

Provost Outcomes Report 2016

Provost Update: Teams Wrap Up 2014-16 Priorities

Shortly after taking on the role of Provost early in spring of 2014, I began visiting with students and faculty members in their classrooms, and holding informal meetings with staff, instructors and administrators. All of you who met with me provided important input from many perspectives about the needs of campus stakeholders.



Informed by these conversations, I met with the Academic Affairs Leadership Team (AALT) to brainstorm projects and initiatives that would benefit our primary mission of supporting student success. In initial conversations, we found that many of the ideas suggested fell into three main priorities:

- 21st Century Teaching and Learning Spaces
- Educational Excellence and Student Experience
- Research, Scholarship and Creative Activity (RSCA) and Professional Development Support

AALT members divided into priority groups after these early discussions. Team leaders added student, staff and faculty members representatives to help develop action items and specific implementation plans for each key area we identified. In the [Academic Affairs Working Plan](#), we selected action items that we knew would have immediate and visible

results on our campus. As the priority group members met weekly and solicited more input from campus stakeholders, some of the initiatives evolved but the vision remained the same: finding ways to enhance the student experience at SJSU.

Equipped with \$6 million in one-time funding, these teams have completed a tremendous amount of work in less than two years and have shown a deep commitment to supporting student success. I appreciate the hard work of the priority group members as well as the participation of many other students, staff and faculty members on campus who were engaged in our efforts.

We will continue to focus on student success as a campus-wide priority. As the end of the spring 2016 semester approaches, I am pleased to share highlights of the work completed on our priorities.

Sincerely,

A blue ink handwritten signature that appears to be 'Andy Feinstein'.

Andy Feinstein
Provost and Vice President
for Academic Affairs

21st Century Teaching and Learning Spaces

The 21st Century Teaching and Learning Spaces priority group focused on upgrading classroom environments that are conducive to learning. One area they focused on included equipment upgrades to provide flexibility for instructors in how they configure classrooms to promote student engagement and learning. The group received a one-time allocation of \$3 million to use on upgrades they identified as priorities. To begin their work, group members [surveyed more than 600 instructors and faculty](#) about classroom needs to develop a list of university learning spaces to enhance. Using this data, the group worked to equip learning spaces with appropriate technology, furniture (including accessible furniture), whiteboards and lighting control.

[Details related to the allocation of funding are available online.](#)

Notable Accomplishments

- The group provided 100 classrooms with moveable furniture to support collaboration and student engagement, and replaced broken and mismatched furniture. Fixed seating upgrades were completed in five large lecture classrooms, with two additional large classrooms scheduled to receive new fixed seating in summer 2016. Collectively, these rooms serve tens of thousands of students each term. In addition to the standard learning spaces, the College of Humanities and the Arts purchased specialized furniture and equipment such as easels, concert risers, music stands, piano benches and

Mobile Desks Promote Engagement



Mobile furniture allows students to move easily around a classroom in Sweeney Hall while engaged in group discussions.

When students and faculty returned to San Jose State in fall 2015, they came back to more than 100 upgraded classrooms that had changes as subtle as new blinds and whiteboards to more noticeable changes such as new mobile desks. The Academic Affairs priority group involved with creating 21st Century Teaching and Learning Spaces identified the university classroom needs with input from faculty members who said basic updates would go a long way in helping them teach their classes.

Moktar Zoubeidi, a statistics lecturer in the College of Science mathematics department, returned to mobile furniture in his MacQuarrie Hall classroom that benefit students during the transition from mini lectures to group work.

“It is easy to form the groups and follow the mini lectures at the same time with these kinds of desks,” he said. “There is no waste of time to form groups of four moveable desks and to follow a mini lecture on the board.”

Lisa A. Simpson, an assistant professor of special education in the Connie L. Lurie College of Education, said swivel chairs in her classrooms in Sweeney Hall have also improved group activities.

“I have students engage in a significant amount of group work as they develop their research projects,” she said. “The swivel chairs have been really helpful during that process. The chairs offer a lot of flexibility in seating arrangements.”

She said the ease of moving the chairs around the room allows students to switch between multiple groups during each class setting and also encourages them to interact with more of their peers.

