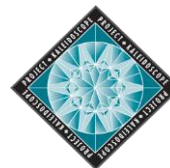




Association
of American
Colleges and
Universities



PROJECT KALEIDOSCOPE
Advancing What Works in STEM Education

TRANSFORMING STEM HIGHER EDUCATION Discover, Innovation, and the Value of Evidence

November 2-4, 2017 | San Francisco, California

PROGRAM OF EVENTS

WEDNESDAY, NOVEMBER 1, 2017

6:00 PM – 8:00 PM CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION

THURSDAY, NOVEMBER 2, 2017

10:00 AM – 6:00 PM CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION

12:00 PM – 3:00 PM PRE-CONFERENCE WORKSHOPS
(Separate registration and fee: \$125 members; \$195 non-members)

Workshop 1: Achieving Science Practice Skills for STEM Success

Based on a growing body of literature in science education, the academic community knows “what works” in the STEM classroom---what works to help students better understand the content of a discipline and gain the 21st century skills necessary to conduct investigations and be successful in different areas of STEM. What works are the evidence-based, active-learning methods that should populate every STEM course, in all “lectures,” laboratories, and discussion sections. These methods include practice in using and analyzing data, critical thinking, quantitative reasoning, communication, and experimental design, among several other skills. While we know what works and while faculty have knowledge of evidence-based methods, the problem in gaining widespread use of these improved pedagogies relates to the actual implementation and sustained use of active learning in the classroom. This workshop will focus on providing faculty with the tools they need to help students develop the skills necessary for today’s technology—and science-driven world. During this workshop, participants will engage with examples of evidence-based methods and activities to adapt or implement in their classrooms as well as strategies to improve the success rate of all STEM students, regardless of their science background.

Gordon E. Uno, David Ross Boyd Professor, Department of Microbiology and Plant Biology—University of Oklahoma

Workshop 2: Becoming HIP: Embedding High-Impact Practices in STEM to Increase Equity, Student Success, and ELOs

Intentional inclusion of High-Impact Practices (HIPs) and AAC&U’s Essential Learning Outcomes (ELOs) in STEM courses produces better scientists and increases student achievement, especially for traditionally

underrepresented students. Importantly, these “new majority” students show even higher gains in learning from HIPs than their peers, thus fostering equity in STEM. Participants in this interactive workshop will explore how this approach can maximize the number of ELOs in introductory science courses without removing essential content. We will also discuss strategies for building students’ higher-order cognitive and metacognitive skills, along with a growth mindset, which increases student resilience. Not only does making STEM courses more “HIP” help students, it also increases instructor satisfaction and enjoyment. Participants will learn how to incorporate ELOs and HIPs into STEM courses. They will consider how current practices may unintentionally place certain students at greater risk of attrition; comprehend the distinctive roles that writing and collaborative projects play in student learning and sense of belonging; and envision ways to adopt and assess these practices both in individual courses and across a department.

Ellen Goldey, Dean of the Wilkes Honors College, Florida Atlantic University; and Michael Reder, Director, Joy Shechtman Mankoff Faculty Center for Teaching and Learning, Connecticut College

Workshop 3: The Pre-Tenure and Post-Tenure Faculty Experience: An Alternative Mentoring Framework

This workshop will start a new type of discussion about mentoring by describing the common problems that pre-tenure and post-tenure faculty experience and examine why traditional mentoring programs fail to meet those needs. Dr. Rockquemore will propose and engage participants in an alternative framework for mentoring that focuses on needs assessment and shifts the idea of mentoring from a relationship between two faculty members towards building a broad network of support, community and accountability. The workshop will conclude with a presentation of best practices in mentoring pre-tenure, under-represented and mid-career faculty.

Kerry Ann Rockquemore, President and CEO—National Center for Faculty Development and Diversity

Workshop 4: Achieving Gender Diversity in Engineering

Despite continued efforts to attract and retain women, the percentage of women earning degrees in engineering remains low nationally. At the Thayer School of Engineering at Dartmouth, however, the story is different. In 2016, women received over 50% of the undergraduate degrees in engineering. This past year, women received around 45% of the degrees in engineering, slightly less than parity but more than double the national average. What is Thayer doing differently? Participants will evaluate the approaches used at Thayer to attract and retain women including an emphasis on the liberal arts, courses that are interdisciplinary and project-based, a focus on design and innovation, a flexible and personalized curriculum, strong faculty-student relationships and more. Participants will analyze data from Thayer, explore evidence and research that supports approaches to retaining and attracting women in engineering, and develop plans for how these approaches may be adapted at their campuses.

Joseph J. Helble, Dean and Professor of Engineering, Thayer School of Engineering and Vicki V. May, Professor of Engineering—both of Dartmouth University

3:30 PM – 3:45 PM WELCOME REMARKS

Kelly Mack, Vice President, Office of Undergraduate STEM Education and Executive Director, Project Kaleidoscope—AAC&U

3:45 PM – 4:45 PM KEYNOTE

Michael Crow, President—Arizona State University

THEME I: UNDERGRADUATE STEM TEACHING AND LEARNING: CONTEXTS, CONTENT, AND RELEVANCY**POSTER 1: Professional Learning Communities; Supporting First Generation STEM Majors**

This poster will describe how student and faculty learning communities can increase science literacy and representation of first-generation college students in STEM majors. It will detail the construct of a professional learning community (PLC); its effectiveness in course design and faculty team building; and examine the experience, barriers, and backgrounds of target students. Facilitators will discuss how participation in the PLC affected their teaching philosophies, approaches, and attitudes. *Participants will* gain insight into the factors that inform development of a broadly reaching program and the consequent institutional challenges, issues of recruitment of faculty and students, coordination issues, interpersonal concerns, disciplinary approaches to course design, and attitudes about teaching. They will also look at course design frameworks, and review initial qualitative and quantitative data to assess effectiveness for faculty and students.

Julie Dalley, Associate Director of Research Academy for University Learning and Nina Goodey, Associate Professor of Chemistry and BioChemistry—both of Montclair State University

POSTER 2: Cross-Disciplinary Research Collaboration Identifies Critical Factors in STEM Student Success

Introductory biology courses are “gateway” courses for many majors. In many colleges and universities, attrition and achievement problems are barriers to student success and program effectiveness. This poster will illustrate the effectiveness of cross-disciplinary partnerships among different departments, including administration, in the identification of important factors associated with student success. Facilitators will describe how this collaborative approach has helped identify at least two critical factors associated with biology student success thus far – class size and writing proficiency. *Participants will* become familiar with the problems introductory biology students encounter and the conundrums of finding the best approach to better understand these challenges. They will learn about this cross-disciplinary research approach, including the nature of the experimental design, data collection, data analysis and final publication in peer-reviewed journals. Participants will be able to discuss how this approach represents an effective method to identify critical factors associated with success.

Kirkwood Land, Associate Professor of Biological Sciences, Eileen Camfield, Director of University Writing Programs, Amy Scott, Associate Professor of Educational and School Psychology, and Alex Miller, Doctoral Student in Educational and School Psychology—all of the University of the Pacific

POSTER 3: Engaged Learning through Creativity in Science and Mathematics

What is creativity? How is it relevant to undergraduate STEM education? The Creativity in Science and Mathematics project, funded by the NSF, challenges the common notion that creativity is relegated to the artistic realm. In an effort to offer an alternative to traditional, lecture-style instruction and call upon students to question their preconceptions about the nature of science and mathematics, undergraduate STEM course modules to embrace creativity were created. Through these modules, students are encouraged to ask questions, test assumptions, and take on non-routine approaches. This poster will describe these course modules and engage participants in some sample activities. Results from Year 1 of the project will be shared and ideas for incorporating instructional strategies that promote creativity in STEM will be generated. *Participants will* learn about a model for incorporating creativity into STEM courses and consider the role of creativity in undergraduate STEM education. They will learn how to generate ideas for instructional innovations that encourage students to embrace STEM as creative endeavors and how instructional practices that consider creativity might impact students' perceptions of and enrollment in the sciences.

Mika Munakata, Professor of Mathematics Education, **Ashwin Vaidya**, Professor of Physics, and **Ceire Monahan**, Ph.D. student—all of Montclair State University

POSTER 4: Building Transdisciplinary Teams to Address Sustainability Challenges

This poster will identify a framework for bridging student engagement in STEM learning from the classroom into applied, sustainability research. Poster presenters will explain how seemingly disparate projects can be linked via systems thinking to leverage broader impact (both in community and in scholarship) and frame such projects as publishable research. *Participants will* learn how to identify examples of local and regional sustainability projects in which they can engage and describe key project elements, including interdisciplinary collaborators, external partners, and roles for undergraduate students. They will discern how such projects might fit into their respective STEM curricula and list undergraduate student learning objectives for student collaborators.

John Quinn, Assistant Professor and **Matthew Cohen**, Assistant Professor—both of Furman University

POSTER 5: Implementing a Living Learning Community Project for Health Sciences Students

The Health Sciences Scholars Program (HSSP) is a living learning community at the University of Michigan. This program supports first-year, pre-health students as they transition from high school to university and gives them access to programs, resources, and mentors as they explore careers in the health professions. This poster will describe how HSSP students were given the opportunity to individualize their learning in the required core courses and how to develop a year-long collaborative assignment where students partner with a peer interested in a similar topic to complete and present a project. *Participants will* understand the steps needed to carry out a year-long project and appreciate lessons learned regarding the ambitious goal of meeting and providing feedback to every student in a 120-student health sciences course.

