

First in the World Campus Board Meeting 02/05/2020 – Minutes

Meeting Information

Date: February 05, 2020

Time: 2:00pm – 3:30pm

Location: Engr 494

Attendees: Laura Sullivan-Green, Nicole Okamoto, Cassandra Paul, Michael Kaufman, Ron Yeung, Craig LaMunyon, Edith Porter, Pamela Scott Johnson, Alison Baski, Jane Dong, Nancy McQueen, Shandy Hauk, Tyler Stannard

1. Welcome and Introductions

2. General Grant Status Update

- Request for No-Cost extension was submitting in June 2019, to further complete our remaining assessment and grant goals.
- In August 2019, we heard back from the Dept of Ed, informing that the requested extension has been granted.

a. Budget Update

- As of the end of December 2019, the project has spent \$2,813,680.28
- For the No-Cost Extension year, the project budgeted \$150,000 for Year 5 activities.
- The \$150,000 does not include remaining invoices from the previous year (Year 4) paid in Year 5.
- Any remaining funds will be allocated to further outreach and travel, in addition to further analysis.
- The bulk of the funds in the extended year will be allocated to grant management, outreach, and assessment.

b. Year 5 Status Report

- Overall grant activities and spending increased during Year 3 and 4 of the grant.
- In Year 4, the FITW grant co-sponsored the NorCal symposium at SJSU.
- The 2nd Annual Student Success Symposium garnered was open to all local northern California higher education institutions.
- The SoCal Symposium, PolyTeach 2020, will be hosted in the extension year at CPP in Spring 2020.
- Similar to the northern symposium, the PolyTeach 2020 Symposium will be open to all local southern higher education institutions.
- In Year 4, the grant hosted another round of “Do the Flip!” Summer workshops across the three partnering campuses.

- This round of flipped workshops were now open to all majors, opposed to previous years with only STEM faculty.
- In total, the FITW grant hosted 5.5 workshops throughout the year across the three campuses.
- In Year 4 alone, these workshops served over a 100 faculty.
- CSULA and SJSU hosted full day workshops at their campuses in April and May 2019 respectively.
- April 2019, CPP hosted two hybrid half-day workshops which demanded more intensive follow-up from the participating faculty.
- September 2019, SJSU hosted a second full-day workshop as the campuses experience an overwhelming amount of applications, over 80 faculty applications for the summer 2019 workshop.
- Apart of the SJSU Student Success Symposium, SJSU hosted a hybrid-styled workshop for students, faculty, and staff.
- Overall throughout the FITW project timeline, the grant has hosted 11.5 workshops across the three partnering campuses.
- These flipped workshops served over 200 faculty.
- To further support faculty, the FITW grant hosted two rounds of mini-grants, one in summer 2018 and another in spring 2019.
- These FITW mini-grants served over 31 faculty across the three campuses.
- The FITW mini-grants funded faculty to further develop flipped materials past the flipped workshop.
- During the final year, the FITW grant is working on completion of the FITW main website.
- The Website will act as a digital resource for record of grant activities, and a host for developed flipped materials, lesson plans, and resources under the support of the grant.
- The website will be up after the project's timeline, and will be managed by SJSU staff.
- Those interested in learning more about flipped classroom and active learning pedagogies will be able to request the materials from the website.
- Lastly, the grant management is preparing three articles to publish in well renowned national journals to share the assessment outcomes and experienced gained.

3. Campus Status Reports

a. SJSU

- In April 2019, the FITW grant co-sponsored the 2nd Annual Student Success Symposium.
- The Symposium garnered over 250 attendees, including faculty, staff, administrators, and students.
- The Symposium hosted two keynote speakers, Dr. Laura Rendon and Dr. Scott Freeman.
- The symposium held over 20 breakout sessions.
- The FITW grant hosted three sessions at the Symposium:

- One panel with SJSU Core Faculty supported by the project and sharing their experiences with flipped classroom.
- One interactive presentation sharing the assessment outcomes and experiences leading a flipped movement at SJSU.
- One hybrid flipped workshop, which was open to faculty, staff, and students.
- The SJSU campuses hosted two successful workshops throughout Year 4.
- One workshop in April 2019, which was open to all faculty across majors, and had additional faculty from outside SJSU in attendance.
- One workshop in Sept 2019, during the Fall semester.
- The SJSU campuses is striving to coordinate a permanent location, or office to facilitate the growing flipped community on campus.
- Due to our Faculty Learning Coordinator, FLC coordinator, new position as Academic Senate Chair, we are reaching out to other faculty to assist with the flipped community coordination.
- Over the last year, the PI has traveled to several conferences performing presentations and workshops across the nation.
- The FITW SJSU team is working with our office of institutional research to pull data sets to begin the longevity assessment of students in subsequent courses after experiencing a flipped gateway course.
- Due to the turnover of directors at the Office of Institutional Research, we may find alternative means to pull the needed data.