“When trying to do group work in traditional classrooms, I find that students don’t want to get up and move their stuff to a new location so they only interact with the people right next to them,” she said, noting that she is able to spend less time lecturing and more time having students work with each other.

[Read about another classroom update online.](#)

more to support student learning in laboratories, studios, performance and student collaboration spaces.

- New whiteboards were installed in 35 classrooms and new shades that control lighting were installed in 56 classrooms to improve presentation of materials. In partnership with Academic Technology, the priority group completed technology updates and/or additions to 63 classrooms. Of these, 10 rooms were department spaces and 53 were general assignment classrooms.

- The group provided funding for several informal learning space projects. The College of Science is in the process of purchasing furniture for two spaces in Duncan Hall. The University Library improved study areas with the installation of 48" video screens with laptop connectors in 23 group study rooms and new collaboration tables in 34 group study rooms. They also replaced wooden chairs with 318 state-of-the-art node chairs. The library supplemented the 21st Century Teaching and Learning Spaces funds to provide 60 mobile white boards in 39 study rooms, and Facilities Development and Operations (FD&O) staff painted all the rooms. Before and after photos, [available to view online](#), highlight the functionality and more welcoming ambiance of the updated spaces.

Looking Forward

Over the next several years, the university plans to upgrade all university lecture rooms to [minimum standards](#), based on specifications related to technology, furniture, lighting, writing surfaces and safety. The minimum standards project will include replacing many transparency projectors with document cameras. The priority group recommends selecting a set of rooms to be brought to minimum standards in Academic Year 2016-17. The university also has ongoing needs to regularly update and upgrade existing technology and furniture. Finally, there are plans to consider program-specific spaces (yet to be specified) to address innovative and specialized curriculum and learning needs.

Team Leader

Thalia Anagnos, *AVP, Graduate and Undergraduate Programs*

Former Team Leaders

Dennis Jaehne, *former deputy provost (2014-15)*

Carl Kemnitz, *deputy provost (summer 2015)*

Team members

Bem Cayco, *chair, Department of Mathematics*

Fred Cohen, *chair, School of Music and Dance*

Marna Genes, *AVP, Academic Planning and Budgets*

Ruth Kifer, *dean, University Library*

Chris Laxton, *director, Academic Technology*

Michael Parrish, *dean, College of Science*

Jennifer Redd, *director, eCampus*

Roya Lillie, *student, English*

Matthew Stephens, *student, Mechanical Engineering*

Staff and Administrative Support

Sue Alston, *College of Education*

Megan Bringham, *Academic Technology*

Elaine Collins, *College of Science*

Dan Cox, *Facilities Development & Operations*

Bruce Gardener, *Art & Art History*

Kim Huynh, *Graduate and Undergraduate Programs*

Bruce Kelbert,

Academic Technology

Jessica Larsen,

Office of the Provost

Jim LeFever, *TV, Radio, Film & Theatre*

Rod Maciel, *Academic Technology*

Matt Masucci, *Kinesiology*

Mary McVey, *College of Education*

Claudia Quiñones, *Academic Scheduling*

Tung Pham, *Dr. Martin Luther King Jr. Library*

Jinny Rhee, *College of Engineering*

Pamela Richardson, *College of Applied Sciences and Arts*

Malu Roldan, *College of Business*

Jonathan Rye,

College of Engineering

Willie Simon, *Academic Technology*

William Street, *College of Humanities and the Arts*

Jazmina Tamayo, *Geography*

Sheri Tomisaki-Wong, *Academic Scheduling*

Lynne Trulio, *College of Social Sciences*

Stanley Vaughn, *College of Science*

Ignacia Villavelazquez, *Accessible Education Center*

Andy Yeung, *College of Business*



Students use an updated study room in the Dr. Martin Luther King, Jr. Library.

Educational Excellence and Student Experience

The Educational Excellence and Student Experience priority group focused on identifying ways to improve student retention and graduation rates while also increasing student engagement. Using an allocation of \$1.5 million, the team members split into subcommittees to pursue projects around five main categories: developing general education pathways; establishing student success centers in each college; enhancing writing support services; enhancing global citizenship; and establishing a data warehouse.