Adam Eickmeyer, Lecturer in American Culture and the Health Sciences Scholars Program and **Kristin Warzyniec**, Interim Associate Director of the Health Sciences Scholars Program—both of University of Michigan

POSTER 6: Undergraduate Researchers Reflect on High-Stakes Scholarship and Fellowship Writing

This poster will illustrate STEM undergraduate researchers' experiences writing for competitive fellowships and scholarships and the context of the support mechanisms which make the application process a transformative experience regardless of whether the student receives the award. Analysis of student focus groups and interviews about the application process will highlight the benefits of competitive writing for students. Students stressed that the process of writing, reflection, peer and professional feedback, and revision changed their understanding of and ability to clearly articulate their work and the value of STEM to society. *Participants will* learn about student's experiences with high-stakes competitive application writing and explore how a specific feedback support structure fosters insights into new ideas and ways of thinking and writing.

Natasha Oehlman, Writing and Professional Communication Associate and **Heather Haeger**, Assessment and Education Research Associate—both of California State University, Monterey Bay

POSTER 7: Building Excellence in Science and Teaching (BEST)

The Building Excellence in Science and Technology (B·E·S·T) program grew from a reflective discussion in the School of Sciences and Social Sciences concerning the challenges that prevent students from completing STEM degrees. Institutional data suggested that STEM programs were losing three groups of students: STEM-interested and STEM-capable students who do not formally declare STEM majors, STEM-interested students who struggle to complete STEM gateway courses, and well qualified STEM students who transfer to other institutions to complete STEM degrees. This poster will describe

overarching goal of the B·E·S·T program to increase the number of STEM graduates in biology, chemistry, computer science, geology, mathematics, and physics by approximately 50%. *Participants will* learn how the program elements have contributed to: increasing the number of declared majors in biology, chemistry, computer science, geology, mathematics, and physics, and how the number of students participating in undergraduate research through this program annually has increased.

Shari Bemis, Assistant Dean, Associate Professor and **Karen Stanish**, Assistant Professor of Mathematics—both of Keene State College

POSTER 8: HERE We Go: A Versatile, Student-Driven Learning Activity for Seminar courses

This poster will present a versatile, student-driven assignment dubbed HERE (Hypothesize—Read—Explain) that was designed for the small, upper-level course to encourage students to follow their own curiosity and help them critically read primary literature. HERE asks students to come up with their own questions as well as hypotheses regarding the lecture material, find and read relevant papers, and present them to the class. HERE was implemented in a course in Spring 2017 and students indicated in the midterm survey that they like the opportunity to explore the topics of their own interest and to learn various subjects from their peers' presentations. As evidence of the effectiveness of HERE, students' responses to pre- and post-course questionnaires will be analyzed and presented in the poster. In addition, the structure and examples of HERE as well as future improvement efforts will be shared. *Participants will* learn how an active and constructive learning activity could be designed and integrated in a small/seminar course and how students responded to non-traditional assignments. Moreover, the versatile nature of HERE would allow participants to easily adopt and modify it for their own courses, regardless of their fields.

Youngeun Choi, Assistant Teaching Professor—Georgetown University

POSTER 9: From General Education to STEM Teaching: A Project-based STEM Course as a Foundation for STEM Teacher Preparation

Effective teacher preparation in STEM requires teacher candidates develop integrated STEM skills and knowledge linking general education coursework to instructional methodology coursework. For candidates with limited interest in STEM learning, opportunities to experience hands-on, applied STEM activities are critical to the development of their skill and enthusiasm as teachers of STEM content. This poster will describe content, activities and outcomes from "Integrated STEM Project-Based Learning in Urban Environments" an integrated STEM class that merges general education STEM content with hands-on learning and teacher preparation coursework. This course is part of a new model for teacher preparation that bridges general education and teacher preparation with a course designed to strengthen teacher candidate enthusiasm for STEM learning and preparation to provide high-quality culturally relevant STEM instruction in diverse urban schools. *Participants will* explore how to link STEM general education courses to teacher preparation courses through integrated STEM instruction; examine how an integrated STEM course strengthens preparation of elementary teachers in urban schools and enthusiasm for STEM teaching and learning; and discuss challenges of culturally relevant integrated STEM instruction for teachers entering diverse urban classrooms. They will learn how to develop linkages between an effective sequence of STEM education courses for teacher candidates and quality STEM education in the elementary schools.

Margaret Clark, Director, Urban Learning Program and **Paula Arvedson**, Professor of Education—both of California State University, Los Angeles

POSTER 10: Infusing Learning to Learn Engineering to Help Develop Engineering Capacity in Students

Engineering education has been a discipline for over 100 years, but limited research exists on the learning process in engineering (learning engineering) and how to teach this process (i.e., Learning to

Learn Engineering). This poster will summarize and expand upon the existing scholarship and practices of Learning to Learn Engineering as well as introduce key components of new research that will strengthen the teaching of Learning to Learn Engineering. *Participants will* gain a conceptual framework of how engineering performance ties to Learning to Learn Engineering and the growth of Engineering Learning Capacity; learn about cultural change necessary for incorporating Learning to Learn Engineering; and see how to analyze models for implementing a Learning to Learn Engineering Course. Participants will also learn about an opportunity to join a Professional Learning Community on implementing Learning to learn STEM.

Steven Beyerlein, *Professor and Chair—University of Idaho*; **Daniel Apple**, *Public Systems Analyst—Pacific Crest*; and **Tristan Utschig**, *Associate Director of Learning Sciences—Kennesaw State University*

POSTER 11: Radically Transforming Mathematics Learning Experiences for All Students: Lessons from the Carnegie Math Pathways

Five years of data in the classroom show that students in Quantway and Statway succeed at a higher rate than their traditionally remediated peers; out-perform them in subsequent quantitative courses; transfer at significantly higher rates; and make lasting gains in key socio-emotional and motivational factors that support success. The Carnegie Math Pathways have been able to sustain these outcomes through a holistic design. This poster session will highlight key elements of this approach, including specific supports to faculty and students, that attendees can consider for their own institutional context. *Participants will* learn of design principles for the Carnegie Math Pathways; become familiar with evidence and data that supports these programs; and gain knowledge of how an improvement community critically supports collective learning and action. They will see this approach can collaboratively support more equitable learning and outcomes in math; and leave with concrete recommendations of next steps to consider math redesign at their institution.

Lisa Savcak, *Assistant Director, Carnegie Math Pathways—Carnegie Foundation for the Advancement of Teaching*; and **Scott Guth**, *Professor of Mathematics—Mt. San Antonio College*

POSTER 12: Peer-Assisted Team Research (PATR): A Model for Early Research Experiences

Peer-Assisted Team Research (PATR) is a research experience model designed to include more undergraduates earlier in research. Students design and carry out research plans, analyze data and draw conclusions, through a structured format designed to scaffold an understanding of the research process in a peer-led team setting. This flexible model is readily adaptable to many different institutional settings, and is an effective way to increase retention and persistence of underrepresented STEM students and to prepare students for faculty labs. The poster will describe the innovative aspects of PATR, its basic components and the research topics already developed and how and where students are engaging in PATR, including the successes and challenges we've encountered. *Participants will* develop an understanding of multiple implementation strategies that can be used to incorporate a wide range of peer-led research experiences (e.g. discipline-specific, interdisciplinary, course-based, extra-curricular) at their home institution. They will be able to identify potential obstacles and challenges to those strategies and generate practical and pragmatic solutions to incorporate research activities into various institutional settings.

Lori Sims, *Research Programs Coordinator—Brooklyn College of CUNY*; and **Karla Fuller**, *Associate Professor—Guttman Community College of CUNY*

POSTER 13: Faculty Mentoring to Maximize Impact in High-Impact Practices

This poster will examine the impact of mentoring strategies within undergraduate research on broadening access to STEM fields by examining how the quality of mentorship affects the development of research and academic skills for a diverse population of students at a minority serving institution.

Results of a study conducted at a small, minority serving institution will be used as a launching point for a discussion of how to support faculty mentoring of diverse students including strategies for trainings. *Participants will* learn of the barriers to productive mentoring, successful strategies for encouraging positive mentorship, and specific types of effective mentoring in high-impact-practices.

Heather Haeger, Assessment and Educational Research Associate, **Carla Fresquez**, Research Associate, and **Flor Gomez**, Scholar—all of California State University, Monterey Bay

THEME II: SUPPORTING, REWARDING, AND BUILDING CAPACITY OF STEM FACULTY

POSTER 14: Beyond Flipping: Supporting Faculty to Develop STEM Education Expertise

Flipping the class and clickers are trendy. They fall short, however, of helping STEM faculty understand why and how to integrate active learning methods into their practice. Two realities further encumber this challenge: 1) institutions typically have limited capacity to support faculty development; and 2) many STEM students transfer from 2-year to 4-year institutions, though there is no alignment of teaching practices across settings. This poster will explain how to leverage STEM faculty to maximize limited capacity and the added value of faculty working across 2- and 4-year colleges and universities to learn from and with each other how to support students' and their transitions. *Participants will* learn how to leverage STEM faculty for supporting faculty development and how this approach improves undergraduate teaching and learning in STEM for all students.

Lynn Tran, Research Director, **Catherine Halversen**, Senior Program Director, **Anne Baranger**, Director of Undergraduate Chemistry, Adjunct Professor of Chemistry, and **Michelle Douskey**, Lecturer in Chemistry—all of the University of California, Berkeley

POSTER 15: Assessing Departmental Climates for Supporting Innovative Teaching Practices

In order to better understand current conditions on campus and to help identify motivations and obstacles that influence instructor adoption of teaching innovations, faculty engaged in a systematic study of climate for teaching as perceived by instructors. The climate of STEM teaching was assessed by conducting semi-structured interviews with faculty and departmental executive officers (DEOs), classroom observations, an institutional climate survey, and a classroom practice survey. STEM Leadership Institutes designed to engage department executive officers and deans contributed to the learning process. This poster will present an analysis of open-text responses to a survey of research university faculty in which they were asked to comment on departmental climate for teaching, motivations for adopting teaching innovations, and obstacles to innovation encountered. *Participants will* learn about strategies for characterizing and exploring department cultures regarding teaching. They will gain insights as to why instructors do (or do not) adopt and use evidence-based instructional strategies and how these views are influenced by department culture and leadership views about teaching and learning. They will also learn how leadership institutes can support chairs and deans in creating a culture that supports the sustained adoption of evidence-based teaching strategies.

