

PROPOSAL TO PARTICIPATE IN THE CASTL LEADERSHIP PROGRAM SAN JOSÉ STATE UNIVERSITY

Why participate? - Participation in the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Leadership Program will enable San José State University (SJSU) to weave together key initiatives that build upon past accomplishments and make progress toward several strategic goals for the year 2010. We also hope to learn from experiences of other institutions, contribute to the collective work of CASTL, and engage in collaborative research with other participants. The timing of CASTL is fortuitous – SJSU has significantly enhanced our institutional capacity and commitment in relation to the scholarship of teaching and learning in the last several years. We are ready to move to the next level!

Recent accomplishments and current initiatives: SJSU has made a significant commitment to the scholarship of teaching and learning and to liberal education. It is in the process of a major paradigm shift from a focus on teaching activities to a focus on learning outcomes. Among its main efforts are:

- 1) The Institute for Teaching and Learning (ITL) was formed in 1992 to promote the scholarship of teaching and help faculty to share ideas and approaches to effective teaching and learning. ITL was merged into a Center for Faculty Development and Support (CFDS) in 2004. It includes a Teacher Scholars program, which selects outstanding professors annually to discuss good teaching practices and conduct informal research on teaching and learning, and an annual campus conference to highlight work of the Teacher Scholars and others on campus. (See www.sjsu.edu/cfd.)
- 2) The General Education (GE) program guidelines were revised in 1998 and again in 2005 to identify clear student learning objectives for the overall program and for each area, linked closely to the principles of liberal education articulated in the Statement on Liberal Education of the American Association of Colleges and Universities (AAC&U). Information literacy and civic learning objectives were added. The GE program now requires extensive assessment of student learning outcomes, providing excellent opportunities for scholarly investigations related to liberal education. (See www.sjsu.edu/ugs/ge/ge-main.html.)
- 3) A first-year experience (FYE) program, the Metropolitan University Scholars Experience (MUSE) was endorsed by the Academic Senate in 2001 and implemented in 2002; to date, over 3600 students have participated. The SJSU strategic plan calls for expanding FYE programs to all incoming freshman and transfer students by 2010 and linking it to several other integrative learning initiatives (discussed below). (See www.sjsu.edu/muse.)
- 4) Educated Persons Dialogue (2003). In May 2003, incoming Senate Chair Professor Annette Nellen started a campus dialogue focused on the question “what does it mean to be an educated person and how is that concept relevant to SJSU’s curriculum and programs?” The initial purpose was to discuss the goals of an undergraduate education in preparation for the required Senate review of the GE program in 2005, but the dialogue has continued due to interest in the topic. Through monthly brown bag lunches and online discussions, the

dialogue brought greater attention to the AAC&U Greater Expectations report and shaped GE changes noted above (See www.cob.sjsu.edu/nellen_a/EducatedCitizenDialog.htm)

- 5) A campus-wide initiative to assess program learning outcomes, begun in 2005, involves a team of facilitators from every College, offering new discipline-specific opportunities for scholarship of teaching. (See www.sjsu.edu/ugs/assessment/as-main.html.)
- 6) A Center for Service-Learning (CSL) was established in 2000, resulting in significant expansion of community-based learning and research. In 2005-2006, 4000+ students participated in almost 200 service-learning courses. SJSU has become a national leader in scholarship of teaching related to service-learning and civic engagement. (See www.sjsu.edu/csl.) An innovative new service-learning initiative, CommUniverCity, links the campus in interdisciplinary service-learning efforts in partnership with residents of a neighborhood, the City of San José, and community organizations. It includes a strong focus on scholarship of teaching and learning. (See misweb.cob.sjsu.edu/119a/communiversity.)

Our campus has also become actively involved with several AAC&U programs, most notably the Greater Expectations Institute and the Liberal Education and America's Promise (LEAP) campaign. (See the Institutional Theme section below.) We view CASTL, with its focus on knowledge-building and institutional change to improve student learning and support the scholarship of teaching and learning, as complementary to LEAP.

CASTL criteria for participation: The accomplishments outlined above reflect the university's clear understanding of the significance of the scholarship of teaching and learning, a solid history of commitment, and a supportive institutional infrastructure. We also have strong commitments to internal collaboration and to external coordination and cooperation with other institutions and organizations engaged in this work. Our policies and guidelines related to recognizing scholarship of teaching and learning in faculty roles, rewards, promotion, and tenure, and allied initiatives clearly permit its consideration, though different departments, schools, and colleges vary widely in the degree to which they value such work. We are currently addressing this issue through proposed policy changes and through faculty development activities. Participation in CASTL will provide additional incentives for further progress in this area. (See SJSU President Don Kassing's letter of support regarding our commitments to action.)

