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Annual Report 2018-2019

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

Annual Report 2018-2019

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Center for Teaching Innovation & Nexus Learning

Annual Report 2018-2019

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 Vice Provost for Faculty Affairs (Dr. Karen Novielli), and four Nexus Advocates (Dr. Anne Bower, Dr. Chris Pastor, Professor Dave Kratzer, and Professor Laura Richlin). This annual report details the accomplishments, reflections, and suggested future directions of the CTiNL for the 2018-19 academic year.

III. Highlights in CTiNL's Programming, Services, and New Initiatives for 2018-2019

Starting before the 2018-19 academic year began and ending in mid-May 2019, 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 2018-19 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 15, 2018)



The Director of the CTiNL, Nexus Advocates, and Julie Phillips (from Center City's CTL) provided an engaging orientation to Nexus Learning for new faculty members attending the New Faculty Orientation Day organized by the Office of the Provost. In the spirit of active learning, and to increase the sense of cohort and community between faculty members of this cohort, a lesson plan (Appendix I) was developed to allow participants to reflect upon their past significant learning experiences. Facilitators lead participants to construct the attributes/conditions that support these significant experiences.

Reflection: The brief orientation (90 minutes) seemed to be very well-received. New faculty appreciated the opportunity to share their reflections on the attributes of significant learning experiences. In the past, this time with new faculty members was usually a 'dog and pony' session covering Nexus Learning tenets, active learning strategies, programming, etc. It was overwhelming and it did not value the significant teaching and learning experiences that this cohort of new faculty members already possessed. Orchestrating this into a shared experience where everyone was allowed to share their areas of pedagogical expertise, proved to be very enjoyable and productive for all.

2. Camp EdVenture (August 3, 2018)

The CTiNL and TJU's Center for Teaching and Learning once again collaborated in the 1-day *on-boarding to teaching* series of workshops, entitled Camp EdVenture, to hone faculty members' pedagogical/technological tools and skills prior to the start of the fall 2018 semester. This 2nd annual event took place on the East Falls campus on August 3, 2018 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, ~32 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

Anne Bower and Mary Ann Graham-Wagner, Faculty members, Thomas Jefferson University East Falls Campus

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

Jessica Diebold, Curriculum and Instructional Design Specialist, and Edward Everett, Senior Educational Technologies Specialist, Center for Teaching and Learning, Center City Campus



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) (See Appendix II – Faculty Feedback Survey Results). Recommendations for further refinements to Camp EdVenture can be viewed in question 3 and 5 of the survey. The Third Annual Camp EdVenture will take place on Friday, August 2, 2019.

5. EduSeries (Fall 2018/Spring 2019)

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 in both the fall and spring semesters (a change for the spring-only format of past years). 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.

Last academic year, 24 EduSeries workshops/presentations were given. However, most had low attendance. This year, a much smaller number (9) were offered. Some garnered very good attendance (e.g., Dave Kratzer's Tech Teaching Workshop; see photo below) while others only had a handful of participants. Nexus Advocates presented one workshop each on an area of their expertise. Library staff offered five sessions. The following workshops were scheduled/offered:

Serious Fun: Play and Learning

Instructor: Chris Pastore

Date: September 12, 2018

In the pursuit of ever-increasing student engagement with course content, gamification has been identified as a powerful tool. The challenge is that there is a great deal of development time and effort associated with creating an appropriate game for a given subject. With less development time, elements of play can be introduced into the classroom with the same goal of increased engagement.

In this workshop we will explore elements of play and identify things that work and don't work. Examples of actual successes and failures will be shared.

These Library Databases Can Keep You Out of Bad Journal Trouble

Instructors: Gutman Librarians

Date: October 2, 2018

Watch for the tell-tale signs of corruption! The moment your students leave your class, do they jump to Wikipedia? Do they think you will believe a random blog is the authoritative source you are looking for? Join your campus librarians as we journey across the disciplines, highlighting the new and refreshed resources available for your research and course readings. New and

returning faculty are invited to bring your curiosity and will leave with answers to what resources best suit the needs of your students as well as your courses (this semester and in the future).

Sticky Notes, Kleenex, and Photostats: An introduction to Patents and Trademarks

Instructors: Gutman Librarians

Date: October 11, 2018

There is often confusion between trademarks, copyrights and patents. When do I need to apply for one? How and where do you search? When do you need a lawyer? This session is a collaboration with Gutman Library, The Free Library of Philadelphia and Blackstone LaunchPad. We will go over the basics of intellectual property and the various ways to protect and share your invention. This workshop will explain the differences between the various terminology used, and provide attendees with a roadmap and rationales for where to take their ideas after the session, and to help their students bring ideas to market.

OrciD and Pivot: As You Walk the Road of Research, These Can Help Fund and Track Your Journey

Instructors: Gutman Librarians

Date: October 24, 2018

Are you looking for funding for a project, and it asks for OrciD, and not sure what that is? OrciD is a unique worldwide identifier for you and your research. Are you trying to find collaborators for a project? This workshop will go over the basics and help you set up accounts and link your IDs to your published research. We will then explain how to set alerts for future funding.

For best results, please bring your laptop and digital C.V.

Activities to Engage Students in Reflecting on the Process of Learning

Instructor: Anne Bower, PhD

Date: October 25, 2018

Educational research has shown that students who reflect upon how they learn and are actively engaged in multiple ways to apply, analyze, evaluate, and create retain and can use information more effectively. Exam wrappers, memory builders, and strategy plans are activities that encourage students to reflect upon how they learn to build effective study skills. In this workshop, we will explore several activities that you could introduce in class to increase self-directed learning.

Food Deserts, Population Density and Quality of Life Mapping

Instructor: Phil Vo and Daniel Verbit

Date: Tuesday, January 29, 2019

PolicyMap offers easy-to-use online mapping with data on demographics, real estate, health, jobs and more in communities across the US. In this session you will learn how to find the right data for market studies, business planning, site selection, grant applications and impact analysis. Come learn about this new resource.

Get Smart(er): Gutman's Best and Brightest Databases (Mod attire optional)

Instructor: Gutman Librarians

Date: Friday, February 1, 2019

Don't let K.A.O.S. ruin your chances for a great journal article. Your special agents of the Gutman Library invite you into our cone of silence to learn about top secret resources available only via your campus badge. Armed with this new knowledge, they will assist your Nexus Learning fight against fake news, and students with poor citations. Meet the agent supporting your major and plan for the fall. Pick up your shoe phone (or mouse) and register today!



Classroom Apps and Programs that can be used to Engage Students?

Instructor: David Kratzer, MArch

Date: Wednesday, March 6, 2019

PowerPoint has become the default means to organize and present information in the classroom. Research has shown, though, that it is one of the weaker tools for learning especially relative to student understanding, retention and application of knowledge. Considering that student attention spans in standard lectures can be ten minutes or less, it is important that faculty and students employ differing forms of information apps and programs into their classrooms. This session presents a series of quick workshops on apps and programs including presentations (PowerPoint, Presi, ScreenCast); student presentation methods (Pecha Kucha, Video); gaming, quizzes & surveys (Socrative.com, KaHoot, Survey Monkey); & on-line interaction & communication (Padlet, FlipGrid, Zoom).

Does technology-aided note taking enhance information retention across disciplines?

Instructors: Monique Chabot, MS; Marie-Christine Potvin, PhD; Colleen Zane, MS

Date: Friday, March 8, 2019

Have you noticed that some students struggle with taking quality notes in class? Do you use PowerPoint slides in your courses? Notetaking is a highly complex task that requires the integration of understanding of content, rapid identification of key points, attention, and handwriting or typing. Students who type often take notes verbatim and are challenged with capturing graphics and mathematical formulas. Student who handwrite may not be able to keep pace with the class. Software assisted notetaking may be beneficial to some students to increasing the quality of their notes and help their long-term information retention. This workshop will discuss barriers to quality notetaking and strategies faculty can use to ease the demands of notetaking on their students. The workshop will also introduce a notetaking software that interfaces with PowerPoint slides that some faculty and students on campus have trialed this past academic year. Success and challenges identified through this trial will be shared with the audience.

Reflection: EduSeries continues to attract some faculty and staff. By offering fewer workshops/presentations this year, we saw a slight increase in attendance at each, but not significant. These take significant time to plan on the part of the presenter and not having a significant audience is a concern for many who give these. With Center City's CTL offering an impressive number of these types of experiences, perhaps ways to build a better virtual inclusion for East Falls faculty members may alleviate our campus from having to plan and deliver them (or reduce the number that this campus offers).