Ashlie Wrenne, Postdoctoral Fellow and **Renee Cole**, Associate Professor—both of the University of Iowa

POSTER 16: Fostering Effective Pedagogical Change: Findings from a Certificate Program for STEM Faculty

This poster will share the benefits and challenges of designing, administering, and evaluating a pedagogical certificate program to encourage STEM faculty to adopt inclusive, active learning strategies. Qualitative data on participants' teaching beliefs and methods, as well as perspectives on student learning will be presented. Data sources include: 1) faculty's written statements and reflections on their teaching mission and goals; 2) results from the Teaching Perspectives Inventory (TPI) (Pratt & Collins, 2001-14); and 3) the results of an observation of each participant's classroom teaching. Findings suggest

that some faculty shifted their perspective on teaching from predominantly transmission-style teaching toward more learner-centered approaches. *Participants will* learn about the research on pedagogical change strategies and how key elements of the research map onto faculty certificate program structures and features. We will identify specific areas of strength of our certificate program and address challenges associated with its implementation and evaluation. Participants who are planning such programs will gain understanding of critical features of certificate programs, how they have been implemented and evaluated, and potential pitfalls to avoid.

Linda Hodges, Associate Vice Provost for Faculty Affairs and Director, Faculty Development Center and **Kerrie Kephart**, Associate Director for Pedagogical Innovation, Research, and Assessment, Faculty Development Center—both of the University of Maryland Baltimore County

THEME III: INCLUSIVE EXCELLENCE/BROADENING PARTICIPATION IN STEM HIGHER EDUCATION

POSTER 17: How Early Research Experiences Contribute to Student Success: The Mediating Effect of Community-Building

This poster will describe how early undergraduate research experiences (UREs) can be intentionally structured to facilitate community building and the development of supportive relationships that ultimately serve as critical mechanisms for retention and flourishing among students in STEM majors. To illustrate the critical role of relationships, this presentation will report on the project design and describe the impact of an early, residential, and intensive URE in the context of a large state university in a diverse, educationally disadvantaged, and economically depressed region. *Participants will* gain a better understanding of the relational drivers of persistence among historically underrepresented groups in STEM education and their vital mediating role in achieving long-term outcomes. They will learn about key undergraduate research experience (URE) design and implementation features that are strongly linked with student perceptions of community and support. Participants will be exposed to a successful URE project model that is transferable and replicable across institutional contexts, which may be particularly useful in institutions characterized by high levels of underrepresented groups students and who are facing challenges in recruitment and retention of these populations.

Rolland Trapp, Professor of Mathematics, California State University—San Bernardino; and **Silvana Bialosiewicz**, Executive Director—Redwood Consulting Collective

POSTER 18: Embedding Support for Remedial Students in First Semester STEM Courses

Over 20 percent of students entering four year public colleges in the US are placed in remedial classes. This results in increased time to graduation and increased cost to students, resulting in many of these students dropping out of college. The problem disproportionately applies to disadvantaged and ethnic minority groups, and is a particular challenge in STEM programs. This poster will share one university's approach in embedding support for remedial students in introductory STEM courses. *Participants will* learn about initiatives taken at the University of New Haven to introduce embedded support for at risk students in introductory STEM courses; discuss various approaches to embedded support including recitation, peer mentoring, active learning and growth mindset strategies; and compare advantages of embedded support to traditional remediation. Participants will also leave with knowledge of how to identify underprepared students at their own institutions and how to develop a plan to implement embedded support for underprepared students at their own institutions.

Rosemary Whelan, Coordinator Biology and Genetics and Biotechnology Programs, **Kristen Przyborski**, Common Course Director, and **Tiffany Hesser**, Chemistry Program Coordinator—all of the University of New Haven

POSTER 19: Faculty-Driven, Student-Centered Change for Increased Success of ALL STEM Students

This poster will describe how a STEM division underwent significant culture changes regarding the ways in which students form community, interact with each other and faculty, and gain support by staff and faculty. These transformational changes are in part due to the creation of a MESA (Math, Engineering, Science Achievement) program and a RiSE (Relationships in Science Education) program. Faculty have come together to lead these programs, thus creating a Core leadership team, a Journal Club, and a Faculty Colloquium to examine and discuss research and share best practices in pedagogy and student support. Through student events, undergraduate research, engaged instruction, a MESA Center, and a STEM Study Room, faculty have become increasingly engaged with students outside of the classroom and have built a community that supports all students. Quantitative and qualitative data will be shared on the effectiveness of these programs. *Participants will* learn about the STEM student support activities that have been implemented for all STEM students and the ongoing quantitative and qualitative assessment of these activities.

Jenny McFarland, Biology Faculty—Edmonds Community College

THEME IV: ASSESSMENT AND EVIDENCE FOR HIGH-QUALITY UNDERGRADUATE STEM LEARNING

POSTER 20: Measuring the Development of Students' Problem Solving Abilities: Eyetracking

This poster will describe a research study that uses innovative technologies, more specifically, Tobii Eyeglasses, to assess the development of students' problem solving skills in an undergraduate chemistry course. Researchers collected data with an eye-tracking system to quantitatively determine how students used the periodic table to solve chemistry nomenclature problems. *Participants will* learn the benefits of blended learning opportunities in a chemistry course; how eyetracking systems and responses to self-regulation surveys are being used to advanced chemistry teaching and learning; and how they are providing faculty with more assessment tools to uncover students' baseline commitment to problem solving. Participants will learn how chemistry instructors and other faculty members can use eyetracking and survey data to scaffold students' learning in real time therefore providing faculty with the necessary empirical data to offer students a variety of thinking tools to solve chemistry problems.

Bernard Castillo, Assistant Professor of Chemistry—University of the Virgin Islands College of Science and Mathematics; and **Angelicque Blackmon**, Director of Research and Evaluation-Distance Learning Research—Innovative Learning Center, LLC

POSTER 21: Teamwork Skills Evaluation in the Medical Sciences

During their course of study, medical science students are generally unaware that they are developing professional skills such as teamwork which are related to graduate capabilities. The issue resides at a degree program level where the institution finds it difficult to view the development of these capabilities over time and across disciplines. This poster will discuss a collaborative approach for implementation of ePortfolios and rubrics across courses and disciplines within a medical science degree program. This approach to supporting student learning and development of reflective practice and professional skills in teamwork by cross-discipline alignment of assessment coupled with ePortfolio thinking and doing will be presented as a mechanism for recognizing and quantifying skills development. *Participants will* learn about a cross-disciplinary skills awareness and development capture strategy that blends ePortfolios and reflective blogging with assessment rubrics. This mechanism is useful for capturing, quantifying and recognizing skills development when coupled to authentic assessment tasks in the sciences.

Patsie Polly, Associate Professor in Pathology—University of New South Wales, Sydney

POSTER 22: Assessing High-Quality Undergraduate STEM Learning

This poster will address how rubrics can be used to engage students in the learning process, guide students to understand how to effectively apply scientific information, and assess information that students have learned. The session will provide a display of rubrics used in various STEM courses and discuss the simple ways to create a rubric for various concepts without taxing the professor.

Participants will see how the questions asked in rubrics can be used to formulate an assessment, which will provide further evidence of high-quality undergraduate STEM learning.

Tameka Clemons, Assistant Professor of Biochemistry—Spelman College

POSTER 23: Rubrics Role in Assessing Conceptual Success from Quantitative Problems

In a physics course, traditional quantitative "final exam" problems are often graded in a formulaic way which focuses only on the final answer, or on the procedural value of the steps taken along the way. This approach ignores the importance of assessing students' conceptual knowledge, as well as on the interplay between concept and procedure. A careful choice of rubric when grading such problems may offer greater benefits in this regard. This poster will present a study from a large introductory physics course that examines the benefits of a well-tailored rubric for scoring quantitative, final exam problems. *Participants will be able to categorize distinct areas of problem-solving competency which they may wish to assess in their students and identify the potential pitfalls of grading traditional quantitative problems without a rubric. They will recognize the potential benefits of a well-tailored rubric in improving the value of traditional quantitative assessments.*

Colin West, Postdoctoral Science Education Fellow—University of California at Santa Cruz

POSTER 24: Using Observational Tools to Assess Faculty and Student Behavior in STEM Courses

This poster will present the initial classroom observational findings produced by the The Generalized Observation and Reflection Protocol (GORP) and UTeach Observation Protocol (UTOP), two observational protocols modified for introductory science classes as part of a STEM research grant. GORP categorizes discrete time periods according to objective instructor and student behaviors such as asking/answering questions, writing on the board, and the use of manipulatives. The UTOP is a more subjective assessment tool that captures more holistic faculty/student interactions associated with the class learning environment and instructor preparedness including support and encouragement of active student learning. Both observational tools are currently undergoing pretesting as part of the course redesign phase of the research project. Preliminary observational data will be summarized and participants will have the opportunity to learn about the strengths and weaknesses of each protocol, the modifications made to each, and initial observational findings. *Participants will learn about modifications that were made to each protocol to more effectively capture the extent to which teaching strategies advocated in the Next Generation Science Standards (activation of prior knowledge and application of concepts to real-life experience) are employed in specific science classes. They will be able to discuss the initial findings from these observations with project staff and the initial impact of these course observations on science course redesigns being carried out as part of this research project.*

Patrick Johnson, Project Coordinator, **Sabrina Hussain Avila**, Project Coordinator, **Christian Williams**, Project Coordinator, and **Jennifer Valad**, Project Coordinator—all of STEM Bridges Across Eastern Queens, Queens College, City University of New York

