



SANTA CLARA UNIVERSITY • FACULTY DEVELOPMENT

Welcome to New Faculty Orientation

September 11 & 12, 2024

Day 1 Agenda

- 9:00 am **Introductions & Welcome**
- 9:30 am **SCU's Jesuit Mission & Ignatian Pedagogy**
- 10:00 am **Faculty Panel: Connecting with SCU Values & Mission**
- 10:55 am **Whole Persons: Faculty, Students, & *Cura Personalis***
- 11:45 am **Who Are Our Students?**
- 12:15 pm **Spotlight on Teaching: Engaging & Connecting in SCU Classrooms**
- 1:00 pm **Lunch with New Colleagues & Campus Partners**

SCU's Jesuit Mission & Ignatian Pedagogy

- Welcome!
- Goals for the session
- Who we are
- A note on electronic devices



A Brief History of the Jesuits: Ignatius Loyola, 1491-1556



A Cannon-Ball Moment



Transformation into a Visionary Leader



“Learned Priests” and Renowned Educators



What Makes the Jesuits Unique in the Catholic Church

- The *Spiritual Exercises*, a method of coming to know God in a personal way
→ *cura personalis*
- Going to the margins, walking with the excluded
- Faith that does justice
- A commitment to youth and their construction of a hope-filled future



What Makes Jesuit Education Different

- Based in encounter
- Global consciousness, based in today's realities
- Embrace of the transcendent
- Personal and social transformation at the center
- Justice as a touchstone for all we do



A Global Network of 177 Institutions of Higher Learning



Opening Exercise: Connecting with Ignatian Pedagogy

- Watch SCU [Ignatian Pedagogy video](#).
- After the video, **reflect** on the following questions. You can journal or just ponder in silence:
 - *What motivates you as a teaching scholar?*
 - *Who do you want your students to become? (or not become!)*
- In light of your answers, **choose** one card from the decks that resonates most with you.
- **Discuss** your choice with your tablemates.
 - **Be concise!** We have 12 minutes to talk and about 6 people per table. (don't speak in whole pages)



Deepening Our Engagement with Ignatian Pedagogy

- Read the FacDev intro to Ignatian Pedagogy.
- As you read and after reading, **reflect** on these questions. You can journal or just ponder in silence:
 - How does this description of Ignatian Pedagogy **connect** with the teacher you are and the teacher you want to be?
 - How can you **apply** the principles of Ignatian Pedagogy to your work as a teaching scholar?
 - Formulate any **comments or questions** you might like to discuss.



Faculty Panel: Connecting with SCU Values & Mission

Moderator

Matthew Carnes, S.J., Vice President for Mission and Ministry

Panelists

- **Mythri Jegathesan**, Associate Professor, Anthropology
- **Ed Maurer**, Professor, Civil, Environmental, and Sustainable Engineering
- **Stacy Ritter**, Assistant Professor, Accounting

Opening Prompt: “One significant way Ignatian Pedagogy and/or values animate my work as a teaching scholar is...”



Whole Persons: Faculty, Students, and *cura personalis*

Chan Thai, PhD, MPH

Associate Professor | Department of Communication

Faculty Director | Cura Residential Learning Community

Chair | Faculty Directors of the Residential Learning Communities



SCU Mission & Jesuit Values

- ❖ The Jesuit tradition is about educating the whole person—mind, body, and soul.
- ❖ We educate citizens and leaders of competence, conscience, and compassion and cultivate knowledge and faith to build a more humane, just, and sustainable world.



Purpose of Session

- ❖ Help you understand how teaching the whole person aligns with the mission of SCU
 - What teaching the whole person means
- ❖ It could look different for each student and faculty member, but it requires us to show up as whole persons as well.



'cura personalis'

- ❖ Latin phrase that translates as "care for the entire person."
- ❖ Cura personalis suggests *individualized* attention to the needs of the other.
- ❖ A hallmark of Ignatian spirituality.



Chan's Background

- ❖ Faculty Member: Communication
 - Fall 2016
- ❖ Faculty Director in Residential Learning Community
 - Fall 2019
- ❖ Human Being



Whole Person Teaching

- ❖ Connect with student as a person
- ❖ Asks us to see students as whole persons, not just the person they are for the 3 hours they spend in your class/on their grade (your class might not be their priority)



Whole Person Teaching: Thought Exercise

- ❖ Who else are you, who is not here in this session right now?
- ❖ How do those identities influence how you are able to show up/produce work?



Seeing students as Whole Persons

Value them as individuals with other things going on.

Text I include in my syllabus and show on a slide on Day 1

“No matter what grade you get in this class, no matter how many classes you show up to, I will not think you are a bad person. I will still care and value you as a person.”