b. CPP

- Due to the conversion from quarters to semesters, the CPP campus participated in the study during Fall 2018 and Spring 2019.
- In contrast to the other campuses, the study only had one core faculty participating in the study in Fall 2018, in addition to four math lecturers participation.
- Faculty that participated in the study shared positive quotes about their experience and how participating in this flipped study impacted their teaching practice.
- In physics, one lecturer was added as core faculty to the project as the previous faculty member stepped down from teaching the physics flipped course.
- The newly added core member is a lecturer that has begun taking the flipped model in stride, and begun sharing her materials with other physics' tenured-track faculty and lecturers.
- The FITW grant has presented the first impetus to broaden and build the flipped teaching practices in the general physics sequence and several faculty are now becoming involved.
- Similar to the math department, positive testimonies were shared from physics faculty expressing their experiences with the flipped classroom model.
- Engineering department is slowly behind in developed a sense of flipping community on CPP campus.

- One of the core faculty has retired, and two of the other engineering faculty are continuing to practice the flipped classroom model.
- In June 2018, CPP hosted a full-day workshop that served 25 faculty.
- In Jan 2019, CPP hosted an internal flipped workshop following the hybrid half-day model.
- The Jan 2019 workshop served 19 CPP faculty.
- In April 2019, the CPP hosted held a hybrid flipped workshop that served 41 faculty across the CPP and CSULA.
- In Fall 2019, over 25 faculty applied for the FITW mini-grants, however due to limited funding the FITW grant was unable to support this round of applicants.
- Fortunately, the CPP campus was able to fund the faculty internally.
- In Spring 2020, the CPP campus will be hosting the FITW grant's SoCal Symposium, PolyTeach 2020 "Do the Flip!".
- Similar to the NorCal Symposium at SJSU, the PolyTeach 2020 will be open to local CSUs, and other higher education institutions to learn more about flipped active learning.

c. CSULA

- The CSULA campuses have continued to expand their STEM Faculty Learning Community (FLC) during Year 4 of the grant.
- Reaching out to core STEM faculty, faculty supported under the funding of the FITW mini-grants and Flipped workshop participant to participate in monthly meetings to work with CSULA's FLC Coordinator, Silvia.
- As in previous years, it has been a challenge coordinating a universal time to meet that works with the significant number of faculty.
- During AY 2018 – 2019, the FLC has had monthly meetings in October, November, February, March, and April.
- In April 2019, CSULA hosted their full-day flipped workshop which served a total of 28 faculty.
- In addition, the CSULA Provost funded in the catering for the workshop and also personally stopped by to advocate faculty and the campus community for embracing the active learning approach.
- In Spring 2019, five faculty supported through the FITW mini-grants continued their implementation of the flipped classroom model in Computer Science, Natural Science, Discrete Math, Mechanical Engineering, and Psychology.
- Statics, one of the most difficulty passing STEM courses, showed a strong improvement of grades by 90% in for exams once the flipped style of teaching was implemented. The grades were compared between Fall 2015 (non-flipped) and Fall 2018 (flipped) statics course.
- CSULA was also able to capture positive student experiences in response to the flipped classroom model through an IRB student survey.
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4. Calculus Study Update (Shandy Hawk)

- Discussed the Interim Calc-Study Report.
- A robust statistical analysis will be completed before the end of the grant.
- Once report is complete the main goal will be dissemination of its findings.
- Two highlights from the report:
 - Initial analysis suggests within institution students in flipped and non-flipped classes were, on average, equivalent in readiness for calculus.
 - Evidence from classroom observations during Fall 2018 and Spring 2019 using the TRU Observation protocol found in early results suggests two things to notice from classroom practice.
 - 1) The participation structure of a flipped approach clearly allowed for student-centered activity in the classroom.
 - 2) Notable aspect in the classroom observations was the frequency with which instructors used what were, on the surface, the same activities in both flipped and non-flipped classes, however the pre-class work and in-class dynamics for student interaction in flipped and non-flipped were different. More student to student conversation was noted in flipped classroom.

5. Dissemination and Outreach

a. SoCal Symposium

- PolyTech 2020 “Do the Flip!” will act as the SoCal symposium as apart of our final year of dissemination.
- The southern symposium is scheduled for March 6th, 2020.
- The symposium will be opened to all local CSUs and other higher education institutions.
- Presentations from all three FITW partnering campuses, CPP, CSULA, and SJSU.
- Keynote, Dr. Kevin Kelly, confirmed. Dr. Kelly will present his experiences ensuring that flipping is an inclusive teaching strategy rather than one that perpetuates imbalances.
- Other features included in the symposium:
 - Wall of Cool, technology award ceremony for faculty. 7 out of the 9 nominees cite flipping in their teaching practice.
 - Speed-Teching, a “Speed dating” type setup demonstrating technologies that can support flipping and inclusivity.

b. Presentations and Travel

- During the final year, the grant management plans to submit at least 3 articles to national journals.
- These journal institutes are centered around, Math, STEM, and teaching practices.

6. Adjournment