THEME V: UNDERSTANDING EFFECTIVE STRATEGIES FOR TRANSFORMING INSTITUTIONAL CULTURES FOR UNDERGRADUATE: STEM REFORM**POSTER 25: Using “Embedded Experts” to Collaborate with Faculty on Course Transformation**

Incorporating evidence-based practices into STEM teaching takes time and expertise. Using “embedded

experts” within departments can be a successful strategy for addressing these barriers. Embedded experts are people with expertise in the discipline at hand, employed within the department, who partner with faculty on course transformation projects. This poster will explain how embedded experts are used in the in-progress TRESTLE project, which implements and studies a model for STEM education transformation at a network of seven research universities. Each institution uses a slightly different set of embedded experts, depending on institutional context, and those experts are supported by intellectual communities within and across campuses. *Participants will* become familiar with models for collaborative course transformation; identify the personnel that best serve as embedded experts; and discuss strategies for supporting experts in these roles. They will examine strategies for building intellectual communities, and making teaching and learning visible, to foster change on their campuses. **Mark Mort**, *Associated Professor—University of Kansas*; and **Stephanie Chasteen**, *Course Transformation Specialist, Science Education Initiative, Center for STEM Learning—University of Colorado Boulder*

POSTER 26: The Northwest PULSE Regional Network: Building Commitment to Vision and Change

This poster describes a network where institutional teams of three or more faculty members, including an administrator, attend a fall workshop that introduces systems-thinking approaches to organizational change. A systems-thinking approach emphasizes that departments, institutions, accrediting bodies, etc. are inter-connected, and helps participants develop strategies to identify leverage points to achieve change. Participants also learn leadership skills necessary to build the departmental consensus required to enact their goals and action plans. *Participants will* learn how to analyze departmental change strategies and evaluate their impact on faculty, departments and institutions. This will occur through engagement with data related to the effectiveness of different approaches to departmental transformation. In addition, participants will explore preliminary findings regarding the potential long-term impact of the NW PULSE Community of Practice on regional life sciences departments so that they can locally adapt different long-term change strategies in STEM education.

William Davis, *Associate Professor—Washington State University*; and **Jenny McFarland**, *Professor—Edmonds Community College*

POSTER 27: Large-Scale Change across Science Departments: Embedded Expertise in Evidence-Based Teaching

The Carl Wieman Science Education Initiative has fostered change in teaching at a large scale in a research-intensive university setting, transforming even high-enrollment science classes from more traditional lecture-based instruction to active learning. This poster will present the factors – some intentional and some which emerged in its early years – leading to this success as well as lessons learned over the 10 years of operation. It will summarize the evidence supporting the changes that have occurred in teaching practices and culture; from student-level, to course-level, to initiative-wide. *Participants will* learn of a successful model – and its associated challenges – for coordinated, department-focused faculty development in the context of a research university with large classes. They will be able to situate the observed successes within models for organizational change, and also come away with a summary of different approaches to establishing evidence of the extent and nature of change in a cross-department initiative.

Sarah Gilbert, *Associate Director—University of British Columbia*

POSTER 28: Transforming Gateway STEM Courses to Feature Active Learning

St. Edward's University is in the midst of transforming its introductory biology, chemistry, and calculus I courses to feature active learning pedagogies. Student learning outcomes have been prepared and pedagogical resources assembled to facilitate the infusion of active learning into the gateway courses.

Implementation is now underway. Strategies to achieve institutional/cultural change include active learning workshops, a faculty learning community, an annual faculty survey designed to follow the change in pedagogy used by science and mathematics faculty, and debriefing/support sessions among course instructors. This poster will describe project planning process, from inception, to grant preparation, submission, and implementation. A related dimension of the project, the expansion of STEM living learning communities and cohort scheduling will be introduced. *Participants will learn about the process involved in planning a major transformational project and the subsequent implementation strategy used. They will learn how to organize a project of this nature, how to enlist support, and who must be involved to improve the chances for success. An overview of the baseline data collection process and ongoing assessment plan will be reviewed. Project outcomes will be discussed and relevant data presented to gauge progress towards meeting the goals. The synergy between living-learning communities, cohort scheduling, and active learning pedagogies will be discussed.*

Richard Kopec, Associate Dean, Faculty Development and Director of Undergraduate Research—St. Edward's University; and **Michelle Burd**, Project Evaluator—Burd's Eye View

FRIDAY, NOVEMBER 3, 2017

7:30 AM – 6:00 PM **CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION**

7:30 AM – 9:00 AM **POSTERS AND CONTINENTAL BREAKFAST**

8:15 am – 9:00 am **Newcomers' Welcome**

9:15 am – 10:15 am **Plenary**

Transforming a University into a Learning Laboratory

Timothy McKay, Arthur F. Thurnau Professor of Physics, Astronomy, and Education, Director of the Digital Innovation Greenhouse—University of Michigan

What does it take to transform a university into a learning laboratory? With creativity and care, faculty can dissolve the traditional boundaries between educational research and practice, and study the efficacy of instruction within the continuously changing context of classrooms. This approach is especially effective when educating at scale – in large, foundational courses. Dr. McKay will explore the challenges faced in creating such a learning laboratory, featuring examples drawn from experiences at the University of Michigan. McKay will talk about education in an information age, data sources and management, privacy and ethical issues, research designs and funding, creating tools that personalize education at scale, and establishing systems that foster a culture of continuous reflection and response.

10:30 am – 11:30 am **Concurrent Sessions**

THEME I: UNDERGRADUATE STEM TEACHING AND LEARNING: CONTEXTS, CONTENT, AND RELEVANCY

Increasing Faculty Awareness of Educational Context: Undergraduate Student Values and Experiences

The Survey of Teaching Beliefs and Practices for Undergraduates (STEP-U) assesses the extent to which students value specific skills needed for the workplace (e.g., scientific writing, collaboration), as well as their experiences with teaching practices thought to reinforce such skills (e.g., writing assignments, working in groups). Analyses showed significant disciplinary differences in educational values, as well as discrepancies between student and faculty values. These were discussed in a series of departmental

faculty meetings and led to ongoing collaborations to assess and improve instruction. *Participants will* learn how to use the STEP-U to 1) collect holistic feedback on students' values and experiences during their undergraduate studies; 2) better understand disciplinary differences in educational priorities; 3) stimulate department-level discussions about teaching priorities and practices; and 4) raise awareness among faculty of opportunities for professional development.

Gili Marbach-Ad, Director, Teaching and Learning Center and **Katerina Thompson**, Director, Undergraduate Research and Internship Programs—both of the University of Maryland

STEM Curricula for Authentic Learning Experiences (SCALE)

Undergraduate research is beneficial for undergraduate students in all disciplines, yet providing these opportunities to all students poses significant challenges. Approaches effective in addressing these challenges and expanding student participation in undergraduate research include interdisciplinary research methods course, course-based undergraduate research experiences (CUREs), and freshman and senior theoretical research projects. *Participants will* 1) learn how to develop course-based undergraduate research experiences; 2) examine tools used to assess undergraduate research experiences; and 3) consider how to develop unique undergraduate curricula that incorporate research.

Jennifer Stanford, Assistant Professor of Biology and Co-Director, Center for the Advancement of STEM Teaching and Learning Excellence, **Kevin Smith**, Assistant Teaching Professor of Biology, **Adam Fontecchio**, Vice Dean of the Graduate College and Director, Center for the Advancement of STEM Teaching and Learning Excellence, and **Jason Silverman**, Associate Professor Mathematics Education and Co-Director, Center for the Advancement of STEM Teaching and Learning Excellence—all of Drexel University

Re-envisioning the Pathway to Calculus: Choosing Content and Pedagogy

Recent research has demonstrated that the traditional curriculum designed to prepare students for calculus is not working well. Because many of the students placing into and referred to these college algebra/precalculus courses are also underrepresented students, broadening participation in STEM requires a clear pathway—one free of the barriers (both pedagogy and content) it often presents to students. Session facilitators will use engaging activities to illuminate design considerations which math departments can use to re-envision their pathway to calculus. *Participants will* learn how research documents the failures of traditional college algebra/precalculus curriculum to prepare students for calculus. They will also discuss how to balance conceptual understanding with procedural fluency through backward mapping and experience the application of research shown to improve student learning by working through curriculum examples that have been designed to employ research based pedagogy and content.

Rebecca Hartzler, Manager for Advocacy and Professional Learning, Charles A. Dana Center—University of Texas at Austin; and **Stuart Boersma**, Professor of Mathematics and Department Chair—Central Washington University

THEME II: SUPPORTING, REWARDING, AND BUILDING CAPACITY OF STEM FACULTY

Building Faculty Learning and Redesign Communities to Expand Inclusive Pedagogies

Session facilitators will describe the components of successful faculty learning communities (FLCs) for Science and Mathematics faculty. *Participants will* work together to consider important features of FLCs that encourage generative instructional change grounded in learning-centered teaching, and will leave with a plan for FLC development at their own institutions. They will also learn how the FLCs have fostered increased conversation among faculty colleagues about instructional innovations for first-year science and mathematics courses as well as expansion in the use of evidence-based pedagogies that

promote inclusive excellence. Participants will learn about mechanisms to recognize faculty's efforts to make instructional change and discuss the associated challenges and successes. This session will be of particular interest to those seeking to promote the use of engaged pedagogies found to expand inclusiveness, and for those responsible for providing professional development experiences to science and mathematics faculty.