Whole Person Teaching

Caring for students doesn't mean solving or taking away their problems

1. Reach out to find out what's happening
2. Give a little space - be reasonable
 - a) Try not to expect perfection
 - b) Try not to take it personally



Whole Person Teaching

- ❖ Start with compassion, not anger or threats.
- ❖ Example: Student misses 2 classes in a row.

Dear [name],

I noticed that you weren't in class this week. I just wanted to reach out to make sure you are okay. Is there anything I can do to support you?

With Care,
Dr. Thai



Whole Person Teaching

- ❖ Talking students through making difficult decisions
- ❖ Katy Bruchmann (Psychology)

Correct Answer

10 1 pts

You just got tickets to the Taylor Swift concert (or, you know, an artist whose concert you care about) and it's happening the same time your weekly assignments are due. What should you do?

- All other answers are great options.
- If you have time, submit the other assignments early
- Note which assignments can be submitted late and do them the day after the concert
- Decide whether it's more important for you to see the concert or to get 100% of the available points in the class, and then live with your decision (and I hope you decide to go to the concert!)



Role of Faculty Member

- ❖ Not to solve or take away the problems
- ❖ Reach out to have an initial conversation to find out what's going on
 - Talk through the difficult decision
 - Options about how to proceed (academically)
- ❖ Then direct to appropriate resources



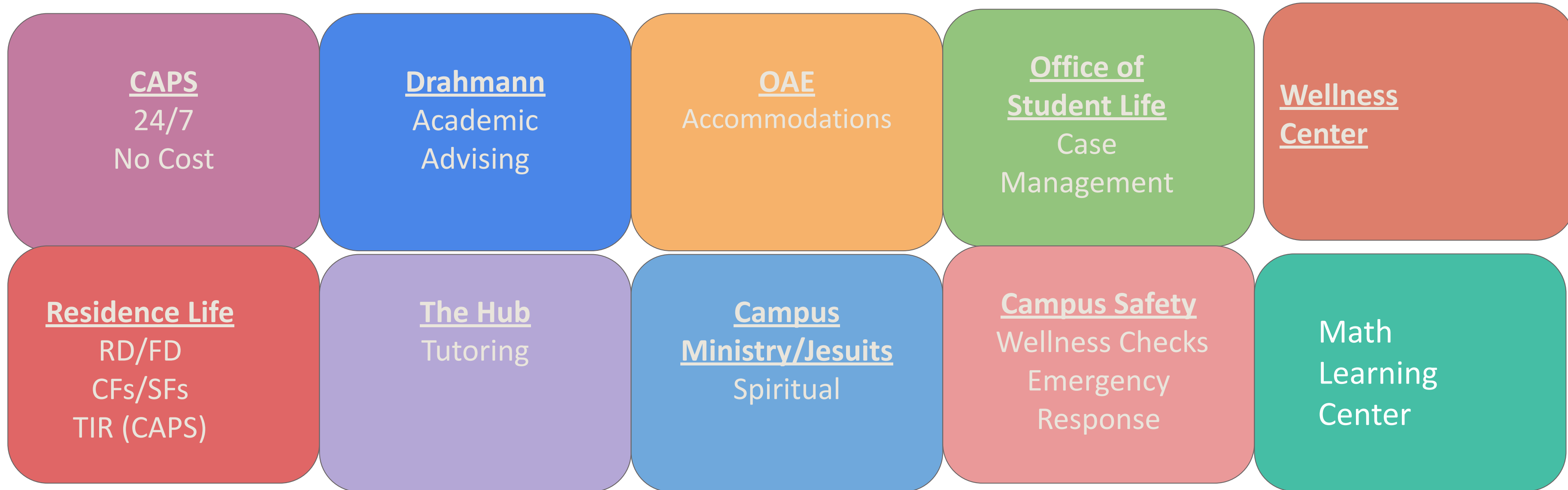
Role of Faculty Member

We are not therapists or case managers.

We are human beings who can show kindness, compassion, and care for other human beings.



Resources to Support Students: Academic, Wellness, Social, Physical, etc.



And MORE! See [Fac Dev Guide](#)



What should I do? - Student in Crisis

[SCU Student of Concern Form](#)

What happens next?

- ❖ Sent to Office of Student Life
- ❖ You can request to be contacted
- ❖ OSL will reach out to student
- ❖ OSL will let you know once they have had successful contact with student



Case Studies: Teaching Whole Persons

Please work with your colleagues seated at your table

We will collectively review 2 (3 if time permits) cases to better understand what a faculty member's role is when we encounter a student who presents with a challenge.

Each case will entail 2 parts.

1. Take time to read through PART 1 of the case
2. With your group, think through what you think is happening and how you might respond.
3. Then, review PART 2 of the case
4. With your group, decide if a different course of action is needed. What help might you need?