7. CTiNL Director Continues to Coordinate Active Learning Space Initiative

This year, the Director of the CTiNL continued 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 trying to accommodate faculty requests for Nexus Learning Hubs for the spring 2019 and fall 2017 semesters. Previously requests were compiled and handed over to the Registrar's Office; last year the Office requested that the Coordinator (with significant assistance from a work/study student) crafted the room schedules for each of the Hubs.
- One-on-one faculty training sessions for technology and training for faculty assigned to Nexus Learning Hubs
- Creation of additional technology 'how to' videos
- Visiting other campus' active learning spaces to gain knowledge and inspiration (e.g., Aim Academy, University College Carlsburg in Copenhagen, etc.)
- Visiting other campuses to provide feedback and direction on learning space design and implementation
- Presenting our success stories of active learning spaces externally at various conferences
- Attending conferences related to learning spaces (See list of presentations in Section 16)
- 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 and Stantec for the new Health Sciences building

Reflection: As the TJU merger continued play out 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 on East Falls 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.

8. Inclusive Teaching Workshops (Spring 2019)

In the fall of 2018, Tom Schrand and Jeff Ashley came together to discuss development of a sustained professional development opportunity for faculty teaching Hallmarks' courses that would address more mindful incorporation of inclusive teaching approaches. Jeff Ashley reached out to Ms. Simmee Myers, Assistant Director of Temple University's Center for the Advancement of Teaching, who had co-designed and facilitated "Inclusive Teaching" workshops (10-12 hours total) numerous times for Temple University faculty and staff. Working with Ms. Myers

(who was contracted by Jefferson for these 4 workshops), Tom and Jeff suggested a monthly format (2 hours each session) for our faculty members that would build knowledge, skills, and empathy towards creating more inclusive teaching environments.



In the early spring of 2019, the *Inclusive Teaching Workshop Series* were advertised to Hallmarks faculty members (see promo right). A cohort of volunteers, primarily, though not exclusively, those teaching Hallmarks courses, were identified to engage in this professional development experience (Tom Schrand, Jeff Ashley, Valerie Hanson, Soha Youssef, Christianne Gadd, Sam Weeks, Farida Ferradji, Katharine Jones, Lea Jacobson, Philip Gibbon, Sharon Harris (SCPS), Dana Scott (DEC), Eric Edi, Scott May, Nicole Cournoyer (CRS)). Over four months in the spring semester, participants attended four 2-hour sessions. The format included short lectures, videos, hands-on activities, case studies, scenarios, discussions, etc. During the third session, participants were asked to rethink their syllabi to build more inclusive tones, policies, and opportunities for all learners to thrive academically (based on Universal Design for Learning guidelines). The culminating experience was marked by participants crafting their own inclusive teaching statements that could be included on their syllabi.

Approximately 85% of all participants attended all four workshops. From the first session to the last, participant engagement was extremely high. Enthusiasm to learn from Ms. Myers, engage and share with others, and to honestly reflect upon their inclusive teaching practices was also very high (as noted by Jeff Ashley who has 4 years of experience with professional development experiences like these). Moreover, after each session, many participants lingered to continue discussions amongst the cohort and the facilitator – a true sign of successfully engaging participants in thought.

Upon completion of the workshops in mid-April, participants were asked to provide feedback through a short survey designed by Jeff Ashley. 8 of the 14 participants completed the survey within two weeks of the last session. Based on these responses (Appendix III), participants found this a valuable experience, greatly valued the expertise and approachability of the facilitator, planned to incorporate approaches and methods into their courses and teaching, and thought the format generally worked for them. There were many comments directed at making the experience even more valuable (see question 3) particularly with respect to including more practice time for developing inclusive teaching techniques. This was to be expected as Ms. Myers had condensed Temple's experience into a smaller time frame for Jefferson.



Reflection: Having an external facilitator from Temple added 'credibility' to the experience; Ms. Myers has the expertise and experience to deliver a high-caliber and very engaging professional development experience. It is suggested that this experience be continued to be offered to our faculty. Perhaps creating a two-part series to accommodate faculty who may be new to inclusive teaching practices and those who have more experience would be advised. Also suggested that participants receive a certificate or other acknowledgement of their involvement and efforts in this 8-hour plus experience.

9. Faculty Presenting and Attending Regional Teaching Conferences

As the spring semester began, 35 faculty members attended the Faculty Conference on Teaching Excellence at Temple University and West Chester University's Scholarship of Teaching, Learning and Assessment Conference. They heard presentations by nationally known thought leaders and authors in education, such as James Lang and Jesse Stommel, and interacted with fellow educators from many other institutions in the tri-state area who equally

value excellence in teaching. These regional conferences highlighting innovative teaching and learning practices make such a difference from early career educators to more seasoned faculty. A day of professional educational development, especially right at the start of a new semester, is so motivating, catalyzing them to reflect on their current teaching methods and prompting them to make instant changes. For example, Monique Chabot, assistant professor of occupational therapy, said she understood why one of her rubrics didn't work well after attending the Temple conference. "It's clumsily weighted. Now, I can fix it," she said. "I also took the advice of the plenary speaker and used some of what he tells his students about our mutual responsibilities toward learning as part of my intro to the semester. I felt the tone of the class was much lighter afterward." Chabot was among the Jefferson faculty members presenting at the meetings as well. At the Faculty Conference on Teaching Excellence, she shared her Nexus Learning Grant -funded research "Comparing Student Success Using Metacognitive Software to Traditional Note-Taking Strategies," along with Anne Bower, professor of biology, and students Amritpal Jagra and Adeyinka Adedeji.

Fashion merchandising and management faculty Nioka Wyatt, Juliana Guglielmi and Camille Avent presented their research "Merging Pop-Up Retail and Educational Experiences: PVH Career Shop," which won first place in the poster competition voted by attendees of the Faculty Conference on Teaching Excellence. And Gulbin Ozcan-Deniz, assistant professor of construction management, presented a workshop on her Nexus Online Grant research on implementing virtual reality.

Reflection: Providing financial support for faculty and staff to present at regional education conferences was a success. Funds (~\$3500/year) should be allocated to continue this support.

10. 2019-20 Nexus Learning and Nexus Online Grants (Awarded Spring 2019)

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-Rabadan and Jessica Holt lead the construction of a Dropbox site to post proposals and rubrics, and arranged meeting times, while Jeff Ashley and UARC chairperson 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 Karen Novielli and DR Widder. This year's Nexus Learning recipients included:

Increase Health Literacy through the Power of Visual Storytelling with Graphic Novels

Beth Shirrell, MFA, Assistant Professor of Graphic Design Communication

Daniel Verbit, MLIS, Systems Librarian

Combining health and prevention knowledge with the power of visual storytelling opens many opportunities for addressing this problem. This project explores collaborative technologies and effects of global collaborative opportunities between Graphic Design (GD) and Occupational Therapy (OT) students while creating health literacy based graphic novels for underserved international communities.

Piloting a Sensory Cart to Reduce Stress and Increased Readiness to Learn Among Students on East Falls Campus

Monique Chabot, OTD, MS, OTR/L, Assistant Professor of Occupational Therapy

Colleen Zane, MS, OTR/L, Assistant Professor of Occupational Therapy

Mary Beth Thomas, DOT, MS, OTR/L, Assistant Professor of Occupational Therapy Academic Fieldwork Coordinator

University students across the US enter college with higher rates of stress and anxiety, impacting their ability to learn. Sensory-based interventions are commonly used in occupational therapy (OT) for self-regulation, leading to less stress. This project explores the efficacy of the provision of free access to sensory strategies through a Sensory Cart in students feeling less stressed and readier to learn.