Kadian Callahan, Assistant Dean for Faculty and Student Success and Associate Professor of Mathematics Education, **Marla Bell**, Associate. Dean for Student Success and Professor of Mathematics, and **Scott Reese**, Assistant Dean for Curriculum and Associate Professor of Biology—all of Kennesaw State University

Preparing Future STEM Faculty to Be Effective Research Mentors

STEM faculty leadership and professional development begins in graduate school when graduate students have the opportunity to develop skills that will have long-lasting impact on their career advancement and professionalization. Session facilitators will demonstrate the importance of acquiring research mentoring skills as part of graduate student/future faculty professional development using evidence from an NSF-funded study of an innovative graduate/undergraduate research mentoring program at University of California Berkeley. *Participants will* have the opportunity to collaboratively identify skills needed by STEM graduate students and faculty in mentoring undergraduates in research, assess how these research mentoring skills are developed on their campuses, and sketch out a plan appropriate to their campuses to assist graduate students and/or faculty in systematically developing these skills. Modules from a research mentoring toolkit, immediately adaptable for use by faculty at community colleges, liberal arts colleges, master's granting universities, minority serving institutions, and research universities, will be shared.

Linda von Hoene, Assistant Dean for Professional Development and Director, Graduate Student Instructor Teaching and Resource Center, **Sabrina Soracco**, Director, Graduate Writing Center, **Sarah Macdonald**, NSF-SMART Postdoctoral Fellow, and **Yukiko Watanabe**, Senior Consultant, Assessment and Evaluation—all of the University of California, Berkeley

THEME III: INCLUSIVE EXCELLENCE/BROADENING PARTICIPATION IN STEM HIGHER EDUCATION

Supporting STEM Student Success Through Peer Networks: Mentoring Throughout the Undergraduate Career

This program summarizes existing literature and theories related to peer mentoring as an effective retention method and showcases a grant-funded program as a model for engaging students identified as “at-risk” in behaviors aligned with increased levels of persistence and retention. With the College of Biological Sciences at the University of Minnesota’s HHMI-supported program serving as a framework for discussion, participants will explore best practices in mentoring program design that can be implemented in their own institutional and programmatic contexts. Specifically, this session will highlight recruitment strategies, program delivery methods, and assessment techniques for high-impact peer mentoring programs that advance the participation of underrepresented STEM students. *Participants will* understand the conceptual framework for peer mentoring in relation to student retention and persistence and leave with tangible resources for designing peer mentoring programs that are applicable to STEM students at all levels of their undergraduate career.

Meaghan Stein, Education Success and Retention Coordinator and **Abby Conover**, Coordinator of Undergraduate Initiatives—both of University of Minnesota

THEME IV: ASSESSMENT AND EVIDENCE FOR HIGH-QUALITY UNDERGRADUATE STEM LEARNING

Strategies for Providing Feedback to STEM Students on Intellectual and Practical Skills

Session facilitators will address the assessment of intellectual and practical skills (such as teamwork, information processing, critical thinking, management, communication) in STEM active learning environments. Specifically, participants will discuss the importance of aligning learning objectives, tasks, and assessments to influence student attention and effort towards developing these skills. Facilitators will primarily address strategies for providing formal and informal feedback to students regarding these skills. Additionally, they will present strategies for helping students see the connection between developing practical skills and mastering content knowledge to promote their success both in active learning classrooms and in STEM careers. *Participants will be able to* 1) articulate the importance of explicitly assessing and providing feedback regarding intellectual and practical skills; 3) generate strategies for providing feedback to students regarding intellectual and practical skills, and 4) reflect on how the artifacts and data generated can inform their teaching decisions and classroom facilitation. This will learn about the resources (rubrics and accompanying implementation strategies) being developed by the Enhancing Learning by Improving Process Skills in STEM (ELIPSS) project to support instructors in providing formative feedback regarding the students' development of these skills.

Juliette Lantz, Professor—Drew University; **Renee Cole**, Associate Professor and **Gilbert Reynders**, Graduate Student—both of the University of Iowa; and **Suzanne Ruder**, Associate Professor—Virginia Commonwealth University

THEME V: UNDERSTANDING EFFECTIVE STRATEGIES FOR TRANSFORMING INSTITUTIONAL CULTURES FOR UNDERGRADUATE STEM REFORM

Creating a Culture of Equity-Minded Evidence-Based Teaching through Faculty Professional Development

Facilitators and participants will explore strategies institutions may use to bring about systemic, sustainable change that leads to improved STEM student success. Drawing on Wenger's community of practice model for learning, and Elrod and Kezar's work on systemic change, facilitators will share a process for developing and implementing a holistic professional development model, dedicated to supporting the implementation of equity-minded evidence-based teaching and discuss the impact this model has had on student success. Participants will consider strategies for creating and sustaining a culture of inclusive, evidence-based teaching on their campuses; and identify the obstacles and opportunities for systemic change; and articulate actions they might take as a result of the information shared in the session.

Kirsten Fleming, Dean, College of Natural Sciences and **Kimberly Costino**, Faculty Director, Quarter to Semester Conversion—both of California State University, San Bernardino

Transforming a University into a Learning Laboratory

This session will provide an opportunity for participants to further explore the issues, designs, and tools presented in the morning plenary. Participants will discuss the topics in detail and consider ways of adapting these practices to their own work and institution.

Timothy McKay, Arthur F. Thurnau Professor of Physics, Astronomy, and Education, Director of the Digital Innovation Greenhouse—University of Michigan

Creating Campus Climates for Student Success

This session will include two distinct campus presentations with time for questions.

Incorporating Equity Frameworks in STEM Student Success

How can classroom/campus language be crafted to reflect institutional values of inclusion, equity, diversity and self-empowerment? Session facilitators will discuss how to shift program language from a place of deficit to a place of empowerment. The campus is aligning this work with a graduation initiative that includes a goal to eliminate the achievement gap across its 23 campuses. *Participants will* learn how one university incorporated asset-based language into a program, revamped training models, and engaged institutional campuses in conversations to advance equity in STEM student success efforts. They will learn of the benefits and challenges of the language being used across higher education institutions to describe students historically and currently underrepresented in STEM degree programs; expand knowledge of frameworks and models of theory; and deepen their capacity to advance STEM student success using an equity lens. Participants will leave with sample questions and a list of readings. **Kristina Barger**, VISTA Program Manager, California State University STEM VISTA Program, Center for Community Engagement and **Judy Botelho**, Director, Center for Community Engagement—both of California State University

Exploring Institutional Patterns in Teaching Practice and Organizational Climate

Most faculty have knowledge of evidence-based instructional practices and access to the resources to carry them out. Despite this, many efforts to transform postsecondary instruction have had only modest success. The underlying reasons for modest employment of evidence-based practices may be related to institutional environments and structures. The purpose of this project is to examine how one measure of institutional environment -- climate -- intersects with faculty teaching practices. Session facilitators will discuss data collected from 653 instructors from 6 institutions using valid and reliable surveys of teaching practice (PIPS) and organizational climate for instructional improvement (SCII). They will discuss the features of each cluster profile found as well as inferential statistics to compare the profiles for significant differences across demographic groups of interest. *Participants will* engage in discussion about the nature of the study, including learning about two valid and reliable (but reasonably new) surveys used to gather data and the unique method by which the data was analyzed. They will also unpack the implications of these findings for understanding the nature of institutional change and consider goals for future, and ideally collaborative, work in this area.

Emily Walter, Assistant Professor of Biology and **Ivan Ceballos Madrigal**, Undergraduate Researcher—both of California State University–Fresno

11:45 AM – 1:15 PM **LUNCH ON YOUR OWN**

1:30 PM – 2:45 PM **CONCURRENT SESSIONS**

THEME I: UNDERGRADUATE STEM TEACHING AND LEARNING: CONTEXTS, CONTENT, AND RELEVANCY

Using System and Emergent Change Theory to Implement a Multi-Department STEM Reform Project

Developing the knowledge, skills, and confidence of young scientists, engineers, and mathematicians is a critical and important challenge. It is also a very complex problem, with many factors impacting students' success. A promising strategy is a systems approach of simultaneously improving the full set of courses that students take. Providing multiple opportunities for students to work on authentic projects can lead to increases in students' skill, self-efficacy, and identity as scientists. *Participants will* gain a better understanding of change theory, and how it can inform strategies at home institutions. They will produce a system map that describes where they can impact students' knowledge, skills and confidence

in STEM that is relevant to their particular institution. Participants will also learn how to characterize those tasks by where they fit in a two-dimensional matrix with dual axes (prescribed vs emergent) and (changing environment or structures vs changing individuals.)

Jo Anne Powell-Coffman, Professor and Department Chair, Genetics, Development and Cell Biology and **Craig Ogilvie**, Morrill Professor and Assistant Dean Graduate College—both of Iowa State University

What Do We Say in Class? Exploring Instructor Talk – Non-Content Language Used in Teaching

Instructors create classroom environments that have the potential to impact learning by affecting student motivation, resistance, and self-efficacy. However, little attention has been paid to the non-content language that instructors use in classroom – Instructor Talk – which may influence these student outcomes. Instructor Talk is a novel classroom variable that could yield insights into instructor effectiveness, origins of student resistance, and methods for overcoming stereotype threat. *Participants will* learn to identify and categorize instances of Instructor Talk – non-content language – from STEM courses. Through multiple interactive explorations of previously collected classroom data, participants will classify instances of Instructor Talk, reflect on examples of Non-Productive Instructor Talk, and strategize about applications of Instructor Talk in their own settings. Additionally, participants will explore and predict how different categories of Instructor Talk may influence student motivation, resistance, self-efficacy, and learning in classrooms. Finally, participants will propose plans for applying ideas from Instructor Talk in their own professional settings.

Kimberly Tanner, Professor of Biology—San Francisco State University; and **Shannon Seidel**, Assistant Professor of Biology—Pacific Lutheran University

Implementing Innovative STEM Pedagogies at Community Colleges: Challenges and Strategies for Success

Session facilitators will present and examine evidence supporting the use of innovative instructional practices in the STEM classroom. They will discuss challenges of implementing a faculty development program in innovative pedagogy at a community college and how active learning and other teaching strategies designed to increase student engagement impact community college students differently than those at four-year colleges. Participants will understand the evidence supporting the use of innovative instructional practices in the STEM classroom and develop strategies to overcome barriers to implementing active learning and evidence-based instructional practices at community colleges. They will examine the literature on those topics and examine data collected during a recent study at a large, urban, and minority-serving community college.

