Summer 2016 Newsletter

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Summer Faculty Writing Retreats
Cosponsored by: femSTEM Faculty Cohort

All sessions will be in the KIPJ Manchester Boardroom
♦ Monday, June 27, from 1:00 to 4:00 p.m.
♦ Thursday, July 21, from 9:00 a.m. to 12:00 p.m.
♦ Wednesday, August 10 from 1:00 to 4:00 p.m.

The CEE and femSTEM Faculty Cohort have organized a private space to foster the writing productivity for ALL interested faculty. The aim is to assign a block of time that will help faculty incorporate writing into their schedules. The format for these sessions is for faculty to work quietly on their own items, with plenty of coffee and snacks provided. Please note: you may drop in and out as your time allows. RSVP Here

Adjunct and Part-time Faculty Welcome & Orientation
Thursday, August 18
4:30 to 7:30 p.m., Degheri Alumni Center 120

All adjunct faculty, new and continuing, are invited to join us for dinner and networking at the annual Adjunct Faculty Welcome and Orientation. You will learn about the founding and mission of USD, employee perks and training opportunities, important policies regarding students and faculty, syllabus essentials, and the liberal arts education at USD. Additionally, representatives from various campus resource centers including Human Resources, Academic Technology Services, Student Wellness, and many more will be on hand to answer your questions during a networking dinner. RSVP Here

Syllabus Construction Workshop: Incorporating Gaming + Visual Design Into Your Syllabus
Tuesday, August 9
1:00 to 3:00 p.m., KIPJ–E

The course syllabus is an indispensable guide for your students. Often described as a contract, the syllabus should make clear the responsibilities of both the instructor and the student. What goes into your syllabus and the overall tone are key to facilitating a positive learning environment for all involved.

Join us for this special session hosted by two CEE Travel Grant Recipients, Diane Keeling (Communication Studies) and Robin Roberts (Theatre), as they guide participants on how to incorporate gaming pedagogy and visual design elements into a syllabus. Both design styles aim to make the syllabus more stimulating and engaging, ultimately leading to increased student interaction within any given course. Bring your ideas and existing syllabi in order to learn about designing more alluring and visually compelling syllabi for your courses. RSVP Here

To RSVP: Phone: (619) 260-7402   Email: cee@sandiego.edu   Online: sandiego.edu/cee/events/registration.php
Course Design Summer Workshop Series: Integrating Team-Based Learning Into Your Classroom

This workshop series is for you if:

♦ You are tired of hearing your students complain about group work.
♦ You have trouble finding ways to engage student groups.
♦ Students complain about social loafers in their groups.
♦ Students do not come prepared for class.

Team-based learning (TBL) is a structured form of small-group learning that emphasizes student preparation out of class followed by application of knowledge in class. Small group learning is on the rise, in part because of a pedagogical cultural shift from the traditional lecture to active learning, an overwhelming amount of content in any given discipline, and the potential small group uses have to facilitate deep learning. Additionally, employers repeatedly cite the ability to work effectively in a team as one of the important characteristics they look for in an applicant.

Participants will learn how to effectively implement TBL classroom strategies and pedagogical techniques in their courses through a series of hands-on, backwards course design workshop aimed at:

1) **Introduction to TBL 101 (recommended for beginners)** – June 2, 10–11:30 a.m. KIPJ-B
   - Team-Based Learning is an evidence based collaborative learning teaching strategy designed around units of instruction, known as “modules,” that are taught in a three-step cycle: preparation, in-class readiness assurance testing, and application-focused exercise. Come join us to learn more about what TBL is, the key elements, and why TBL is an engaging pedagogy especially if you have your students work in teams.

2) **Creating Modules and Developing Quality Individual Readiness Assessment (i-rats) and Team Readiness Assessment (t-rats) Tests** – 2-part workshop:
   - Learn to develop a module and rigorous and effective i-rats and t-rats – June 2, 1–3:30 p.m. in KIPJ-B
   - Follow-up session – Return to get feedback and assess the module with peer assessment tools – Coming in July

3) **Infusing Design Thinking into the World of Education** – June 15, 9:30–11:30 a.m. in KIPJ-I
   - The design thinking process, which has captured the business world’s imagination in recent years, is one of the key principles of innovative design. For faculty, design thinking can be a creative process that helps you design meaningful solutions in the classroom, at your school, and in your community. Design thinking involves three main steps: inspiration, ideation and implementation. The effort is helping faculty become agents of change within their schools, driving new small- and large-scale innovations. The first half of this workshop will introduce participants to principles of design thinking. The second half will be a hands-on process to brainstorm with participants on how they can use design thinking to develop their syllabi and to incorporate more team based learning into their courses.