[Details related to the allocation of funding are available online.](#)

Notable Accomplishments

- The priority group subcommittee involved with creating general education pathways recruited campus stakeholders to help with identifying potential clusters; the team selected sustainability, creativity and globalization themes; identified courses for each pathway and learning objectives; created advising materials used in pilot sections of English 1A; and worked with Academic Senate, Graduate and Undergraduate Program staff and advisors to create certificates for each pathway. The pathway proposals will be available in late April for review by college curricular committees, chairs and directors; and they will identify coordinators for each pathway.
- College student success centers have been established in all seven of the colleges to improve advising and support other activities crucial to student success. The Humanities and the Arts Success Center opened in spring 2015, with the Connie L. Lurie College of Education proposing a renovation of an existing space in Sweeney Hall into a success center/career center and the College of Science proposing a remodel of its current center to better serve students.
- A subcommittee created enhanced writing support services including the implementation of Writing Fellows for Stretch English and refinement of the Fellows program to develop a successful, sustainable model to support writing instruction; held campus-wide training seminars and implemented ongoing Writing Across the Curriculum (WAC) training for instructors teaching 100W courses; submitted a proposal for integrated writing support services that includes a more robust Writing Center, enhanced international student support, a supplemental instruction proposal for first-year composition, centralized supported training for

Student Supports 'Sustainable' Pathway

In the fall 2016, three GE pathways will be piloted to improve student engagement and learning. As the priority group subcommittee began their work on developing pathways, they recruited students to be part of the discussion. Joyce Lum signed up as a student representative. As an Associated Student board member she makes an effort to get involved in committees to be a voice for students.

As a business major, Lum took GE courses in her first two years that related to globalization and sustainability.

"When I took classes that were related to each other, I found it a lot easier to pay attention in class because I could actually connect what I previously learned with what I was currently learning," she said.

Lum wants to change the perspective students have of general education courses as she has heard negative comments from some students.

"It's disheartening to hear this because I know the professors that teach these courses are very passionate about teaching and knowledgeable about their subjects," she said.

tutors and peer tutors at graduate and undergraduate levels to help improve consistency and high-quality writing support and instruction; and improved relationships between SJSU writing faculty, deans and faculty at eight community colleges.

- A subcommittee enhanced global citizenship through an integrated Graduate Student Orientation in fall 2015 and spring 2016 to allow international students to engage more meaningfully with resident students; expanded programming for International Education Week to include a Study Abroad and Faculty-Led Program Fair, a global breakfast, an international boulevard of languages and an international IQ quiz with more than 4,000 students engaged in the activities throughout the week; provided professional development to faculty to support curricular and co-curricular initiatives such as a collaborative art project between the United States and India that will exhibit migration narratives in public spaces, the development of relationships between teachers in
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A Dedicated Space for Student Success

Gisela Gray-Peoples joined the College of Humanities and the Arts Student Success Center as interim director a year ago, but she has been involved in student advising for years. She worked as an advisor in Academic Advising and Retention Services and later taught what she refers to as “academic bootcamps,” Science 2 and 90T.

“It is good because it allows us to form closer bonds with both faculty and students,” she said, of the center. “It allows us to work with the students, first by giving information on their general education, answering any questions about university policy and helping them to follow roadmaps. We then send them off to see their major advisor to learn specific information about their major.”

In the fall 2015 semester, H&A’s Student Success Center had 2,131 visits with students and Gray-Peoples said the word is still getting out about the one-year old center. The center staff members are working on marketing their services to all H&A students and plan to have more workshops on different subjects in the fall semester.

“We can help them to get their questions answered and connect to resources,” she said.

The staff comprises two full-time advisors, a part-time advisor and three student peer advisors who provide general education advising with referrals to other places



College student success centers provide general education advisement and other resources for students. Here, Career Center Advisor Lynn Chang discusses potential career paths with Raghev Srivastava, '15 Philosophy.

on campus for questions outside their expertise. The space also provides support for faculty members, Gray-Peoples noted, adding that she recently hosted a “Graduation 101” session for faculty advisors, with representatives from the Registrar’s Office.