Michael Pullin, Associate Dean of Science—Broward College; and **Lisa Majkowski**, Associate Director of Advancement—New Mexico Tech

A Work in Context: Tracking the Success of Implementing CUREs at an HSI

The University of La Verne (ULV), a Hispanic Serving Institution (HSI), reaches populations of students who have traditionally been underrepresented in STEM fields. To broaden participation in undergraduate research, ULV implemented a Design Your Own Experiment (DYOE) pedagogy, a variant of Course-Based Undergraduate Research Experiences or CUREs, in laboratory learning modules of a required sophomore level cell biology course. This course was analyzed for learning, critical thinking, and affective gains over a three-year period. The results suggest that students benefited in all three domains from the DYOE experience. Further analysis of student surveys and faculty interviews highlighted key features of the lab and lecture sections that influence student outcomes. Specifically, the role of lecture style and content on student learning in the lab will be discussed. Recommendations for implementation based on these findings will also be addressed. *Participants will* learn about assessment outcomes and best practices in learning, critical thinking, and affect of students in a DYOE-

CURE model. They will gain a nuanced and contextualized understanding of barriers and strategies for CURE development, implementation, student buy-in, and student success. Participants will also customize a strategy for their institutional setting and develop learning outcomes for a CURE of their own choosing and generate ideas for course delivery and assessment through guided discussion.

Christine Broussard, Professor of Biology and Natural Science Division Chair, **Jennifer Tsui**, Assistant Professor of Biology, and **Pablo Weaver**, Instructor of Biology—all of the University of La Verne

THEME II: SUPPORTING, REWARDING, AND BUILDING CAPACITY OF STEM FACULTY

Faculty Development Programs: Addressing STEM, Diversity, and Inclusion

This session will include two distinct session presentations on difference forms of faculty development.

Promoting Transfer of Scientific Literacy Skills (and Faculty Development) with a Modular STEM General Education Course

Session facilitators will describe a modular, interdisciplinary general education course in which faculty members from a variety of STEM departments teach scientific skills in the context of multiple fascinating topics and then guide students to make appropriate comparisons. The presentation will include a workshop process for developing and coordinating instructors' modules, provide an "Elements of Science" learning goals sheet, and present examples of hands-on activities from multiple modules.

Participants will learn of a model for a coordinated modular STEM course that teaches science literacy skills from multiple disciplinary perspectives. They will receive an "Elements of Science" learning goal sheet and sample materials for module and synthesis activities that teach those learning goals and learn about an easily-implemented workshop approach for developing and coordinating the class at their own institution. They will receive ideas for assessing the short/long-term effectiveness of this type of course.

Michael Roberts, Associate Professor of Psychology and Neuroscience and **Daniel Gurnon**, Associate Professor of Chemistry and Biochemistry—both of DePauw University

Faculty Fellows for Inclusive Excellence: A Faculty Development Program on Diversity and Inclusion

The session facilitator will describe the structure and content of a faculty development program on diversity and inclusion and discuss potential successes and challenges of engaging STEM faculty members in the topics of diversity and inclusion. *Participants will* learn how to create and implement a year-long faculty development program focused on inclusive excellence, which aims to support biological sciences faculty members in developing a greater understanding of the impact of diversity and inclusion in the classroom and research lab. They will consider how to build their capacity to become more effective teachers and research mentors through understanding how the classroom or lab dynamic can affect individual students.

Meaghan Stein, Education Success and Retention Coordinator—University of Minnesota - Twin Cities

THEME III: INCLUSIVE EXCELLENCE/BROADENING PARTICIPATION IN STEM HIGHER EDUCATION

Innovations with Engaged Digital Learning

This session includes two distinct campus presentations and time for questions.

Improving STEM Retention and Graduation with an Online Community of Practice

The Deaf and Hard of Hearing Virtual Academic Community (DHHVAC) is an online community of practice designed for STEM majors who are deaf or hard of hearing and enrolled in one of three postsecondary programs: a community college, a large master's level university, and a very high research doctoral level university. Objectives include improving grades, increasing retention and graduation rates. To date, 61 students have enrolled, 25 have graduated and 7 (11%) have left school prior to graduation. GPAs often exceed program targets. This presentation describes project activities

including online tutoring, mentoring, and sharing accessible media within a community of practice. *Participants will* have the opportunity to learn about three aspects of the DHHVAC. First, they will learn about the infrastructure of the DHHVAC model, including a discussion of the pros and cons of various platforms used for interaction such as the website, social media groups, and the video repository. Second, participants will learn about DHHVAC experiences conducting online tutoring for STEM courses and the online mentoring program. Finally, participants will learn about how to monitor engagement in an online community of practice.

Lisa Elliot, Research Associate Professor—Rochester Institute of Technology

Clickers, Self-Efficacy, and Inclusion

Session facilitators will talk about the relationships between teaching techniques used in introductory STEM courses, women's self-efficacy levels, and retention rates. A specific pedagogy using clickers, will be demonstrated to participants, along with evidence from experimental teaching sessions conducted during Spring 2017. *Participants will* learn the important effects of self-efficacy levels on retention rates of women in STEM majors, the impact of pedagogical practices on self-efficacy levels, and how the use of clickers affects students' self-efficacy levels in introductory STEM courses.

Genna Miller, Instructor, Aarthi Sridhar, Ph.D. Candidate, Engineering, Brigid Burroughs, Research Team Member, Bass Connections, and Amanda Levenberg, Research Team Member, Bass Connections—all of Duke University

THEME V: UNDERSTANDING EFFECTIVE STRATEGIES FOR TRANSFORMING INSTITUTIONAL CULTURES FOR UNDERGRADUATE STEM REFORM

Planning the Learning Spaces for Tomorrow

What questions should one ask when considering the physical environment for learning in the undergraduate setting? How does a campus community and/or those responsible for a particular learning space, reach consensus on questions that reflect their context and their collective vision of what they want their learners to become? Who needs to be at the planning table? Is there a process of questioning that links attention to spaces to broader institutional initiatives? Such questions are emerging on campuses as academics and architects today plan learning spaces for tomorrow. This workshop will introduce a pilot approach for integrating attention to physical spaces into ongoing institutional planning. It reflects lessons learned from regional roundtables orchestrated by the Learning Spaces Collaboratory (LSC) about the value of planning that focuses on the future for their learners and of their campus community. *Participants will* learn about planning driven by questions such as: What do we want our learners to become? What are the most audacious questions that should drive our planning? Working in teams, participants will prepare posters that present an audacious question to introduce at an early stage and iteratively throughout the planning process. The workshop will conclude with a review and critique of "take-home" ideas for broader institutional attention and consensus.

Jeanne L. Narum, Director—The Independent Colleges Office, and Principal—Learning Spaces Collaboratory and Pamela Scott-Johnson, Dean College of Natural and Social Sciences—California State University Los Angeles

Improving Undergraduate STEM Education: Institutional and Community Transformation Projects

Session facilitators will present information about multiple projects funded by the NSF Division of Undergraduate Education's signature program "Improving Undergraduate STEM Education" (IUSE). IUSE is a flexible, wide-ranging, multi-faceted funding opportunity which has a strand devoted to institutional and community transformation (ICT). In particular, facilitators will discuss projects that have been funded relatively recently that either affect more than one discipline or are focused on institutional

change, or both. *Participants will* learn how these efforts support institutional change in STEM education. In particular, projects that have been funded by one or more of the following programs will be discussed: Improving Undergraduate STEM Education (IUSE), Widening Implementation and Demonstration of Evidence-Based Reforms (WIDER), and Transforming Undergraduate Education in STEM (TUES). Participants will be given information about the latest IUSE solicitation and the program's vision for supporting institutional change in STEM education in the future. Participants will have opportunities to match their potential project ideas with IUSE priorities.

Ron Buckmire, Program Director, **Ellen Carpenter**, Program Director, and **Alejandro Delapuenta**, AAAS Science and Technology Policy Fellow—all of the National Science Foundation

National Science Foundation Workshop Part 1

Description details available soon.

National Science Foundation Grant Writing Workshop Part 1

Description details available soon.

3:15 PM – 4:15 PM **CONCURRENT SESSIONS**

THEME I: UNDERGRADUATE STEM TEACHING AND LEARNING: CONTEXTS, CONTENT, AND RELEVANCY

Introducing Experiential Research in the STEM Classroom: Tiered Community of Learners and Peer-Leaders

The PEERS (Peer Enhanced Experiential Research in STEM) workshop uses peer mentors to train STEM faculty in implementing hands-on research and computational activities in the introductory STEM curriculum. This session will mimic the successful implementation of these activities at Northeastern Illinois University (NEIU), an urban Hispanic Serving Institution (HSI) in Chicago. Participants will develop initial ideas for small research and/or computational activities that can be integrated into their introductory courses. By the end of this session, the participants will have created outlines for research activities that they can implement in their particular disciplines. The session will also address how this approach can be institutionalized and sustained. *Participants will* learn to leverage their expertise to develop PEERS-type modules to introduce research in the introductory STEM courses at their institutions; develop an interdisciplinary workshop course to train peer-leaders as effective facilitators for their PEERS-type courses, and learn how to implement the PEERS model to build a sustainable community of learners, peer-mentors, and STEM faculty at their institutions.

