019.

The attendance of large groups of faculty in multiple local, regional or national teaching conferences builds cross-disciplinary support for teaching. Looking for opportunities moving forward where there 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, teaching feedback, Camp EdVenture, Faculty Days planning, and support for student involvement and participation in NEXUS MAXIMUS are all areas that I will continue for Fall 2018 and Spring 2019 together with organizing and facilitating the East Falls Faculty Learning Community book series as outlined above. All are highly effective in terms of guiding faculty to resources that they then applied immediately in the classroom. Moving forward the organizational format of CSHLA will change significantly by Fall 2018. I will be in the College of Life Sciences as my primary appointment. Regardless of the organizational structure, continuing to support faculty both individually with feedback, leading the faculty learning community book groups, promote development of 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 at East Falls.

CPS Advocate (Laura Richlin) Annual Report for 2017-18

Guidelines for the Report:

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

My role as NEXUS Learning Advocate has varied depending on the latest stroke in the integration process. My job has been to anticipate and assess the needs of my fellow adjuncts, and to find ways to communicate clear expectations for instruction to support student success.

I have been focused on setting up foundational strategies: implementation of regularly scheduled new faculty orientations, standardization and quality control for instruction and assessment, and enhancement of communication to faculty.

Specifics:

SCPS Grading Rubric for Written Assignments—created and tested in collaboration with a team of faculty, implemented across the department, as of June 2017. Ongoing review of progress and use.

Designed and facilitated New SCPS faculty orientation sessions in collaboration with Director--

6Sept17 – 19 participants

15April18 – cancelled

Designed procedure for Faculty observations, began process, aborted process

Reviewed and monitored all **SCPS class Blackboard** sites: 17FLA2, 18SPA, 18SPA2. Reported to Director, created strategies for professional development. Collaborated with OIR and then fellow faculty to create SCPS Template Blackboard site, introduced at Annual Faculty Meeting on 30May18.

Co-Designed and co-facilitated Annual Faculty Meeting on 30May18. 45 participants

Participated in faculty professional development workshops, meetings and study groups:

4Aug17 EduCamp active learning strategies full day workshop

Sept17, Nov17, Jan18 (exact dates?) Participant Expert Series: Executive Function-- What Do Air Traffic Controllers, Conductors and Executives have in common? Instructor: Kristin Swoszowski-Tran, Ph.D. Learning Specialist, William Penn Charter School

6Oct17 Workshop: Motivating and Engaging Students in the Classroom: Advancing the Understanding and Applications of How Students Learn with Todd Zakrajsek, PhD (Note: this was the author for the previous Fall Faculty Learning Group selection so promoted and encourage faculty to attend all events from the speaker)

11Jan18 Regional workshop at West Chester University on the Scholarship of Teaching, Learning & Assessment with Sarah Cavanagh as keynote speaker.

Participant--Fall 17 Semester Reading and Implementation Group: Developing Learner-Centered Teaching (Led by Anne Bower) Committing to every Tuesday in the fall 2017 semester, a group of faculty and staff congregate over free lunch to discuss and implement strategies from Phyllis Blumberg's "Developing Learner-Centered Teaching: A Practical Guide for Faculty". Participants implement teaching and learning strategies in their current courses and report back to the group regarding observations and outcomes.

Participant-- Spring 2018 weekly faculty development (Led by Anne Bower) to discuss and implement strategies from Sarah Rose Cavanagh's "The Spark of Learning: Energizing the College Classroom with the Science of Emotion". Participants implement teaching and learning strategies in their current courses and report back to the group regarding observations and outcomes.

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.

As an adjunct in the School of Continuing and Professional Studies, I do not have 'whole campus' perspective. My goal is to review curricular and faculty engagement issues in SCPS, and enhance opportunities. Ideally, SCPS involvement in professional development in other parts of the university, and the region, would be increased.

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

I plan to continue most of what was started in the past two year: New Faculty orientations, mentoring and coaching faculty, group and individual consultations, teaching feedback, Blackboard use support.

I plan to continue participating in the East Falls Faculty Learning Community book series led by Anne Bower.

The restructuring process has been long and mysterious. Significant changes for my department are on the horizon. If I am able, I will continue to support faculty in whatever way I can, regardless of the organizational structure.