Piloting the effectiveness of an optional, co-curricular learning experience to build empathy in physician assistant graduate students

Nicole S. Cournoyer, MS, PA-C, Assistant Professor of Physician Assistant Studies

Dana Cafaro, MS, PA-C, Assistant Professor of Physician Assistant Studies

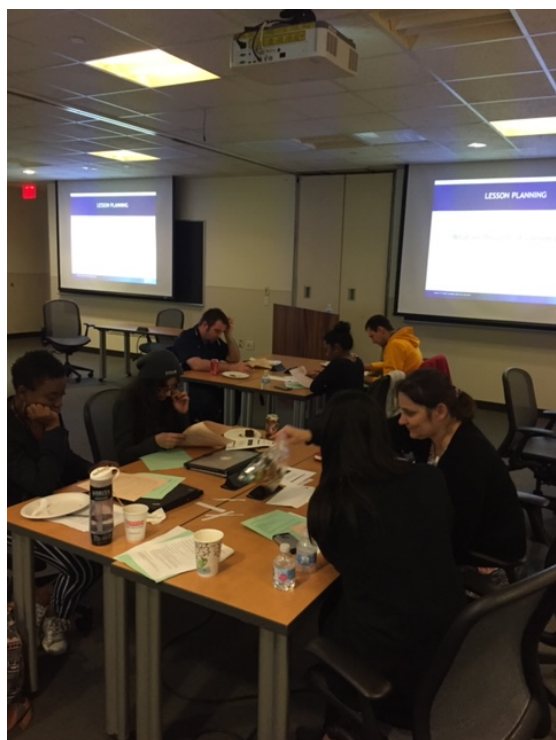
Megan Mills, MS, PA-C, Assistant Professor of Physician Assistant Studies

Empathy is a key component of professionalism in medicine. A decline in empathy throughout students' time in PA education has been identified in the literature. This project aims to determine if a pilot of The Healer's Art in the physician assistant (PA) program's co-curricular experience leads to an increase in student empathy.

Reflection: Nexus Learning and Nexus Online grants continue to support faculty/staff explorations of novel teaching and learning strategies. This year, only 3 Nexus Learning Grant proposals were received; no Nexus Online Grant proposals were submitted. Typically, the number of proposals has varied from year to year. The Director and the Nexus Advocates should 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 College of Life Sciences.

In this third year of iteration of this professional development experience, two cross-campus educational needs intersected and provided a unique opportunity for further collaboration in the "Teaching in the Sciences 3.0 Version" program. Graduate students and post-doctoral fellows from the College of Life Sciences desired an opportunity for teaching experiences to build pedagogical experience and professional development for career readiness. Undergraduate science faculty members were willing to mentor graduate students and post-doctoral fellows and provide them with an opportunity to design and implement an active learning experience for their freshmen classes.



In true collaborative fashion, the Center for Teaching Innovation and Nexus Learning, the College of Life Sciences at both Center City and East Falls campuses, and the Center for Teaching and Learning (Jeff Ashley, Lisa Kozlowski, Julie Phillips, Undergraduate CLS faculty members, Graduate Students from Jefferson Center City) developed a two-pronged program entitled *Teaching in the Sciences* to address these two cross-campus needs. We re-envisioned our 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. In the spring semester, the participants were paired with UG faculty from CLS mentors (Drs. Anne Bower, Jeffrey Klemens, and Megan Fuller) to design and implement their active learning experiences. Mentors assisted participants by allowing them to observe them teaching multiple times, gave direction and feedback on their design of the active learning experience, and observed (with feedback) the implementation of the experience. The experience culminated with a celebration and reflection over lunch (organized by Lisa Kozlowski).

Reflections: From that end of program meeting, participants made the following suggestions:

- *Allow for even more practice time and build that into the program earlier in the fall semester.*
Team up mentees with mentors earlier (fall semester)
Facilitate mentees to observe more than one faculty member (other than mentor) in action in the classroom to gain an appreciation of the varied teaching styles and personas

- While two participants said that the content of in the fall workshops was similar to that discussed in the two 1 credit teaching courses that some took, it was complementary and approached a little differently (not redundant); maybe lessen the content in this program and allow for more practice in this program.
- Change the meeting times to earlier in the day, said one participant
- Have more time to meet; possibly twice per month in the fall semester
- Teaching the same experience to three sections of classes (as was done under Dr. Anne Bower mentorship) allowed students to iterate their approaches, gain confidence quickly, and was beneficial.

Staff from the College of Life Sciences and the Center for Teaching and Learning will discuss with other interested stakeholders the possibility of implementing another iteration of the program in the next academic year.

12. Talking Teaching Weekly Gatherings

Conceived by Chris Pastore six 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 again 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 6 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. Dr. Rick Shain was a faculty facilitator for one of the discussions regarding re-envisioning office hours. Guest speakers should be used to bring new faces to these gatherings.

13. Reading + Implementation Groups

Reading and implementation groups (communities of learning and practice) have proven to be the most popular and successful means of engaging faculty in sustained professional development. This year, 3 reading groups were offered in both the fall and spring semesters:

Diversity, Inclusivity and Social Justice in the Classroom and on Campus Fall 2018/Spring 2019

Facilitator: Susan Frostén, March

This weekly reading and implementation group read two books (Race Talk by Derald Sue in the fall semester; The Person You Mean to Be by Dolly Chugh) centric to diversity, social justice, and inclusivity issues in the classroom and on campus. Additional selected readings and viewings, and weekly discussions allowed participants to reflect, learn, and implement strategies to enhance a safe and respectful learning environment while fostering honest and mindful discussions between your students and you. Participants were from East Falls primarily but virtual presence of Center City staff was also enabled by Zoom conferencing.

Join a Weekly Reading Group This Fall!

Free lunch + book!

<p>Tuesdays 11am-12pm</p> 	<p>Wednesdays 11am-12pm</p> 	<p>Fridays 12pm-1pm</p> 
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Starting the week of Sept. 10

For more info contact jeffrey.ashley@jefferson.edu
or click on image to reserve your spot now!

Tuesday Reading Group: "Teach Students How to Learn" by McGuire (fall 2018) and James Lang's "Cheating Lessons: Learning from Academic Dishonesty" (spring 2019)

Facilitator: Anne Bower, PhD

Committing to every Tuesday in the fall and/or spring semester, a group of faculty and staff congregate over free lunch to discuss and implement strategies from James Lang's "Cheating Lessons: Learning from Academic Dishonesty". Participants implemented teaching and learning strategies in their current courses and reported back to the group regarding observations and outcomes. Dr. Bower assessed participant learning outcomes through surveys and encouraging faculty to keep reflective teaching journals (e.g., Examples from six appear in Appendix X).

Wednesday Reading Group: "How Learning Works" by Ambrose et al. and Susan Cain's "Quiet: The Power of Introverts in a World that Can't Stop Talking"

Facilitator: Dave Kratzer, MARCH

Committing to every Wednesday in the fall and/or spring semester, a group of faculty and staff congregate over free lunch to

discuss and implement strategies two books. Participants implemented teaching and learning strategies in their current courses and reported back to the group regarding observations and outcomes.

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. By encouraging faculty to keep and share reflective teaching journals, the participation in these professional development experiences could be assessed robustly.

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 from Penn Charter has been very productive. Penn Charter invited several of our faculty to give repeat workshops on their campus.

15. Free Access to "Transforming the Teaching and Learning Environment" Virtual Conference

Jefferson East Falls Campus' Center for Teaching Innovation and Nexus Learning once again offered all Jefferson faculty or staff members (regardless of campus or hospital) free access to, a virtual conference presented by the University of Idaho. Now in its 10th year, the conference offered the opportunity to engage with experts from around the world. The conference began on Monday, February 4th and concluded on Friday, February 15th. Each weekday there was six one-hour sessions using Zoom as the platform. Each session was captured for asynchronous viewing.

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 2018-19 AY:

- Panel Discussion: **Designing and Implement Active Learning/Collaborative Environments**. Jeff Ashley and 3 other invited speakers. Annual PADLA (PA Distance Learning Association). LaSalle University.
- **Considering Students' Neurodiversity: The Next Imperative When Designing & Using Active Learning Environments**. Jeffrey Ashley, Marie-Christine Potvin, Monique Chabot, Caitlin Beach and Martha Anez. Invited speakers at the 5thAnnual Next Generation Learning Spaces Conference. February 26 2019. Los Angeles CA.
- **Considering Students' Neurodiversity When Designing and Using Innovative Learning Environments**. Jeffrey Ashley, Marie-Christine Potvin, Monique Chabot, Caitlin Beach, Martha Anez, Michael Barrett and Sarah McNabb, Accepted presentation at the International Journal of Arts & Sciences' (IJAS) *International Conference for Academic Disciplines*. June, 2019. Budapest, Hungary.
- **Strategies for Assessing the Impact of Innovative Learning Spaces on Development of Career-Ready Soft Skills**. Jeffrey Ashley. Invited speaker at the upcoming National SCUP Conference. July, 2019. Seattle WA.
- **Personal Learning, Neurodiversity and the Learning Spaces of the Future**. Scott Montemerlo, Oona Walsh, and Jeffrey Ashley. Accepted presentation at the upcoming National SCUP Conference. July, 2019. Seattle WA.