Paulo Acioli, Professor of Physics and Department Chair, **Rachel Trana**, Assistant Professor of Computer Science, **Elisabet Head**, Assistant Professor of Earth Science, and **Joseph Hibdon Jr.**, Assistant Professor of Mathematics—all of Northeastern Illinois University

Breaking Down the Silos: Using Microcircuit Technology and PBL to Promote STEM Learning Across Disciplines

Education has traditionally built silos around each discipline; isolating, instead of integrating subjects together. The use of microcircuits and sensor technology can help break down these independent silos and begin to help promote STEM education across the natural science curriculum. Participants will learn about the current state of microcircuits and sensor technology and the opportunities that exist for its implementation with Problem Based Learning (PBL) in areas such as physics, biomechanics, mathematics, and engineering. Several tested practices will be presented along with the “engineering” process inherent within them. There will be an opportunity for participants to gather, collect, and analyze data in a seamless fashion that will show its ability to promote excitement, engagement, and

effective STEM learning in the undergraduate setting across disciplines. *Participants will* interrogate the idea that PBL promotes active engagement through inquiry within a Constructivist/Constructionist theory and discuss the advantages and disadvantages of PBL in the undergraduate classroom.

Steve Pauls, Associate Professor of Natural Science and **Don Diboll**, Associate Professor of Kinesiology—both of Fresno Pacific University

Decision Based Learning: Helping Students Connect Equations to Concepts know

Session facilitators will discuss the notion that the sphere of knowledge comprises three types of understanding. Procedural knowledge deals with perceiving "how to do something". Conditional knowledge, which is not only understanding "when" or "under what conditions" procedural knowledge is applied, but also discerning the core conditions, laws, or foundational tenants upon which, procedural knowledge is based. Conceptual knowledge, is directed at "the why", and built upon the other two. Drawing on this model, facilitators will introduce Decision-Based Learning (DBL), which provides students with a cognitive structure that focuses on helping them connect the conditional core ideas with the problem solving associated with procedural knowledge. Participants will see examples of STEM DBL course structures and discuss how to implement DBL along with student outcomes. *Participants will* understand the individual types of knowledge—conceptual, procedural, and conditional—how they are interrelated, and how to use these as a scaffold in designing a course. They will understand that conceptual knowledge is incomplete and inadequate without conditional and procedural knowledge; it is not a factual statement of a concept. Based upon this understanding, participants will recognize how to design and incorporate Decision-Based Learning pedagogy in their courses to assist students in constructing their knowledge and developing their conceptual understanding.

Ken Plummer, Teaching and Learning Consultant, Brigham Young University Center for Teaching and Learning, **Richard Swan**, Associate Director, Brigham Young University Center for Teaching and Learning, and **Steven Wood**, Teaching Professor—all of Brigham Young University

THEME II: SUPPORTING, REWARDING, AND BUILDING CAPACITY OF STEM FACULTY

Bring Project Kaleidoscope (PKAL) Closer to Home: Establishing a Regional Network to Support Faculty and Institutional Change

Faculty and administrators in this session will work with others in their geographic region to consider the benefits of, and begin to develop a local PKAL Regional Network. Facilitators will explain how the Massachusetts PKAL Region Network was created and operates, describing results of network activities that have improved student learning and begun to create institutional change. Additionally, facilitators will briefly describe how the regional network has fostered critical faculty development and opportunities for leadership within structures that provide rewards for faculty at typical colleges and universities. Working with new potential collaborators who share common interests and geographical proximity will enable a diverse group of STEM faculty to take leadership in creating a network within a year upon return from the national meeting. *Participants will* learn the structure and benefits of PKAL Regional Networks, identify partners in their geographical region who are interested in forming a network, and develop common goals that a newly formed Network could address. They will share contact information and identify additional potential leadership team members in their geographical region. The goal will be for participants to return to their local institutions with the beginning work of a common mission and vision statements for a Regional Network and a follow-up plan for creating a Regional Network within the next year.

Thomas Kling, Professor of Physics—Bridgewater State University; **Monica Joslin**, Dean of Academic Affairs—Massachusetts College of Liberal Arts; **Douglas Kowalewski**, Assistant Professor of Earth,

Environment and Physics—Worcester State University; and Margaret Carroll, Dean of Science, Technology, Engineering and Mathematics—Framingham State University

Engaging Faculty in Student Success Workshops Promoting Equity and Inclusion in STEM Classrooms

Session facilitators will present findings from a three-year study on the impact of an inclusivity intervention targeted at STEM faculty. They will provide an overview of the format and content presented at each faculty student success workshop and share assessment data gauging the effectiveness of this intervention at changing faculty attitudes, knowledge, level of awareness, and interest/ability to modify their teaching practices. The presentation of assessment results will focus on those issues facing underrepresented students as barriers to their college success. *Participants will* learn about faculty workshop topics covered, as well as the assessment results and impact of the workshop on faculty attitudes and teaching practices. They will discuss best practices for teaching faculty about inclusive classrooms and lessons learned over three years of workshops, including highlights on the strengths and weaknesses of three different formats and facilitators. Participants will have the opportunity to explore how inclusivity interventions might be adopted at their own institutions.

Erin Sanders, Director, Center for Education Innovation and Learning in the Sciences (CEILS) and Marc Levis-Fitzgerald, Director, Center for Educational Assessment—both of the University of California, Los Angeles (UCLA)

THEME IV: ASSESSMENT AND EVIDENCE FOR HIGH-QUALITY UNDERGRADUATE STEM LEARNING

Which Instrument Should We Use? Assessing Classroom Observation Protocols

After a brief overview of five different observation protocols (RTOP, COPUS, PORTAAL, EQUIP, and DART), participants will be divided into groups, each assigned to either COPUS or PORTAAL (since these two can be quickly learned). Any participants previously trained in EQUIP (which requires longer training), will join an EQUIP group. Participants will use their assigned instrument to observe two short teaching videos: one with high levels of active learning and another that is more lecture-based. After the observation, groups will share and compare data from observations and from RTOP and DART reports that will be prepared by the presenters prior to the session. Participants will attempt to answer research questions about the two classes and will discuss how well each helps them answer the questions in different contexts. Based on this experience, the group will develop a framework and set of criteria for selecting instruments that best suit their needs. *Participants will* become familiar with five different classroom observation protocols and have a good understanding of what each measures and what kind of data it provides, have experience using at least one classroom observation protocol, and develop criteria for determining which classroom observation protocol is most suitable for a given context and research question.

Kathryn Plank, Director of Center for Teaching and Learning and Associate Professor of Education, Joan Esson, Associate Professor of Chemistry, Paul Wendel, Associate Professor of Education, and Anna Young, Assistant Professor of Biology and Director of the Zoo and Conservation Science Program—all of Otterbein University

THEME V: UNDERSTANDING EFFECTIVE STRATEGIES FOR TRANSFORMING INSTITUTIONAL CULTURES FOR UNDERGRADUATE STEM REFORM

Supporting Early Career Preparedness and Decision-Making

As graduates prepare to enter the workforce, the challenges of how to effectively communicate the value of their education to employers are further hampered by an increasingly complex process of knowing where to look for a job, how to look, and how to get hired. To address these concerns, the

NSF-funded Professional Engineering Pathways Study (PEPS) conducted annual surveys and in-depth interviews with engineering students at six diverse U.S. institutions, focusing on students' decision-making process and the ecosystem of resources and supports they draw upon as they seek their first post-undergraduate job. *Participants will* acquire a framework and a vocabulary for understanding the ecosystem in which engineering undergraduates explore, select, and prepare for their chosen careers; review quantitative and qualitative research findings from the PEPS study and collectively interpret and brainstorm ideas for how research can inform practice in the form of curriculum, resources, and co-curricular activities. They will identify strategies for engaging a wider network of campus stakeholders—from students and faculty to career services staff to alumni and employers – and their roles in contributing to, promoting, and supporting students in their employment pathways.

Helen Chen, *Director of ePortfolio Initiatives, Office of the Registrar and Research Scientist, Department of Mechanical Engineering—Stanford University; Ruth Streveler, Associate Professor, Ira A. Fulton School of Engineering—Purdue University*

From Institutional Leadership to the Classroom: Radically Changing Calculus or other Gateway Courses

How does one initiate change in a gateway course that is holding students back when the institutional culture and structures challenge such change? Session facilitators will help participants identify obstacles and stakeholders as they develop a plan to transform institutional culture in support of student learning and success. The workshop will draw from the experience at Binghamton University, where a campus-wide coalition was formed by university leadership to address student success challenges in the Calculus sequence. Through collaboration from key stakeholders, innovative approaches to these challenges resulted in significant improvements in learning outcomes and a culture focused on student success. *Participants will* identify a program or course at their campus that would benefit from this approach; define the obstacles to be overcome involved in such an approach; develop a strategy to identify key stakeholders who can foster institutional change; and articulate key steps in an action plan for implementing this approach.

James Pitarresi, *Vice Provost for Student and Faculty Development, Lawrence Kazmierczak, Director of Calculus, Donald Loewen, Vice Provost for Undergraduate Studies, and Eric Machan-Howd, Director of Instructional Design—all of Binghamton University*

What Are the Necessary Elements for Managing Change in STEM Education?

Loyola University Maryland is a Pathways to Innovation institution, an NSF supported program from Epicenter at Stanford University in collaboration with VentureWell. This initiative is a collaborative effort among the engineering, computer science, and physics departments and is garnering support from the Schools of Business, Education, and Arts and Sciences, the university library, University advancement, student life, alumni office, and alumni. It has enhanced students' interest and engagement in creative, innovative, and entrepreneurial minded courses and co-curricular work. The framework for change used is based on "strategic doing" as agile change management approach. Participants will explore the common elements and patterns associated with implementing changes related to STEM education. They will be introduced to the agile change management approach, and reflect on lessons learned about change management in STEM that are applicable at various types of institutions.