CASTL and the SJSU strategic plan: Beginning Fall 2006, SJSU will pilot several new initiatives related to integrative learning and faculty development, emerging from the strategic planning process. The SJSU Vision 2010 calls for SJSU to become a student-centered campus of choice. "The University will be known for the value it places on the integration of liberal and professional education and theoretical and applied knowledge." Two strategic goals are most relevant: 1) curriculum reinvigoration and learning assessment; and 2) investment in faculty. Our efforts to achieve the vision and goals present excellent possibilities for scholarship of teaching that would benefit both our campus and the wider academic community.

In the area of curriculum reinvigoration and learning assessment, we have established an advisory panel on "integrative learning." The panel is charged with developing and assessing strategies to foster students' abilities to make connections between their general education and

professional courses, between coursework and co-curricular experiences, and from the first-year experience through a capstone and beyond. Two strategies will be piloted in Fall 2006: 1) a team-taught two-semester program with a service-learning component that integrates all upper division general education requirements around a common theme, and 2) student assessment of integrative learning (students evaluating their own learning assets, challenges, and plans at the beginning, middle, and end of their SJSU careers), tentatively named Metropolitan Integrative Learning Experience (MILE). We will explore the use of e-portfolios as part of the student assessment project as a way for students to integrate curricular and co-curricular learning, promote self-reflection, and showcase their best work. A leadership minor that links students' service beyond the classroom with academic learning is planned for 2007. In the area of learning assessment, a campus-wide faculty team is leading a process to assess student learning outcomes in each academic program.

The advisory panels on "Investment in Faculty" and "Integrative Learning" are jointly proposing a new administrative structure intended to coordinate activities related to integrative learning, faculty development, and scholarship of teaching and learning more effectively. This will bring faculty development efforts in closer alignment with the goals of integrative learning, liberal education, and scholarship of teaching and learning. In addition, CDFS will launch a new Teaching and Learning Academy in Fall 2006. The Academy will offer a year-long certificate program to orient new faculty to 21st century learner centered pedagogies. This Academy will provide an excellent opportunity for inquiry into the culture of practice centered in students as learners and research-based learning processes.

Goals: Our primary goals for participation in CASTL are to:

- "take stock" of our current activities related to liberal education and the scholarship of teaching and learning;
- identify faculty interested in scholarship of teaching and learning and survey them about interests, strengths, and faculty development and support needs;
- create and support implementation of new guidelines on documenting and evaluating scholarship of teaching and learning for RTP to be used by candidates and personnel committees in conjunction with new policies and procedures.
- conduct systematic, scholarly assessment of the new integrative learning and faculty development efforts;
- promote and encourage research on the scholarship of teaching and learning through ongoing faculty development programs, the Teaching and Learning Academy, and involvement of students in research activities; and
- assist faculty and professional staff with dissemination of scholarship on teaching and learning through publications, presentations, and other channels.

Leadership role: SJSU has been recognized for its leadership in several areas directly relevant to liberal education and the scholarship of teaching and learning liberal education, such as GE program assessment and research on interdisciplinary service-learning. Other programs have also drawn considerable interest in professional circles, such as the Educated Persons Dialogue, a peer mentor component of the FYE program, and information literacy activities.

SJSU was also recently awarded a grant through the highly competitive Ford Foundation Difficult Dialogues Initiative. We also believe that several of the proposed “integrative learning” strategies described above hold considerable promise for contributing to the collective work of CASTL Leadership Program participants.

Institutional theme – Theme C, “Liberal Education and the Scholarship of Teaching and Learning,” best fits campus priorities and strengths. It directly relates to our strategic goals in the areas of “integrative learning” and “investment in faculty” previously described. A team from SJSU participated in 2005 Greater Expectations Institute sponsored by AAC&U, then adapted that model to create a highly successful “Achieving Greater Expectations” Institute locally. SJSU joined the AAC&U Liberal Education and America’s Promise (LEAP) campaign in 2005. We also considered selecting theme D, “Social Engagement,” but decided that we could incorporate social, civic, and political engagement efforts under the broader framework of liberal education.