In addition to presenting at conferences, the Director, selected faculty, and some Nexus Advocates, attended and/or presented at the following conferences, building external awareness of our Center, and Nexus Learning:

- National POD Conference, Nov 2019 (Portland)
- Innovations 2018, Oct 2018 (Copenhagen)
- Annual PADLA Conference, Dec 2019 (Philadelphia)
- Next Generation Learning Spaces, Feb 2019 (Los Angeles)
- 2nd Annual Conference on Neurodiversity, Mar 2019 (New York)
- International Journal of Arts & Sciences' (IJAS) *International Conference for Academic Disciplines, June 2019 (Budapest)*
- National SCUP Conference, July, 2019 (Seattle)
- Lilly Conference on Teaching Excellence (Bethesda)

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 continued to build out the 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. Continuing to create 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.

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 2018	4	~32
New Faculty Orientation	August 2018	1	~15
Reading Groups	Fall/Spring	40	~70
EduSeries Workshops	Fall/Spring	9	~30
Virtual Conference (Formerly PSSHE)	Spring 2019	60	?
Teaching Portfolio Workshop – CtiNL West Chester and Temple University	May, 2019	3 Day Workshop	17
Teaching Conference	January, 2019	~20	~35
Talking Teaching	Fall/Spring	~20	~120
Total Workshops/Events		157	
Total Attendees		319	

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

- Attended UARC meetings pertaining to the review of faculty scholarship grant proposals, Nexus learning and Nexus Online learning grant proposals.
- Conducted several formative evaluations for faculty members on both campuses; completed 6 summative evaluations for graduate students and post-doctoral fellows
- Participated in Susan Frostèn's weekly reading group in fall semester
- 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.
- Taught Chemistry I Lab (CHEM103L) in the fall 2018 semester
- Supervised the Nexus Learning Advocates
- Co-supervised the Research Advocates
- Further trained (e.g., Cascade, Ad Astra, etc) and supervised 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

VI. Self-Assessment of the CTiNL and the 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 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.

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.

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), 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 exceptionally 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 V to VIII.

VIII. Recommendations for 2019-20

Based on 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 On-Boarding:** 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). These supports are there, they just need to be fully coordinated and supported by the Administration.
- **Define what Nexus Learning is Under a Merged University.** Continue to 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.

APPENDIX I

Lesson Plan for New Faculty Orientation

Fall 2018

New Faculty Orientation (Tentative Lesson Plan)

Wednesday, August 15, 2018

1 pm to 2:30 pm

Tuttleman 209

Facilitators: Jeff Ashley, Julie Phillips, Anne Bower, David Kratzer, Chris Pastore

Begin with introductions to facilitators (name, your position(s), your role within the Centers) (5 min)

SECTION 1. Active Learning In Action

Activity 1. Individual Thinking and Writing (10 min)

From Donald Finkel's book Teaching with Your Mouth Shut, he asks:

"Thinking back over your whole life, what was the most significant learning experience you ever had? That is, describe the moment (or event) in which you discovered something of lasting significance to your life."

In reflecting on this question, do not limit yourself to thinking about experiences in school. Consider the totality of your life experience.

Now, in 25 words or less, write it down.

Activity 2. Participant Introductions and Group Share (20 min)

Introduce yourself, what you'll be teaching, and share your 'significant learning experience' with the group.

Activity 3. Individual Thinking and Rapid Post-It Note Listing (5 min)

Now, think of the factors (or circumstances) that were instrumental in bringing about the successful learning.

Write as many of these "success factors" on individual Post-It notes (one factor per post-it).

Activity 4. Group Sort and Bin (10 min)

Place your 'success factors' on the whiteboard and collectively sort and bin according to similarities or common themes. Facilitators assist and denote a common theme amongst like success factors

Activity 5. Forming Groups of 3 Participants + 1 Facilitator (5 min)

To form groups of 4, Jeff randomly gives a 'piece of a puzzle' to participants and facilitators. Folks move around room trying to piece a 4-piece puzzle together. When they do, they get into the group of 4.

Activity 6. Collaborative Learning (15 min)

Jeff assigns one of the "success factors" from Activity 4 to each group. The group is then asked "How would an educator cultivate this success factor in the classroom/lab/studio/co-curricular learning experience"?

Folks are urged to share their personal stories, their peers' success stories, strategies they have heard about, etc. Facilitators ask participants questions to further gather a set of strategies to promote the "success factor" that that group was given. One person is asked to record these on the whiteboard and be willing to report out to the entire group in Activity 7.

Activity 7. Report Out (10 min)

Reporter from each group presents their strategies that would cultivate their success factor. Facilitators ask clarifying questions and add to the discussion.

SECTION 2. Jefferson Teaching Culture and Supports (10 min)

Participants have just engaged in collaborative learning through peer to peer and facilitator to peer interactions. This is the culture of our institution. Teaching and learning that is active, collaborative and real-world/authentic – and builds upon the collective knowledge and skills of all.

Introduction to the two Centers at Jefferson, what are their missions, and how we support faculty exploration of innovative teaching and learning, and facilitate collaborative learning that builds a community of inquiry and practice around teaching (culture development).

Advocates and Director/Assistant Director highlight some of the novel approaches we use:

Anne: Hold up two reading group books and explain (Ditto for Dave)

Chris: Talking Teaching

Julie: FD opps from CC's CTL

Jeff: other opps from EF's CTiNL (NL grants, observations, one-on-one consultations, etc.)

End with a raffle (draw a piece of the puzzle – if it matches someone's piece, they win)

Adjourn: Faculty Reception in the Roxborough House at 3 pm.

APPENDIX II

Camp EdVenture – Results from Faculty Feedback Survey

Camp EdVenture 2018 - Reflection and Feedback Survey

1. **“I know...”: Reflect upon the gains in knowledge that you made today.**
 - **What were the most important things that you learned because of this experience?**
 - a. Additional active learning techniques
 - b. Meaningful reasons and ways of delivering active learning to learners
 - c. The dive into blackboard helped overcome a barrier
 - d. The importance of formative assessment
 - e. Strategies to incorporate active learning additional tools to use BB
 - f. The resources that are available and the book group
 - g. Specific BB uses, specific active learning ideas
 - h. Interactive teaching options, assessment standards based on course goals
 - i. How to create a discussion forum
 - j. How to assess students work and knowledge. Align evaluation with teachings/learning goals.
 - k. The different active learning techniques
 - l. The resources that are available to instructions
 - m. Good ideas for active learning
 - n. Tools (active learning, assessment) targeted to blooms and end course goals
 - o. LOVE the interactive techniques sheet. I'll definitely revisit it throughout the semester. Thanks Jeff!
 - p. Backward design and its importance in fully engaging students with learning objectives
 - q. Have a plan. Do not be afraid to abandon a strategy that doesn't work
 - r. Learned different way to do an assessment
 - s. That introductory assessments need to be part of overall program assessment
 - t. How active learning is the way to go. Use of discussion board forum
 - u. Active learning and assessment strategy BB
 - v. The importance of using active learning strategies in classroom to increase student movement and learning
 - w. Active learning text and examples
 - x. List, handout of types of activities to use in classroom
 - **What new element(s) will you incorporate into your course or learning environment (e.g. content, pedagogy, etc.) and when?**
 - a. Games, brainstorming, will use rubric function in blackboard, embed videos into discussion board

- b. Many! Strategies that de-emphasize my tendency to lecture and that engage students more actively
- c. Ed + less!
- d. Using the rubric compound in black board as well as the video embed feature in the discussion board
- e. Pedagogy, increased reflection and group debates
- f. Blackboard discussions and better designing assessments for heightened learning.
- g. Specific BB uses specific active learning ideas, backwards design!!
- h. N/A
- i. Transformative learning goals
- j. Discussion board (more often)
- k. Incorporate picture prompt into biomechanics lecture/topics. Incorporate lecture reaction into therapeutic interventions topic (manual resistance)
- l. A few active learning techniques and the “post before ready” option in Discussion threads
- m. Seat classes, try to do active learning
- n. Various active learning methods, electronic grading platform (BB, Examsoft, Graph, etc)
- o. N/A
- p. Everything! Actually, I purchased the Neuro book and will use/share with students
- q. Reconstructing evaluation methods
- r. 9/4 different assessments
- s. Backwards design – focus on learning goals first – Identified outcomes for near and far transfer; will implement by Sept. 1st 2018
- t. This Fall 2019 more active learning
- u. Embed video in discussion board and grade using rubric
- v. Using gaming in class, group learning projects
- w. Case study for hands on practice for blackboard
- x. Learning activities and this semester or next

2. “I feel...”: Reflect upon the gains in comfort level that you made today.