Bahram Roughani, *Associate Dean for Natural and Applied Sciences and Professor of Physics—Loyola University Maryland*

4:30 PM – 6:00 PM

POSTERS AND RECEPTION

SATURDAY, NOVEMBER 4, 2017

8:00 AM – 9:00 AM CONTINENTAL BREAKFAST

9:15 – 10:30 A.M. CONCURRENT SESSIONS

THEME I: UNDERGRADUATE STEM TEACHING AND LEARNING: CONTEXTS, CONTENT, AND RELEVANCY

In the Fishbowl: Strategies for Conversations on Mathematics in the Partner Disciplines

Mathematics is used throughout the partner disciplines and introductory mathematics courses would benefit from input from the partner disciplines. Yet, how often do faculty from mathematics and the partner disciplines engage in meaningful conversation about the mathematics taught and used in the undergraduate curriculum? In the Curriculum Foundations Project (CFP), the Mathematical Association of America conducted a series of 22 workshops to facilitate such discussions. The CFP used a “Fishbowl” discussion structure where partner discipline faculty responded to prompts while mathematics faculty listened. In the new SUMMIT-P project, ten institutions are revising their introductory mathematics curriculum by building partnerships with the partner disciplines using CFP findings and replicating the “Fishbowl” discussions. *Participants will* learn about the findings of the Curriculum Foundations Project, either as it pertains to their own discipline or as it pertains to the use of mathematics in other disciplines. They will experience holding a “Fishbowl” discussion with faculty from the partner disciplines and mathematics and develop a strategy for using these findings and facilitating similar cross-disciplinary conversations on their campus.

Suzanne Dorée, Professor of Mathematics and Statistics and Stella Hofrenning, Associate Professor of Economics—both of Augsburg University; Susan Ganter, Professor of Mathematics and Director of the School of Education—Virginia Tech; and Rosalyn Hargraves, Associate Professor of Teaching and Learning—Virginia Commonwealth University

Preparing STEM Students for 21st Century Careers

Session facilitators will explore data about the career paths of undergraduate STEM students and how those paths differ from what faculty imagine. Using the Phys21 and Vision and Change reports, the participants will discuss the critical skills which, according to the NAS Board on Workforce and Higher Education’s report and the research for the Phys21 report, are common to most STEM careers. The group will also discuss recommendations for enhancing those skills in undergraduate programs and how those recommendations can be adapted to other STEM disciplines. The facilitators will lead a planning exercise in which the participants will evaluate the integration of some of these skills in their departments’ programs. The session will include discussions about how career information and the development of professional skills enhances recruitment and retention in STEM programs.

Participants will learn about academic, professional, and career outcomes in STEM. They will prepare to consider how the career paths of STEM graduates inform undergraduate curricula, and how to convey that information to other faculty, students, and the students’ families. Participants will identify professional skills most highly valued by employers, the evidence for that list of skills, and how to enhance those skills in an undergraduate STEM program. Finally, they will begin to develop plans for enhancing one or more of those skills in their home departments.

Beth Cunningham, Executive Officer—American Association of Physics Teachers; Cynthia Bauerle, Dean of the College of Science and Mathematics and Professor of Biology—James Madison University; Sharon Gusk, Professor of Biology and PULSE Fellow—Northwestern Connecticut Community College; and Sandeep Giri, Manager, Advanced Technology Manufacturing Engineering Group—Google, Inc.

Supplemental Instruction: A Catalyst for STEM Course Success Across the California State University System

Supplemental Instruction (SI) is an empirically proven student success model that has been offered at over 1,500 institutions during the last 40 years. This voluntary, non-remedial, student near-peer-led program is open to all students enrolled in targeted high-challenge courses, and is grounded in active learning strategies considered effective for STEM disciplines. While SI outcomes are positive (e.g., narrowing achievement gaps, improving grades, increasing retention and graduation rates), institutions can struggle to formulate, sustain, and scale the program. *Participants will* engage in facilitated discussions around the development and optimization of SI interventions. They will identify the common components of successful, scalable, and sustainable SI programs and how active learning strategies translate to underrepresented students in high challenge STEM courses. Participants will develop actionable strategies to initiate and/or strengthen an SI program and evaluate the effects of SI participation on the course population and sub-populations.

Maureen Guarcello, Instructional Designer and **Stephen Schellenberg**, Associate Dean, Division of Undergraduate Studies—both of San Diego State University; **Sean Walker**, Professor and Chair, Biological Science—California State University, Fullerton; and **Mai Kou Vang**, Supplemental Instruction Coordinator, Learning Center—California State University, Fresno

THEME II: SUPPORTING, REWARDING, AND BUILDING CAPACITY OF STEM FACULTY

Making Faculty Development Matter: Rewarding, Long-Term Faculty Development in STEM

Faculty are key players in transforming STEM student outcomes, particularly in first year undergraduate STEM courses. Higher education research on minority student persistence shows that what happens in classroom spaces during the first year can either create or discourage their engagement with college (Kuh et al. 2008; Ibarra 1996; Treisman 1988). Faculty training in student engagement and learning practices should therefore be a top priority for colleges with high STEM attrition, there are multiple barriers—institutional, emotional, and cultural—that can prevent them from taking part in faculty development, and thus implementing changes to their teaching. Session facilitators will outline disconnects they have seen emerge as well as the specific ways minority serving institutions have created conditions for faculty to embrace their role as change agents within the classroom, and increase student success in STEM. *Participants will* be able to list three key components to professional development necessary for faculty to apply, implement, and sustain changes to their instruction; explain why faculty development is particularly important for increasing minority student success in STEM; and use a culturally responsive STEM teaching rubric to determine areas of strength and need for growth to improve student learning in their STEM courses.

Melissa Salazar, Math Faculty and Faculty Professional Developer—University of New Mexico Taos and ESCALA Educational Services LLC; and **Melissa McAlexander**, Professor of Chemistry—Notre Dame de Namur University

Institutional Transformation: A Summer Seminar for University Administrators and STEM Faculty

Session facilitators will provide an overview of OREGON STATE ADVANCE's 60-hour summer seminar for university administrators and STEM faculty. Drawing from theories of sense-making and systems of oppression, facilitators will encourage participants to apply these theories to their own institutional contexts and envision effective educational opportunities for institutional transformation on their own campuses. *Participants will* be able to: 1) describe Oregon State University's ADVANCE summer seminar; 2) apply theories of sense-making and systems of oppression to their own institutional context; and 3) envision opportunities on their own campuses for effective educational opportunities for institutional transformation.

Susan Shaw, Professor of Women, Gender, and Sexuality Studies and Co-PI for OREGON STATE ADVANCE, **Rebecca Warner**, Professor of Sociology and PI for OREGON STATE ADVANCE, **Michelle Bothwell**, Associate Professor of Chemical, Biological and Environmental Engineering and Co-PI for OREGON STATE ADVANCE and **Kali Furman**, Graduate Research Assistant for OREGON STATE ADVANCE—all of Oregon State University

THEME IV: ASSESSMENT AND EVIDENCE FOR HIGH-QUALITY UNDERGRADUATE STEM LEARNING

Experiential Learning and Evidence-Based Teaching: Powerful Tools in Assessing STEM Competencies

This workshop will focus on the value of integrative and innovative teaching, competency and student-centered education, and assessment tools that extend beyond the traditional, for increasing student success in STEM. Participants will actively engage in sharing their project goals, research designs, strategies for formative and summative assessments and effective use of data obtained for further improving courses, instruction and/or student learning. As important as success stories are, learning about each other's institutions, their existing resources, extent of faculty buy-in, faculty development opportunities, administrative support, and time or financial constraints is equally helpful. New knowledge can offer fresher perspectives with respect to attending to the needs of all students, particularly the URMs. In this context, this session is designed to spur new ideas, adoption of validated teaching and assessment tools, and/or initiation of new collaborations among participants to bring about lasting and meaningful reforms in STEM education. *Participants will* examine current trends in STEM scholarship of pedagogy; discuss issues in broadening participation in STEM to underrepresented or underprepared students; and list the challenges in transitioning to data-driven, competency-based STEM teaching and learning. They will use available software to demonstrate hands-on activities that engage students; define ways that data is used to further improve teaching and learning; practice ways to introduce scientific competencies and measure their attainment; (7) describe research design and approaches used for maximum faculty buy-in. Finally, they will discuss strategies for encouraging faculty collaborations and administrative support and analyze formative and summative assessment techniques.

Shubha Ireland, Professor of Biology and P.D. HHMI supported Project Scicomp and **Andrea Edwards**, Conrad N. Hilton Endowed Chair in Computer Science—both of Xavier University of Louisiana

Using Writing Support and Assessment to Scaffold Quantitative Reasoning Communication Skills

In many STEM disciplines, students practice explaining their data and their reasoning, including in written lab reports. When students struggle to communicate in written form, instructors cannot easily assess the underlying reasoning the student is trying to convey. In seeking to support student written communication of quantitative information, 4C coding was developed. This simple assessment/intervention tool supports writing of a specific type of statement frequently used as evidence in scientific writing, the quantitative, comparative (QC) statement. Supporting students in writing clear and quantitative comparisons resulted in improved written communication of quantitative information. In addition, the 4C writing framework is used as a platform to scaffold higher order writing and reasoning skills. *Participants will* practice the 4C coding framework and discuss how to use this tool in any number of STEM laboratory experiences. They will practice using QC statements as a framework to help students organize their reasoning in lab reports; be able to recognize, analyze and score quantitative comparison (QC) statements; and be able to analyze, modify, and assess instructor prompts for lab reports to help students develop better quantitative reasoning communication skills.

Christelle Sabatier, Lecturer of Biology and **Tracy Ruscetti**, Lecturer of Biology--both of Santa Clara University

THEME V: UNDERSTANDING EFFECTIVE STRATEGIES FOR TRANSFORMING INSTITUTIONAL CULTURES FOR UNDERGRADUATE STEM REFORM

National Science Foundation Workshop Part 2

Description details available soon.

National Science Foundation Grant Writing Workshop Part 2

Description details available soon.

10:45 AM – 11:45 AM PLENARY

New Contexts for STEM Education: Examining National Policy; Considering Collaboration Opportunities

***Kumar Garg**, Senior Fellow, Society for Science and the Public and Former Assistant Director for Learning and Innovation—White House Office of Science and Technology Policy*