4) **Developing Quality In-class Assignments that work with TBL** – August 2, 9:30-11:30 a.m. in KIPJ-C
5) **Forming, Assessing and Managing Teams** – August 2, 12:30-2:30 p.m. in KIPJ-C
   - Learn how to develop inclusive and balanced teams, tools for peer assessment and ideas for team management

6) **Building Your Facilitation Skills/Assessment and Student Learning** – August 11, 9:30 a.m.–12:30 p.m. in KIPJ-B
   - Learn skills to manage teams and facilitate lively discussion and class activities
   - A discussion about how we can develop research questions on student learning using TBL

RSVP Here
Course & Syllabus Design Drop-In Clinics

All Sessions hosted in the CEE Conference Room—Camino Hall 1F
- Friday, August 19, 10am-12pm
- Monday, August 22, 1-3pm
- Wednesday, August 24, 3-5pm

As the fall semester approaches, maybe you are in the midst of revising an old course or even designing a new one, or maybe you just want to breathe new life into your old syllabus. Faculty and CEE staff will be on hand to consult with you about any and all aspects of your course design from developing learning outcomes to creating assignments and other assessments to enhance student learning. Please note, you may drop in and out of these sessions as your time allows. RSVP Here

Summer Faculty Reading & Reflection Series:
Slow Professor: Challenging the Culture of Speed in the Academy
Thursday, June 9
10:30 a.m. to 12:00 p.m., MRH (SOLES) 147

Are you stressed, over-worked, interested in finding ways to help academics be more mindful and less busy?
If you answered yes to any of these, then this summer book reading and reflection is for you. The CEE is trying something new this summer and we are sponsoring a book read and reflection on a topic of interest in academia. This year’s topic is faculty workload and the culture of busyness. Come join us as we read this new book on the topic of challenging the ways of being for faculty.

In The Slow Professor, Maggie Berg and Barbara K. Seeber discuss how adopting the principles of the Slow movement in academic life can counter this erosion of humanistic education. Focusing on the individual faculty member and his or her own professional practice, Berg and Seeber present both an analysis of the culture of speed in the academy and ways of alleviating stress while improving teaching, research, and collegiality. The Slow Professor will be a must-read for anyone in academia concerned about the frantic pace of contemporary university life.”

The CEE is Hiring an Associate Director for Faculty Development

The Center for Educational Excellence is looking for an Associate Director for Faculty Development. In collaboration with the Director of the Center for Educational Excellence, the Associate Director will assist in the development, implementation, and evaluation of CEE programs and scholarship on evidence-based teaching. This half-time administrative faculty position will directly support the University of San Diego’s mission of excellence in teaching and research.

This position requires a minimum of a Master’s degree with PhD preferred and some experience in collaborating with faculty across the disciplines to develop, implement, and evaluate curricular innovations. The person in this position will have a high level of pedagogical knowledge and demonstrable teaching skills, which have been developed during five or more years of teaching as an instructor in higher education. This position requires excellent communication and project-management skills, technology skills as well as the ability to work independently and collaboratively with colleagues within and beyond the CEE.

Please click here for a full position description.

Please submit your Curriculum Vitae and cover letter that addresses your qualifications and experiences along with two letters for recommendation to Sandra Sgoutas-Emch at emch@sandiego.edu by June 30th, 2016.

To RSVP: Phone: (619) 260-7402 Email: cee@sandiego.edu Online: sandiego.edu/cee/events/registration.php
Josen Masangkay Diaz is the newest faculty member in the Department of Ethnic Studies. Her research tackles Philippine authoritarian programs and U.S. liberal reform during the Cold War period. This semester, Dr. Diaz taught Introduction to Ethnic Studies and Filipino Americans and Popular Culture. She also teaches courses in globalization and transnational feminist studies. In addition to research and teaching, Dr. Diaz enjoys working with the students of the Filipino Ugnayan Student Organization (FUSO) and Queer Women. She is also an advisory board member for Students for Economic Justice.