“It helps faculty and students alike,” she said. “We can make sure we know what all the common problems are so we can be more proactive as opposed to reactive.”

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China and France to provide support in working with children with autism, development of a faculty-led program in Scotland; development of procedures and policies to scale up implementation of the passport program and global leadership opportunities for students in the Lucas College and Graduate School of Business.

- Developed a project plan, timeline and deliverables for completing a data warehouse; reviewed a similar data reporting and student data warehouse developed at CSUMB to identify the tools and framework needed to develop SJSU’s student data warehouse; completed a proof of concept with consultants; and identified the types of data reports needed by colleges to manage student enrollment and track student progress to degree.

Team Leader

Carl Kemnitz, *deputy provost*

Former Team Leader

David Steele, *former dean, College of Business*

Team Members

Elaine Chin, *dean, Connie L. Lurie College of Education*

Jan English-Lueck, *Anthropology*

Marna Genes, *AVP, Academic Planning and Budgets*

Stacy Gleixner, *interim AVP, SASS*

Ruth Huard, *dean, College of International and Extended Studies*

Walt Jacobs, *dean, College of Social Sciences*

Joyce Lum, *Associated Student representative*

Alison McKee, *TV, Radio, Film and Theatre*

Ron Rogers, *associate dean, College of Social Sciences*

Maureen Scharberg, *former AVP, SASS*

Marlene Turner, *interim dean, Lucas College and Graduate School of Business*

Terry Vahey, *AVP/CIO, IT Services*

Lisa Vollendorf, *dean, College of Humanities and the Arts*

Faculty and Administrative Support

Katherine Cushing, *Environmental Studies*

Kathryn Davis, *Geography and Global Studies*

Beverly Grindstaff, *Art and Art History*

Scott Heil, *director,*

Institutional Effectiveness and Analytics

Ellen Metzger, *Geology*

Kathleen McConnell,

Communications Studies

Richard McNabb, *English*

Michael Parrish, *dean, College of Science*

RSCA and Professional Development Support

The Research, Scholarship and Creative Activity (RSCA) and Professional Development Support priority group focused on supporting faculty and staff members in achieving continuous professional development opportunities. Equipped with \$1.5 million in one-time funding, the group supported research, scholarship and creative activity for faculty; enhanced collaborations with students; and provided professional development opportunities to staff. The team conducted a research infrastructure survey in spring 2015 to see what resources would best benefit the campus community.

[Details related to the allocation of funding are available online.](#)

Notable Accomplishments

- The priority group members allocated \$1 million to the colleges and the University Library to support or recognize RSCA. These academic units provided discipline-specific metrics for measuring the impact of the RSCA infusion funding. The colleges are currently evaluating the outcome of their RSCA programs using their discipline-specific metrics. [College metrics and infusion plans are available to view online.](#)
- Staff professional development proposals were solicited in two rounds in fall 2015, with an investment of \$100,000 in more than [70 individual or group grants](#). The majority of proposals included requests to attend professional conferences or subscriptions to online training tools.
- Centralized RSCA support included more than a [dozen faculty workshops](#) in fall 2015 and spring 2016, such as sessions on responsible conduct of research, moving from idea to proposal, tips from journal editors and librarians, understanding budgets and more offered in collaboration with the Office of Research, the Research Foundation, the Tower Foundation, the University Library and the Center for Faculty Development; a faculty grant program for up to \$4,000 to use toward travel, student assistants or supplies to support RSCA with [16 awards granted](#); institutional membership in the National Center for Faculty Development and Diversity; and access to the Wharton Research Database Services.
- The group launched an intensive University Grants Academy (UGA) in fall 2015 with two cohorts of faculty (24 total) to support them in seeking external

University Grants Academy Launched in Fall 2015



Members of the University Grants Academy meet for a work session as a deadline approaches in their grant process. The inaugural academy provided support to two cohorts of faculty members.

The University Grants Academy (UGA) launched in the fall 2015 as an opportunity for faculty members to gain advice and insight on applying for external grants to support their research. For the inaugural cohorts, candidates who were selected had a viable project and were ready to apply for external funding.