Team members: Team members will include:

- Debra David, Director, Center for Service-Learning (CSL), and Professor, Health Science. Dr. David currently chairs the Curriculum and Research Policy Committee of the Academic Senate and is a member of the CommUniverCity steering committee. Previously, she served as Faculty-in-Residence for the Scholarship of Teaching at the Center for Faculty Development and Support. .
- Gail Evans, Associate Dean, Undergraduate Studies. Dr. Evans is Director of the General Education Program and, with Dr. Stiglitz, co-chairs the “Integrative Learning” advisory panel of the University Planning Council. She was a member of the SJSU team at the 2005 “AAC&U Greater Expectations Institute” and served on the planning committee for the first campus institute adapted from that model.
- Mary Jo Gorney-Moreno, Associate Vice President, Academic Technology, and Interim Director, Center for Faculty Development and Support. Under Dr. Gorney-Moreno’s leadership, the Center offers the Teacher-Scholar Program, faculty workshops and technical assistance for the scholarship of teaching, and the new Academy for Teaching and Learning. She is a member of the “Investment in Faculty” advisory panel of the University Planning Council and co-chairs the E-Portfolio Task Force.
- Annette Nellen, Professor, Accounting and Finance, and Past Chair of the Academic Senate. Dr. Nellen initiated the ongoing campus dialogue on Educated Citizens. She also serves as the liaison to the AAC&U Liberal Education for America’s Promise (LEAP) initiative and directs the Campus Reading Program. She was founding director of the first-year experience program.
- Eloise Stiglitz, Associate Vice President, Student Services. Dr. Stiglitz is responsible for coordinating linkages between the Divisions of Student Affairs and Academic Affairs. With Dr. Evans, she co-chairs the “Integrative Learning” advisory panel of the University Planning Council.

Collectively, these team members have extensive background in liberal education and the scholarship of teaching. Equally important, they hold positions of leadership that can facilitate the development of an infrastructure to support and sustain the outcomes of SJSU’s participation in CASTL.

Impact, documentation, and evaluation: We expect that participation in CASTL will increase the quantity and quality of scholarship of teaching and learning at SJSU, resulting in greater recognition and rewards for faculty engaged in such inquiry and improved student learning. Documentation and evaluation will focus particularly on systematic assessment of current and new general education and integrative learning initiatives, such as: FYE programs; team-taught, multi-semester general education programs, interdisciplinary service-learning projects, and the student integrative learning plans.

The quantity and quality of scholarship of teaching and learning will be assessed by such indicators as: the number and quality of faculty presentations and publications; inclusion of such research in dossiers for retention, tenure, and promotion; participation in relevant campus events; and involvement of students in research. Student learning impacts will be assessed through qualitative analysis of the integrative learning plans, documented through e-portfolios and/or print materials, and course-embedded assessment of general education learning outcomes.

We also will participate in CASTL research activities, including appropriate collaborative projects, and share our campus findings with other institutions. Involvement in the CASTL Leadership Program will also help us to learn from others and increase visibility of SJSU's commitments to the scholarship of teaching and learning.

Products and dissemination: We anticipate several products from participation with CASTL:

- An inventory of recent and current activities at SJSU related to liberal education, integrative learning, and the scholarship of teaching and learning.
- An assessment of faculty interests, strengths, and professional development needs in the areas of liberal education, integrative learning, and the scholarship of teaching and learning.
- Guidelines for documenting and evaluating scholarship of teaching for purposes of retention, tenure, and promotion.
- Publications (print and electronic) and presentations in appropriate professional venues on scholarship emerging from campus activities, particularly assessments of the MILE portfolios, integrated general education programs, first year experience program, and leadership minor.
- A documentary DVD on interdisciplinary service-learning through CommUniverCity produced by award-winning producer Bob Gliner. Dr. Gliner's documentary, *Education for What? Learning Social Responsibility*, is nationally distributed by Campus Compact.

The first two products will primarily be used for campus purposes, but the other three are likely to be of wider interest. Campus venues for disseminating information include SJSU websites, the annual conference on the scholarship of teaching and learning, and faculty development workshops. Outside venues include the CASTL website and meetings, AAC&U meetings, Campus Compact meetings, the California State University system's conference on community-based teaching and research and electronic journal on teaching and learning, and various disciplinary journals and conferences.