- **What are you now more sensitive to, comfortable with, and/or more confident about because of this experience?**
 - a. Ability to make learning fun
 - b. I can better envision active learning in practice (partly at least because the sessions themselves demonstrated active learning strategies)
 - c. Familiarity with blackboard increased.
 - d. Its ok to take some risk as an instruction
 - e. More confident with incorporating active learning and eagerness to try additional strategies
 - f. Investigating and implementing active learning.
 - g. I realize that I know much more than I realize! I am quite comfortable with BB and thrilled to realize this
 - h. In class participation and learning validation
 - i. BBL
 - j. I am more sensitive to randomly select a strategy though I am more comfortable with active learnings. I feel empowered to continue to use this approach!
 - k. More sensitive to different types of student assessment
 - l. Blackboard

- m. Teaching techniques, more often!
- n. Human needs, goals of desire, enjoyment creativity. Blooms from the summer time. Curriculum development.
- o. Design curriculum – Thanks Anne! Active learning activities
- p. More confident being creative in the classroom
- q. More comfortable trying out new strategies and showing what works
- r. All the different assessments
- s. See response to #1. I am more confident about my instructional skills in relation to meeting program “mastery goals”
- t. N/A
- u. Good reminder that teaching is a process. To try new engagement strategies
- v. Feel more comfortable in trying different active learning strategies
- w. Blackboard and rubrics
- x. The management will allow you as a teacher to try out and experiment with new forms of teach other than lecture

3. “I want...”: Reflect upon the areas where you feel you need more knowledge or skills.

- **What would you still like to know or be able to do?**
 - a. Find easier way to help students get graded feedback from blackboard
 - b. Use blackboard more effectively (this will just take practice!)
 - c. Incorporating off site learners into my classroom – how?
 - d. More information on incorporating active learning
 - e. How to successfully use the TBL
 - f. How to integrate it better in design curriculum
 - g. N/A
 - h. Step by step BB based on group identified needs
 - i. Interactive software like Nearpod or kahoot.com
 - j. Have a better mastery of active learning strategies. I also had a better understanding of discussion board
 - k. Actually incorporating different active learning techniques and developing rubrics for different assessment methods
 - l. Rubric and assessment design
 - m. Active learning how to implement in specific courses
 - n. Stories, examples of success
 - o. How to implement peer review successfully
 - p. Pedagogy (specific, additional methods)
 - q. Blackboard collaborative workshop
 - r. I need more skills on how to give them the best study skills
 - s. Continue to expand my technology use in the classroom
 - t. Be more comfortable using blackboard
 - u. Selecting text books/readings. Writing test questions
 - v. Learn more methods about using technology with active learning strategies
 - w. Continue practicing rubric and allowing and working with Blackboard account executive to allow PhilaU to have access to rubric examples
 - x. More examples of how to do small breakout sessions in a class

4. "I found...": Reflect on the format of Camp EdVenture.

- **Did the format of Camp EdVenture work for you? Why or why not?**
 - a. Yes – though hands on activities and peer interaction was excellent
 - b. Yes – it forced me to think about and plan new ways to deliver learning content.
 - c. N/A
 - d. Yes. Time was adequate and format incorporated active learning to keep me engaged.
 - e. Yes – the group collaboration was great
 - f. Yes. Short courses/sessions were great!
 - g. Yes! Loved it. Quick pace – very useful
 - h. Yes!
 - i. I find it ironic that each presenter “ran out of time” due to the interactive environment. What are the strategies to get students that unaddressed content.
 - j. Yes the format worked. It included conversation and experience sharing from other faculty. Demonstration was also good
 - k. Yes, length of topics worked for me
 - l. Yes, it went very well
 - m. Sometimes, a lot activities try to engage you which some may feel uncomfortable (introverted)
 - n. Yes – many take homes
 - o. N/A
 - p. Yes – amazing
 - q. Yes, many informatives
 - r. Yes, it worked for me. I liked all the different examples
 - s. Yes
 - t. Yes
 - u. Yes! Sometimes it was hard to hear
 - v. Found format very open and sharing of ideas from participants
 - w. Yes – next year divide groups by topic and level of knowledge.
 - x. Yes we could use individual help with it

5. "I recommend...": Reflect upon the learning experience today.

- **What recommendations do you have to improve the learning experience of Camp EdVenture? Things/topics you would like to see highlighted? Other recommendations?**
 - a. Learning experience was excellent
 - b. I appreciate all of the great learning today! Thank you.
 - c. N/A
 - d. I would love to see some of these learning models available electronically for adjuncts who are not available.
 - e. N/A
 - f. Active learning in studio demonstrations
 - g. N/A
 - h. Survey professors to submit ideas and needs
 - i. Focus on troubleshooting strategies for faculty for when time does run out or students are unprepared.

- j. Textbook selection and BB based tests
- k. Use of in class technology
- l. Roll play and explain student engagement techniques in detail
- m. Specific for type of courses: straight lecture how to improve, do more often
- n. More stories, personal
- o. Nothing really
- p. More CampAdventure online courses throughout the year
- q. N/A
- r. Maybe touch on some study skills
- s. Small breaking sessions for tech portions
- t. N/A
- u. N/A
- v. Great Edventure, enjoyed and learned so much! Just make handout easier to read, larger print couldn't distinguish words. Facilitators were excellent and very helpful
- w. N/A
- x. Interactive lectures as a good in between from normal lectures, to all class discussions

APPENDIX III

Inclusive Teaching Workshops – Results from Faculty Feedback

Survey Results

- I. Have you already implemented concepts/skills in your teaching/courses based on your experience in these workshops? If yes, please provide examples.
 1. Yes, I've made changes in this semester's course to add more scaffolding for assignments.
 2. no
 3. Not yet.
 4. Not yet. It will be built in the course next semester.
 5. Yes, I updated my syllabus to include an inclusive teaching statement.
 6. My awareness and global empathy has progressed, which is goal of the seminar, and which happens immediately. Moreover, awareness improves with time and practice, too. So, I expect the reward I and others benefit from the course will multiply with time.
 7. Yes, I plan to change the language I use in my syllabi.

- II. What other concepts/skills do you plan to implement in your teaching/courses? When do you plan on doing this?
 1. Adding an inclusive teaching statement to all syllabi going forward.
 2. I will use the inclusive teaching statement and make my syllabus more welcoming. I will continue to use each student's preferred name and pronoun. I already used think, pair and share and I already taught about structures of oppression, but I will continue to do this.
 3. survey at beginning, diversity statement, strategies for hot moments, intro of my pronouns
 4. More research workshops to help students integrate evidence into their arguments.
 5. This workshop made me more aware of inclusive teaching concepts. I plan to build in activities, e.g., think-pair-share, to make sure that all voices are heard.
 6. I plan to restructure my forthcoming syllabi (to offer one tangible objective).
 7. Yes, I take more care when raising particular issues with students of color.

- III. What else would you have liked to have seen, discussed, learned, etc in this experience? Be specific please.
 1. I realize that time didn't allow it, but I would have welcomed more specific inclusivity training for various identity groups (LGBT, underrepresented racial groups, differently-abled, etc.)

2. Perhaps more real world examples of classroom scenarios, and less explanation of why an inclusive teaching workshop was necessary.
3. more strategies--maybe some role-playing around more hot moments?
4. Many of my students have experienced trauma. I would like to help them manage their complex feelings when triggered by class discussion or readings.
5. The workshop exceeded my expectations. I would not add anything else. It was extremely helpful and provided a lot of useful tools and tips.
6. More practical; less theoretical approach. For example, we discussed hands-on strategies when faced with heated discussions and hot moments, which was quite useful. I would have benefited more had we been exposed to additional hypothetical scenarios to discuss, in preparation for difficult discussions in our classrooms.
7. We built a solid foundation, but I'm left with the "so what" syndrome - as in: "So, what do we do now?" Specifics could range from examples of pedagogy found in HBCs - to vocabulary from the Transgender community. Any teaching tool that helps bridge the divide between professor and a limitless student body. In short, we know we can do better, 'so what' do we do about it?
8. I would have liked to have learned some specific classroom practices. The sociological data, syllabi revision, and social psychology lessons were all helpful, but their applicability is only residual in a classroom setting.

