


Coordinating a Teaching Excellence Network: Preliminary findings from piloting Semester Support Groups that serve as bridges to span the research-to-practice divide

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Semester Support Groups

1 Facilitator/Lead
 Meetings: biweekly, 60-90 min

Social Network Analysis⁴



Faculty Learning Community⁵

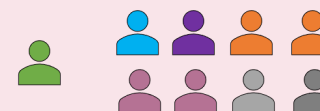


- Outcomes
 - ✓ Learn about SNA
 - ✓ Design collaborative study and apply for funding

Values Affirmation Intervention⁶



SIMPLE Design Group⁷



- Outcomes
 - ✓ Implement VAI in course
 - ✓ Individual design memo

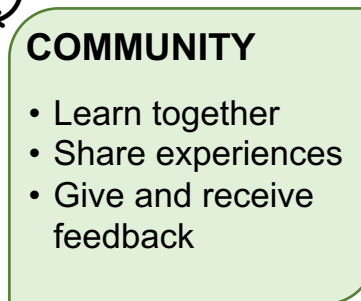
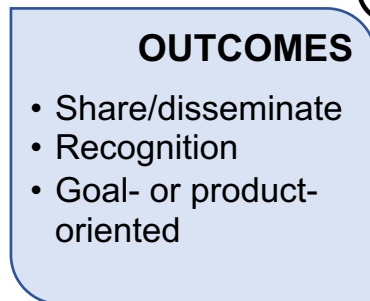
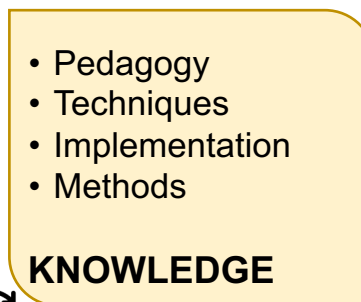
FINDINGS & IMPLICATIONS FOR FACULTY DEVELOPMENT

“I absolutely love engaging with my peers during the group meetings. Everyone has been super-supportive.”

“I plan to continue to apply this in my course but do also want to do some deep-reading about VA this summer.”

“to be honest, it has been difficult to keep up with the group as a result of the unusual year we are having”

“I wasn't sure what to expect, I benefited from the papers' discussions that I would not have read.”



“I suggested applying the values affirmation survey to my co-teaching colleagues but wasn't successful. Since I coordinate the courses I'll have as part of the extra credit for next semester”

“These are safe places to share ideas and haven't once felt on the outside.”

“In the SNA group, we have submitted and RCG proposal and plan to study the network characteristics of my fall class.”

“Everyone is super engaged and the discussions have been illuminating, especially because of the variety of disciplines of the group peers.”

PROJECT GOALS

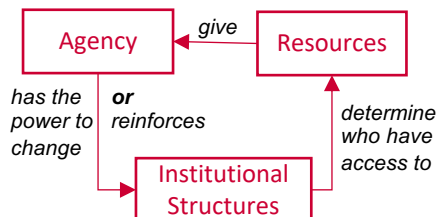
- Create sustained change around STEM teaching and learning
- Address institutional and cultural barriers
 - Leverage faculty expertise and institutional assets

CHANGE FRAMEWORKS

Henderson's Categories of Change Strategies¹

- **Individuals**
 - *Prescribed* – disseminate curriculum and pedagogy
 - *Emergent* – develop reflective teachers

Structuration Theory²



Action Research³

- Facilitate the dissemination of pedagogy and develop reflective teachers
- Instructors use their creative research brains as assets to solve “problems” in teaching and learning in their discipline

REFERENCES ([hyperlink](#))