The program has included informational sessions held in the fall, with representatives from the Office of Research, Research Foundation, the Center for Faculty Development and others who support grant efforts on campus. Amy D'Andrade, from the School of Social Work in the College of Applied Sciences and Arts, and John Lee, from the Department of Mechanical Engineering in the Charles W. Davidson College of Engineering, facilitated spring workshops focused on specific steps of a grant proposal such as developing a budget. In addition, the 24 faculty participants received mentoring from SJSU faculty members who successfully received external grant funding, and received multiple reviews of their proposal drafts from

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funding for RSCA with the goal that each faculty member will have a proposal ready to submit by the end of the year. Through the program, facilitators hosted informational sessions on the grant proposal process and workshops on specific topics such as building a budget.

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Professional Development Grants Provide Support to 70+ Staff Members

Amy D'Anna, a marketing coordinator with the College of International and Extended Studies, is one of 72 individuals and groups of staff members who successfully applied for a grant through the Academic Affairs Division priority group on RSCA and professional development.

"This will help by adding formal education to my applied experience in the field of marketing and PR," D'Anna said. "Most times we are the first line of contact and often support students throughout their entire academic career with SJSU. This relationship is crucial to our student body and improving it through staff development will only make SJSU a better place."

Mark Adams, an instructional developer with the

eCampus group in Academic Technology, is planning to use his grant to take a course called "Managing Without Authority" at Stanford University.

"The course focus is on how to influence and persuade others, build and maintain effective working relationships and get things done in a diverse, global environment," he said.

Lauren Andersen, a financial analyst in the University Library, will use her grant to attend the CSU Academic Resource Conference.

"I changed positions from human resources to finance this last January," she said. "This conference will help me to continue to learn more about the world of finance from a CSU perspective."

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UGA peers, campus experts, mentors and senior scholars from outside the university.

"We basically try to create a structured process so that they can work on their proposal in a planned way," D'Andrade said, noting that the participants have had draft deadlines throughout the spring semester to complete the various components of a grant proposal.

The ultimate goal of the program is that each participant will have a proposal ready to submit to an external grant funder at the end of the year.

Child and Adolescent Development Associate Professor Nadia Sorkhabi, from the Connie L. Lurie College of Education, had a strong publication record and had largely been conducting research using intramural grants, which she believed provided her with an empirical basis to apply for external funding.

"By attending the talks and workshops, and consulting individually with Dr. Amy D'Andrade, Dr. Gilles Muller, Dr. Pamela Stacks and others, the most daunting aspects of grant writing – such as budget – were made manageable and even simple," Sorkhabi said. "We also received invaluable emotional and motivational support, and encouragement, which I believe is among the most important imped-

iments in undertaking grant writing."

Professor Cay Horstmann, who teaches computer science in the College of Science, said he applied to participate in UGA to get support in applying for external funding. While he has been at SJSU for many years during which he has been actively involved in publishing books and conducting research with graduate students, he had been unaware that the National Science Foundation (NSF) is now providing significant funding to universities whose primary mission is teaching.

"I didn't know that, and there is definitely money available for computer science education," he said.

One of the key things Hortmann appreciated about the grant academy was the opportunity to learn about other research interests on campus.

"It puts us together with other people – otherwise you are a lone player," he said, noting that he met a colleague who is working with an NSF grant on math education and that they may be able to collaborate in the future.

He noted the other benefit of the program was the release time to work on a grant proposal.

"It's a positive thing," he said. "I'm glad (the university) is doing it."

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Team Leader

Pamela Stacks, AVP, Office of Research (2015-16)

Former Team Leader

Alice Hines, former interim dean, College of Applied Sciences and Arts (2014-15)

Team Members

Ruma Chopra, RSCA director,

College of Social Sciences

Amy D'Andrade, associate dean for Research, College of Applied Sciences and Arts

Marc d'Alarcao, associate dean for Research, College of Science

Elna Green, AVP, Faculty Affairs

Andrew Hsu, dean, Charles W. Davidson College of Engineering

Richard McNabb, *English*

Gilles Muller, associate dean, Office of Research

Samantha Olah, student, Behavioral Science and Anthropology

Mary Schutten, dean, College of Applied Sciences and Arts

Amy Strage, AVP, Faculty Development and Director, Center for Faculty Development