In her courses, Dr. Diaz adopts a cultural studies approach, which focuses upon analyzing cultural production—anything from literature and film to music and performance—to interrogate issues of race, class, gender, and sexuality. This semester, the students in her Filipino Americans and Popular Culture course are creating their own forms of cultural production to explore the politics of U.S. colonialism and imperialism. So far, they have developed everything from mixtapes to dance and experimental performances. She is looking forward to seeing the final results of their work this semester!

An Excerpt From “A Conversation with Professor of Economics, Dr. Steve Sumner”

Recently, Professor Steve Sumner from USD’s Department of Economics sat down with the CEE to discuss his course Econ 310—Money and Banking, and in particular, discuss his innovative inclusion of the Federal Open Market Committee (FOMC) Project in his curriculum. What follows is a snapshot of that conversation...

Thank you for taking time out of your schedule to participate in this interview with me, Dr. Sumner. I know it’s a crazy time of year with finals occurring, so your time today is greatly appreciated. Could you first give me a little background info on yourself—where did you receive your education, what brought you to USD, what classes do you teach, and what are some of your research interests?

My undergraduate degree is from Calvin College in Grand Rapids, Michigan. It is about the size of USD and also has a religious affiliation—so similar in many ways to USD. I majored in Economics and Mathematics. After graduating I worked at the Board of Governors of the Federal Reserve System (the FED) as a research assistant (aka grunt). After three years there, I attended UCSD and received my Ph.D. in Economics with a specialty in Macroeconomics, Monetary Economics, and Applied Econometrics. I came to USD because I love San Diego and it was just down the road from UCSD. I was interested in a small school that values both teaching and research and I was interested in the student-centric focus. At the undergraduate level I teach Principles and Intermediate Macroeconomics, Money and Banking, Statistics for Business and Economics, and LGBTQ in Business and Economics. At the graduate level I have taught the Graduate Statistics and Economics Environment of Business.

My research interests include the transmission of monetary policy to the macroeconomy as well as the impacts of including diversity education into courses.

For full interview please visit our Innovative Pedagogy Interview Series webpage

Do you use an innovative pedagogy in the classroom or practice the scholarship of teaching and learning (SoTL)?

If you would like your work highlighted on our website and in the next issue of the CEE newsletter, contact CEE Director, Dr. Sandra Sgoutas-Emch (emch@sandiego.edu), with your ideas today!
The Price of Thirst: 
Global Water Inequality and the Coming Chaos
By Karen Lynnea Piper

“I imagine a world where water is only for those who can afford it. We’re already there. Karen Piper leads us through the frightening landscape where thirst is political, drought is a business opportunity, and multinational corporations control our most necessary natural resource. Visiting the hot spots of water scarcity and the hotshots in water finance, Piper shows what happens when global businesses buy up the water supply and turn off the taps of people who cannot pay.” Credit: University of Minnesota Press

USD Just Read! encourages literacy and deep dialogue on social themes presented through outstanding literature. The program promotes active learning and reading within the USD community. Programing includes presentations, book and panel discussions, films, and other events.

USD has unlimited access to this book as an electronic resource (E-Book). Contact us if you are interested in possible programming, course and syllabus integration, or any other collaborative projects for next year.

FACULTY HIGHLIGHT

Vidya Nadkarni - Professor and Chair, Political Science & International Relations

Professor Nadkarni incorporated the theme of water as a natural resource into her preceptorial class last fall and used the book by Fred Pearce titled "When the Rivers Run Dry." Her students were divided into seven teams of three each and each team explored a transboundary river basin/shared aquifers/water basins and examined whether the interaction among target countries over sharing water was marked by conflict or cooperation. They were then required to place their findings within the relevant IR theoretical literature. Each team prepared a poster, displayed it, and made a presentation at an LLC event.

Dr. Nadkarni looked through the faculty book summary and saw enough information there to allow her to adapt it to a similar sort of assignment in her 2016 freshman course in international politics. Dr. Nadkarni might even look into adapting/designing a simulation on water conflict/cooperation at the international level.

MORE JUST READ RESOURCES

Price of Thirst Blackboard Organization & Website

A webpage and Blackboard Organization has been set up to reference and share resource materials related to this year’s USD Just Read selection. All USD community members are welcome to join the blackboard org. If you are interested in joining, contact the CEE by phone (619-260-7402) or email (cee@sandiego.edu) and request to be enrolled.