IV. We chose to meet monthly for two hours. Do you feel this was an effective format? Are there other formats that you think would work for faculty?

1. I think that this was a good format--we generally went over time or had to rush topics, so maybe 2.5 hours with a little lunch break in the middle would work better?
2. As discussed in person, having more intensive sessions could also work. But I thought the 4 Fridays worked well.
3. yes--two hours gave us the time to get into the topics and minimized the settling-in time.
4. We met for many sessions. Part time instructors may have a difficult time meeting for a total of eight hours. Some of that work, preparatory writing and reading for example, could have been completed online. Also, online discussion boards would have been useful to allow us to develop ideas on our time.
5. Yes, I thought the two hour meeting time was perfect.
6. The fact that the sessions were spread out allowed me to process the information and find opportunities for application. However, at times it felt that there is too much time between sessions. I suggest a happy medium: Maybe meeting every other week or every two weeks.
7. Two hours isn't enough for some. I recommend a volunteer after-hour, where faculty who want to stay in a smaller group can share concerns or ask more specific questions. It was a bit like that for us already, but a more formal invitation, I think, would be extremely successful.
8. Yes, this is an effective format.

V. Please comment on the skills/abilities of our facilitator, Ms. Simmee Myers. Additionally, is there anything that she could have done to make this experience more effective?

1. She is a great facilitator and the content/activities were on point.

2. She was excellent. She modeled good teaching habits and was open to questions and suggestions. She had good info at her fingertips. Perhaps a little more on Universal Design and using it in assignments might have helped.
3. I thought she was very effective--approachable, professional, friendly, informed, good at answering questions and giving personal experiences.
4. Simmee is an excellent facilitator.
5. She was phenomenal. I would love to see her run more workshops. She was extremely effective and made it real world applicable with the many examples that she provided.
6. Simmee is a wonderful, knowledgeable facilitator, who ensures everyone gets a chance to voice their opinions and questions (re: practices what she preaches). Her sense of collegiality also shines through. It is quite refreshing to learn from (and with) and more importantly listen to WOC leaders like Simmee. Thanks for sharing space with us all, Simmee. I understand our workshop was a pilot, but I am going to provide my suggestions anyway. First, is to conduct a needs analysis before the workshop, especially that each of us seemed to be on the same journey, yet at various stages of it. This needs analysis could help in gauging how much resistance a group of participants might experience during the sessions. I say this because at times, particularly early on, I could sense an air of defensiveness in the material that was not necessarily needed or called for in our particular group/context. Second, I suggest more coherence and linearity in terms of the material we tackle. I believe around session two or three, I was confused or unsure about the central theme the sessions are supposed to revolve around.
7. Wonderful. Everyone wants to be her friend.
8. Ms. Myers is a capable and knowledgeable facilitator. She is very good at what she does.

VI. Is there anything else you like to provide feedback on? If so, please let us know!

1. This was a valuable experience and I hope that more TJU faculty members will be able to participate in the future.
2. It was great. Thank you!
3. I appreciated the opportunity to talk further with everyone and learn together. That I think will help participants continue to connect with each other and help each other handle situations and continue discussing these issues together in the future.
4. Thank you.
5. None - it was a great workshop and I am glad that I was part of it.
6. Simmee rocks! That's all.

APPENDIX IV

Examples of Faculty Reflective Journals from Book Club Fall 2018

The following was transcribed from parts of hand-written faculty reflective journals:

Faculty #1

11/27/18

Student Strategies

#1 → Bloom's Taxonomy used

Used LSU website Bloom's taxonomy graphic to explain the level of knowledge and thought process required to answer "NCLEX-style" questions in BIOL201 (A and PI)

I explained most of the course material in Foundational (recall/understanding), but that the NCLEX questions required higher level of thinking and appreciation. A tool students will spend most of their clinical career at the higher levels of Bloom's and stressed the importance of building a strong foundation to draw upon for clinical decision making.

#24 and #25

Semester and weekly calendars I provide a chorus Pacific daily planner to students with checklists and space for journals to keep them on track with course material. Students said this helped.

#20 "study cycle" I told students about Maguire's study cycle approach/method and that grades reflect behavior not ability. I think this got through to some students. They looked hopeful after hearing this period

#2 study cycle! I pitched this 2 my class they used it and I saw lots of scores go up I can give you number grades.

Big idea! This is instructor number 10

1st day of class metacognition mission/study skills boot camp

Study approach

Goal setting

#19 Monitor self-talk and stay positive I tell students this all the time also that I believe in them don't know if it's helping though

#35 memory blocks shake them off it will come back if the students move on and come back

For instructors:

1: I did this and will continue to do so

2: yes use this surviving versus thriving get all students across the finish line!

3: yes did this and will continue this helped the students.

6: learning strategies Present on 1st day of class

#10: yes I am going to do this!

#12 :yes, do this clinical relevance.

#19: active learning need to do more of this build activities into Lecture presentation

#26: learning games Kahoot

#31 I tell students to budget time for exercise and eating

Faculty #2

Faculty List:

#1: be more explicit with assignment purposes and link action to field more to students feeling demotivated and grades

#5: a framework could help when mine deal with many outside factors and provide strategies

#11: I already have high expectations but could be better in providing them strategies to meet them

#15: I've started doing this with NBCOT style questions but better scaffolding in the summer course for fall might help shape analysis skills

#20: Instead of me ID'ing into, have them. Also, will help others see their class' thoughts on contact

#25: Already planning on this for groups next semester. Hoping it will ease frustration and teamwork issues

Faculty #3

10/16/18

Teaching structure of the course as it pertains to learning outcomes/goals.

10/23/18

3 minute paper → 3 minute problem solving

more informative assessment

also re-introduce writing down everything they remember about a subject, then explain it to each other as a quiz grade

Have them calculate their grade after each exam

Ch. 7-9

How am I going to make their problem more challenging → do it for me

11/27/18

Student list

3. Actively prepare to read

Hope to have students interact with the text more meaningful

Plan to give bonus quiz is based on days reading also present at start of semester how to get the most out overeating

10. preview and review for

Hope to have students in a more receptive mindset

Plan to have a preview slide up for 5 minutes before class

12. prepare as if you have to teach

Hope to increase level of understanding Knowledge

Tried having students take 2 minutes to explain and their own written words a new concept from the day, then use that to teach the person next to them

27. play learning games

Hope to make stronger neutral connections/change contacts out of just solving equations

Tried implementing Kahoots! With thoughts experimental questions

Faculty #4

Need to provide more specific feedback

→ Did with assignment, not sure they read feedback, one student asked why low grade. I asked her if she read feedback and comments. I got a blank look

Maybe next time use bloom's points in my comments

I gave students clear directions (re did what I had thinking about book)

Required students to take a step back and figure some stuff out

Spending more time in class doing group work, walking around worked with each group, asked questions about project

Challenges

Not teaching facts as much as ideas and critical thinking skills.

I need to look at these strategies and incorporate them into assignments.

How can I create an assignment that requires students to think deeper throughout semester?

Should I do more fact-based learning?

Is it worth to talk to adult students about motivation, mindset?

Take the time to try and get a better sense of students.

Intro/extrovert discussions interesting

Re: class

Judging/perceiving

Another Bib Assignment

1. Everyone reads same article for hw
2. Discuss in class
3. Write annotations
4. Peer Review
5. Edit

Did not work with last class, used health affairs article.

A lot going on.

Should we read out loud in class?

Easier article?

Using some tools on myself

Talking about boo

11/27/18

Strategies for students 5, 6, 8, 9, 10

Plan and share basic skills w/ students in class, connect it to my own learning

Strategies for Instructor

3. Plan to figure out how to incorporate these ideas into material
4. Helpful to include in BB and discuss. Have to figure out how to make it engaging so students listen and use
7. Is there a way to do this with writing assignments or should I do exams.
I do have guides, but they are basic
8. I think I do but I still will review and try to be clearer
9. I do. But I don't check. Maybe a good idea to check
11. I think I do but I often lower expectations during the semester. How to change?

12. I do this. I always ask about current jobs/career plans and flexible on some assignments so relevant.
15. I do try this. It's a challenge with eight-week classes.
16. I try to do this
17. I mostly do this but sometimes my assignments are too complicated. I think I try to be flexible and they can be complicated. I will reduce assignments and give less choices.
18. Did this more this semester
19. I do this. I will do this more
20. Might try this
22. I always do this. It's hard for some students. Topics are too broad or too specific
26. I have done this. I would like to do more but there teaching is often too basic. Not sure how to get them to teach more in depth
28. I think I do this sometimes better than ever. Actually with one credit trad undergrad class, I don't.
29. Might consider this.

Faculty #5

11/27 Ideas

1. Design version of Blooms for design – Explain what mastery looks like. – Deliverable outcomes. -
- Better understanding of what is expected. What is success?
2. Deliver version of study cycles for design. What does that look like? Sketch/exorcises every day?
– Goal – improve learning practices and skill development
3. Practice exams/exorcises – A quiz – (online?) every week for materials and process. Goal –
returning to retention material – better retention of basics
4. Deliver Homework learning modules on core concepts – reading/video/quizzes. – Better
retention.
5. More explicit about questions before each project/exorcise – goal – better understanding of
intended outcome.
6. Deliver of reading/discussion of “Growth Mindset” in context of design
7. MSID passport for semester – goals/journal

Faculty #6

Reading Group Reflections.

Ch. 6 Mindset Matters

- Told students about my challenges as an undergrad. It never came easy...had to work (From book – let your students know you are human...)
- Building confidence in my students is really important to me. Incorporated positive messaging in my weekly BB announcements.

e.g.

“Excellent work this week in lab EVERYONE! I witnessed you developing some great lab skills including...”

In lab I make it a point to address each student on what I saw/read that was good, then encouraging I suggested things/way to improve.

I provide this lil feedback to every student every week (I circulate around the lab and do this while they are doing their lab experiment).

From Book!

Making personal connections to motivate

Recognize Different Learning Styles and provide materials/content in various formats.) from book

I made a series of videos to walk them through the calculations, though-processes, and/or skill development.

Why?

1. Tired of saying the same thing time after time
 2. Some students will learn at different rates and learn differently (oral, visual)
- So... I use a document camera or share screen to “walk them through it”

Post on Youtube

Side bar [I have 44 students...my las video got 69 views]

They are re-watching them!

3. I can monitor the effectiveness of these.
- Those who didn't watch it, failed at critical calculation step.

Those who did... nailed it!

I simplified my expectations and made them clear to students.

1. Oral in class
2. Written, in BB announcement
3. Written in assignment of work
4. Oral/visual in videos

I laid it out (my expectations) more clearly this semester!

Re-thought the final exam to

1. Cater/hit multiple learning preferences
e.g. Mix of questions and 2 hands-on stations
2. Related every question to my students learning goals?
3. 1 question of metacognition
"Reflect upon your experiences in CHEM103L → reflect
Did the experiences assist you in your understanding of the material that you were learning in lecture? → Explain...in hopes of making the connections
Why or why not? → Helps me assess the course too! If not, time to rethink it!
(There is no right answer – by providing a thoughtful answer to this question ensures that you will receive full credit on this question) → Low stakes...nothing to lose. (and I value their input

Low Stakes

Gave them the opportunity to hand in drafts every week for input

(Though few did?)

Why: I think I was too generous with grades...they know I would not grade harshly...no consequence if they didn't do it perfectly.

Things I will incorporate in Chemistry lecture:

1. Present p 130 to students
(I do this over the semester but will put this list on my syllabus)
"study" figure from PowerPoint
2. Use 147. "Find out where you belong survey questions
3. "Us" vs. "You" (p.155)
Language

APPENDIX V – CLS Nexus Advocate (Anne Bower) Annual 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 and Spring 2018 to provide feedback on curriculum initiatives. Attended and provided feedback at selected AOOC meetings for Fall and Spring 2018. Participant in planning for Faculty Days in June 2019. Collaborated with students as well to engage in NEXUS MAXIMUS. List of activities include:

6/5/18 Jefferson Faculty Days Moderator for seven consecutive sessions at the annual teaching and learning symposium for Jefferson University

9/3/18 Camp Edventure Lead Presenter Collaborated with Dr. Wagner-Graham Powerpoint and active learning activities for Backward Design in pedagogy for faculty training.

8/17/18 OIR/NEXUS Advocate job interview for instructional designer and pedagogy staff position

8/23/18 Dossier review Kathryn Mickle

9/4/18 Jeff Ashley and Stephen Didonato, Graduate Program in Trauma Counseling Development for Faculty Pedagogy Initiative

9/20/18 Pedagogy Workshop: Distraction by Dr. James Lang Special regional workshop of Teaching & Learning Centers at Villanova University

9/21 to 24 NEXUS MAXIMUS. Integrated into BIOL 103 Honors sections. Facilitate freshman participation in the event and present their results to their peers

11/5/18 Classroom observation Introduction to Biology and pedagogical materials development Dr. Malela Werner

11/6/18 & 11/13 Classroom observation Dr. Stephen Didonato, Trauma Counseling

11/14/18 Classroom observation Dr. Mary Ann Wagner Graham Anatomy & Physiology

11/28/18 Classroom observation Dr. Jeff Klemens Introduction to Biology I

12/8 and 1/5 Multiple meetings and feedback on NEXUS learning grants, Nicole Cournoyer on Empathy training for PA students

2/5 meeting on NEXUS strategies with Thomas Tawdowski, Math & Physics

2/28 Unconscious bias training from AAMC completed

3/18 NEXUS learning meeting on Director and Advocate model

3/26 University Educational Awards Committee Nominations Review

IFDT monthly meeting for Faculty Days and 3/23 Review of 54 submissions

Faculty Mentor for Post Doc Teaching Training

Malela Werner 1/25, 2/9, 3/25, 3/26, 4/5, 4/8. Written classroom evaluation

Justin Hallgren 1/25, 3/7, 3/25, 4/3. Written classroom evaluation

Fall 2018 Semester Reading and Implementation Group: Teach Students How to Learn

Facilitator: Every Tuesday in Fall 2018, a group of faculty and staff congregate over free lunch to discuss and implement strategies from Sandra McGuire's "Teach Students How to Learn - Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation".

Participants implemented 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), Brian Yust (Physics), Mary Ann Wagner Graham (Biology), Kathryn Mickle (Biology), Monique Chabot (Occupational Therapy), Eric Schneider (Industrial Design), Laura Richlin (Continuing Studies), Marcy Boroff (Continuing Studies), Dana Scott (DEC)

Spring 2019 Semester Reading and Implementation Group: Cheating Lessons

Facilitator: Every Tuesday in Spring 2019, a group of faculty and staff congregate over free lunch to discuss and implement strategies from James Lang's "Cheating Lessons: Learning from Academic Dishonesty". Participants implement teaching and learning strategies in their current courses and report back to the group regarding observations and outcomes.

Participants: Teresa Edge (Library), Colleen Zaine (Occupational Therapy), Barbara Hackley (Midwifery), Andrew Hart (Architecture), Brian Yust (Physics), Mary Ann Wagner Graham (Biology), Kathryn Mickle (Biology), Genevieve Moise (Biology), Monique Chabot (Occupational Therapy), Eric Schneider (Industrial Design), Laura Richlin (Continuing Studies), Tom Schrand (Liberal Arts)

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 group has expressed an interest to continue meeting next year informally to share teaching strategies.

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 university is restructuring the faculty development infrastructure as a whole to a new staffing and delivery model. Other institutional structures will be developed to replace the role of NEXUS Advocate at the university and college level moving forward.

APPENDIX VI – KDEC Nexus Advocate (Chris Pastor) Annual Report

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

As the KDEC Nexus Learning Advocate, I

- worked with faculty (in KDEC and in CSH) providing classroom observations
- worked with faculty (in KDEC and CSH) talking through Nexus strategies with the goal of improving teaching
- organized and ran the weekly Talking Teaching (Fall and Spring semesters) sessions. There were a number of provisional faculty participating this year, with an average participation of 6 faculty members per session.
- served on the KDEC Education Committee to provide Nexus insight and compliance
- served on the DEC Core Revisioning Committee to bring Nexus insight to a new curriculum
- participated in AAO meetings as Nexus representative
- participated in Nexus Maximus
- participated in planning the 2019 Faculty Days program
- evaluated proposals for presentation at the 2019 Faculty Days program
- served as a session chair for the 2018 Faculty Days conference
- presented a paper at the 2018 Faculty Days conference

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.

Generally speaking, the faculty on East Falls campus embrace the core principles of Nexus Learning, as have been demonstrated by their teaching. There is always room for improvement. I think providing an easily accessible tool kit of techniques and examples of implementation would be useful for the community.

I think it would be valuable to assist new faculty onboarding by communicating with them prior to their arrival on campus.