Globalization LLC Highlight

The Globalization LLC has joined next year’s Just Read program as an official cosponsor. In doing so, all 7 LLC faculty will be assigning parts of the book in their respective courses. On November 3, the LLC will be hosting a Dinner Dialogue where students from each class will present on chapters from the book to each other. It will be a way to build community around a frank discussion of the issues presented in the book. Students will also compete to meet the author on November 10 and receive a signed copy of the book.

To RSVP: Phone: (619) 260-7402 Email: cee@sandiego.edu Online: sandiego.edu/cee/events/registration.php
DID YOU KNOW?

7 Gender Inclusive Bathrooms Now Available Across USD

USD is implementing gender-inclusive bathrooms all around campus! So far there are seven in various locations throughout campus. A Social Change Corps group through the Changemaker Hub is dedicated to promoting the implementation of and education about gender-inclusive bathrooms at USD. Gender-inclusive bathrooms are bathrooms that are truly for everyone, because everyone deserves to pee in peace. Learn more here.

EXPLORE A WEALTH OF RESOURCES

Access archived event materials and other secure faculty resources by visiting the CEE Blackboard Organization.

Don't have access?: E-mail us at cee@sandiego.edu and we would be happy to add you. Once you login, scroll down towards the bottom of the page to view BB Organizations.

Did You Know?: Whether you teach with blackboard or not, all USD faculty already have access to blackboard via their MySandiego username. Click here for more info.

CEE Offices Closed from May 31-July 11

This summer, both the Copley Library and Camino Hall will be closing in order for a new air & heat system to be installed. Our Camino offices will be closed from May 31-July 11, and CEE support staff will be relocated to MRH (SOLES) 101H.

Our Director and Associate Director will continue to work and host faculty consultations out of their faculty offices in Serra Hall and Olin Hall, respectively.

To RSVP: Phone: (619) 260-7402  Email: cee@sandiego.edu  Online: sandiego.edu/cee/events/registration.php
Scholarship of Teaching and Learning and the Pedagogy of Immersion

For the past two years the Karen and Tom Mulvaney Center for Community, Awareness and Social Action coordinated a scholarship of teaching and learning community writing group in partnership with the Center for Educational Excellence. Faculty, staff, and community members convened to discuss and write about the pedagogy of immersion. During that time we worked with a peer-reviewed journal titled Engaging Pedagogies in Catholic Higher Education (EPICHE).

Everyone’s article was accepted and the journal was just recently released. There are two milestones associated with this journal. First, the editors allowed the entire volume to be dedicated to the University of San Diego with a theme of immersion. Secondly, for the first time with this journal one of our community partners was able get their work accepted and be the lead article!

Articles Include:

♦ Engaged Pedagogy: Reflections from a Barriologist
  by Rigoberto Reyes (Community Partner and Activist)

♦ Reflections on Skipping Stones to Diving Deep: The Process of Immersion as a Practice
  by Judith Liu (Sociology & CASA)

♦ The Spirituality of Immersion: Solidarity, Compassion, Relationship
  by Michael E. Lovette-Colyer (University Ministry)

♦ Immersion in Global Equality and Social Justice: A Model of Change
  by Kevin Guerrieri (Languages, Cultures and Literatures) and Sandra Sgoutas-Emch (Psychological Sciences & CEE)

♦ Immersive Practices: Dilemmas of Power and Privilege in Community Engagement with Students in a Rural South African Village
  by J. Michael Williams (Political Science and International Relations & Changemaker HUB) and Lisa M. Nunn (Sociology)

Here is a link to the journal: http://journals.stmarys-ca.edu/epiche/

Scholarship of Teaching and Learning (SoTL) Resources

Are you interested in the Scholarship of Teaching and Learning? The Scholarship of Teaching and Learning (SoTL) uses discovery, reflection, and evidence-based methods to research effective teaching and student learning. These findings are peer reviewed and publicly disseminated in an ongoing cycle of systematic inquiry into classroom practices.

The CEE Blackboard organization is a resource tool for those who are looking into creating a SOTL project or have started on one and want to begin a literature search. Additionally, our SoTL folder also contains literature information on Active Learning and Team-Based Learning.

The CEE would be happy to consult with you for all of your SoTL needs. If you don’t have access to our blackboard organization, please e-mail cee@sandiego.edu and we would be happy to grant you access.

To RSVP: Phone: (619) 260-7402   Email: cee@sandiego.edu   Online: sandiego.edu/cee/events/registration.php