I think it would be good to establish a larger portfolio of digital assets that faculty can call upon. This could include recorded lectures and workshops, text documents, and examples.

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

It is not clear that there will be a Nexus Advocate for KDEC next year.

APPENDIX VII – CABE Nexus Advocate (Dave Kratzer) Annual Report

What Has Your Work as NL Advocate Involved this year?

In general, the advocacy has involved classroom methodology consultation with part-time and full-time faculty, advising faculty and administration on course structures that promote strong teaching and learning, coordinating informal and formal programs for college edification, advising on Nexus Learning grant applications, coordinating the Nexus Learning tenets into the B.Arch and M.Arch accreditation processes, as well as this year specifically promoting a larger college-wide discussion on the younger generation entering college and the effects they have on design teaching and learning. I was a member of the CABE College Curriculum Committee as Nexus Learning representative for curriculum proposals, the Institutional Faculty Development Task Force (IFDT) assisting with program development and Faculty Days, as well as attending periodic AOC meetings in the Fall 2018 semester, and coordinated CABE participation in the Nexus Maximus international event. Specific activities included:

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

- I collaborated with full time and adjunct faculty on methods to improve student engagement including
 - Review of course tools including project outlines, project scheduling, design critique formats and methods of criticism.
 - Discussion on student engagement issues including behavior, motivation, creativity and risk taking.
- I mentored faculty on varied Nexus Learning areas of interest including grading, rubrics, design critiques, student skills to accept and work with criticism, leaning habits and mobile technologies.
- I consulted with a number of faculty interested in Nexus Learning grants.

Adjunct and full time faculty outreach:

- A new and charged faculty outreach program over the past academic year focused on the newer generation coming into the university and the specific challenges they present. I spent considerable time fielding frustrations from faculty which led to a concentrated look at the issues. Generally referred to as the “I Generation” (‘I’nternet and ‘I’phones), I conducted a series of informational emails, readings, faculty meetings, general discussions, and two interactive presentations which explored this incoming generation’s:
 - Increasing behavioral and mental health issues
 - Difficulty in focusing
 - Hesitancy to take risks
 - Formulaic creativity
 - Small comfort zone

- Emotional ties to social media
- I facilitated two book reading groups this past year. *How Learning Works – Seven Research-Based Principles for Smart Teaching* averaged 5-6 steady participants after beginning with 9. *Quiet, The Power of Introverts in a World that Can't Stop Talking* averaged 9 participants after beginning with 15 – and was quite successful.
- I continued the dialog on the role mobile technology has on student attention and engagement including another presentation on classroom tools.
- I continued to introduce NL programs and events at faculty meetings which continues to be the primary means of making connections with new and continuing faculty.
- I conducted adjunct and new faculty welcome presentations on the tenets of Nexus Learning and their relation to teaching and learning.
- I participated in “Talking About Teaching” sessions periodically in support of Professor Pastore’s topics and dialog. They are held over lunch once a week in a number of formats with the goal of enticing faculty to join conversations focused on select topics of teaching and NL.

Information Dissemination & Public Relations:

- Research continued over the past year on NL methodologies and issues for student engagement. Evan Pruitt and I presented another round of work on student temperament and its effects on design studios at the Lilly Teaching Conference in Bethesda, MD and the Faculty Days Symposium in June 2018 (listed in previous report). The research was originally sponsored by a Nexus Learning Grant and previously was disseminated through a paper presentation at the Association of Collegiate Schools of Architecture Annual Meeting and Conference in Denver, Colorado in March 2018.

Committee and Service Work:

- AOO Committee – attended 3 meetings in support of curriculum discussions.
- CABE CEC Committee – attended 9 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 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 12 students. I participated in 2 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.

- High School Student Recruiting in Open Houses and mentoring, 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.
- Nexus Learning Assessment Workshops/ Program Director's Reports. It must be noted, again, that I complete the MArch and BArch Director's reports for Middle States in collaboration with the director.
- Member of Faculty Development Task Force (IFDT) with minor input.

NL Improvement Workshops and Conferences:

- Dossier Portfolio Workshop – I mentored three junior faculty this year.
- NL EDU CTINL Workshops: I attended two event sessions
- Lilly Teaching Conference 2019 – I attended initial seminar sessions focused on teaching methodologies.

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

For the upcoming academic year I have accepted greater leadership responsibilities in CAFE beginning July 1 which will require an efficient approach to NL initiatives. I have been asked to continue the NL work on the new IGen challenges within the College. Given this request along with the discontinuation of the NL advocate system, I will be focusing on NL as it pertains specifically to CAFE.

Goals:

- Continue to develop and distribute, in concert with the CAFE Assessment Advocate, rubrics and surveys which promote and enrich collaboration and NL methodologies.
- To continue to conduct CAFE specific workshops on the new IGen student body especially at the beginning of the year primarily for adjunct and interested faculty to address NL teaching methods and issues.
- To develop clearer NL collaborative methodologies and corresponding assessment tools for CAFE. These should be in the form of MS office so faculty can pull them and use directly.

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 CAFE faculty.
- To attend, and present at, another teaching conference to attend sessions and specific NL work at the College and CAFE.

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

I consider this question to be a challenge pertaining to the upcoming academic year. With the discontinuation of the NL advocate positions alongside the reworking of the NL university initiative and administrative structure, the nature of Nexus Learning at Jefferson is in a state of flux. I have valued the personal connection the NL advocates have been able to foster within their colleges and I hope that the new systems will strive to continue this personal platform as it has fostered unique outcomes and transdisciplinary dialog existing outside the standard confines of the typical academic committee based structure.

As this will be one of the final four NL advocate reports, I wanted to take this opportunity to thank Jeff Ashley, his predecessor Marion Roydhouse for their stellar leadership as well as my fellow advocates for their passion and support over the past three years. It has been a fun ride during which I have learned an enormous amount drastically altering my teaching methodologies and leadership skills. I look forward to the re-birth of Nexus Learning initiatives in the coming year.

APPENDIX VIII – SCPS Nexus Advocate (Fall only – Laura Richlin) Annual 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 and maintaining 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 SCPS New Faculty Orientation sessions in collaboration with Director of academic services--

7November18 – 15 participants

Regular monthly planning meetings with Director of Academic Services: 6August, 4Sept, 7Oct, 4Nov
Designed procedure for Faculty observations, began process, aborted process

Reviewed and monitored all **SCPS class Blackboard** sites: 18SMA, 18FLA Reported to Director, created strategies for professional development. Mentored colleagues on use of SCPS Template Blackboard site.

Individual colleague mentoring sessions:

3Aug18 – Robyn Collier, help with BB

26September 18 – Steve Reed

4October18- Charles Shuman

15Novemeber18- Kim Bonner

11Dec18- Kim Bonner

12Dec18- Marci Boroff

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

3Aug18 Camp Edventure - active learning strategies full day workshop

23August18 – Communicate Like a Pro

20September – James Lang – Villanova, Connelly Center

10October18- Kimberle Crenshaw, U of Penn

17October18- Anti-Racism Lesson Planning for Teachers, Part 1

24October18 – George Lakey lecture, DEC 308

30October18- Anti-Racism Lesson Planning for Teachers, Part 2

14Nov18 – Roxboro Roundtable – Holocaust Educator

9January19- Temple University Teaching Conference

10January19- Temple University Teaching Conference

18January19- West Chester University Teaching Conference

Participant--Fall 18 Semester Reading and Implementation Group: Developing Learner-Centered Teaching (Led by Anne Bower) Every Tuesday in Fall 2018, a group of faculty and staff congregate over free lunch to discuss and implement strategies from Sandra McGuire's "Teach Students How to Learn - Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation". Participants implemented teaching and learning strategies in their current courses and report back to the group regarding observations and outcomes

Participant-- Spring 2019 weekly faculty development (Led by Anne Bower) Every Tuesday in Spring 2019, a group of faculty and staff congregate over free lunch to discuss and implement strategies from James Lang's "Cheating Lessons: Learning from Academic Dishonesty". 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.

The NEXUS Learning Advocacy program and position have been cancelled. For SCPS, the position was expunged in January 2019. It is a great loss all – especially the adjunct faculty who have nowhere to go to get assistance.

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

The university is restructuring the faculty development infrastructure as a whole to a new staffing and delivery model. Other institutional structures will be developed to replace the role of NEXUS Advocate at the university and college level moving forward.

Please note: NEXUS Learning Advocate Position was discontinued in SCPS as of mid-January19