*These cases are based on real situations that happened at SCU



Case 1: Student Stops Coming to Class

Step 1: Read the first part of the case on the **WHITE** sheet

Answer these questions:

- A. What are the issues and concerns?
- B. What's your next step?

Step 2: Read the second part of the case on the **YELLOW** sheet

Answer these questions:

- A. How does learning this information help you understand the student as a whole person?
- B. What's your next step?
- C. Is there any help you might need as you respond?
 - a. What offices or colleagues on campus can you reach out to for help?
 - b. Is there anyone you should notify?



Case 2: Class Discussion and Aggressive Behavior

Read the case on the WHITE sheet

Answer the following questions:

1. What are the issues and concerns?
2. What's your next step?
3. What might you do to better understand these students as “whole persons”?
How might learning more about the students help you respond more appropriately?
4. Is there any help will you need as you respond?
 - a. What offices or colleagues on campus can you reach out to for help?
 - b. Is there anyone you should notify?



Case 3: Struggling Students

Step 1: Read the first part of the case on the **WHITE** sheet

Answer these questions:

- A. What are the issues and concerns?
- B. What's your next step?

Step 2: Read the second part of the case on the **YELLOW** sheet

Answer these questions:

- A. How does learning this information help you understand the student as a whole person?
- B. What's your next step?
- C. Is there any help you might need as you respond?
 - a. What offices or colleagues on campus can you reach out to for help?
 - b. Is there anyone you should notify?



Case Studies Debrief and Summary

- ❖ These cases are based on real situations that happened at SCU
- ❖ What came up during your discussions?



Closing Activity: Care for You

How do you care for yourself?

Write down one thing that you commit to doing for yourself this year, no matter how small it is, and no matter how busy it gets.

Take this card with you, and put it somewhere that you might come across it, and it will remind you to do this thing.



Who are our SCU students?

Maggie Hunter, Professor of Sociology & Strategic Adviser to the Dean of the College of Arts & Sciences, Faculty DEI Initiatives

Amy Lueck, Associate Provost, Faculty Development & Associate Professor, English

At a Glance: Student Diversity

35% White
21% Asian/Asian American
19% Latinx/Latiné
8% Multiracial
3% Black/African American
<1% Native Hawaiian/PI/Amer Indian/Alaska Native

About 25% of students identify as LGBTQ+

13% First Gen, 11% Pell Recipients (Low-income)
11% Transfer students
6% International students, 55% from California

Less than half identify as Christian
About one third identify as Agnostic/Atheist, No particular identity
The remaining one fourth identify as Hindu, Buddhist, Jewish, and other religions

More international students in grad programs:
Engineering (74%), JST(52%), Business (25%)

Undergraduate Total ~ 6300
Graduate Student Total ~ 3400

Uniqueness of Gen Z



- ❑ Most diverse generation with most diverse friendship networks
- ❑ Interested in social justice/activism
- ❑ Economically pragmatic
- ❑ Less hierarchical
- ❑ More attuned to mental health and work/life balance
- ❑ Resilient: they survived a global pandemic

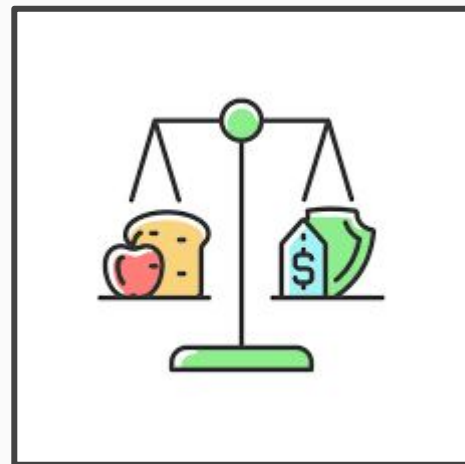
Asset-Based Framework

- ★ What unique perspectives do our students bring to the classroom?
- ★ What skills do they possess from their communities/cultures?
- ★ What strengths do our students have that we overlook?
- ★ Avoid deficit-framing and charity work



Maintaining an Asset-Based Approach with Challenges

- 1 in 7 students has a disability that affects their learning
- One third of our students are diagnosed with chronic anxiety
- One third of SCU students are food insecure
- 4 in 5 students work for pay and spend significant time on co-curricular activities
- 1 in 7 students has caregiving responsibilities at home



Understanding Student Belonging



- ❖ 75% of undergraduates evaluate their educational experience at SCU as “good” or “excellent”
- ❖ High levels of belonging lead to increased academic achievement, learning, student engagement, motivation, retention and graduation rates.
- ❖ Faculty are among the most influential in creating (or diminishing) a sense of belonging for students

Sense of Belonging at SCU

The following Santa Clara communities experience generally lower levels of student belonging than their peers:

- **Black**, Latinx & Asian students
- LGBTQ+ students
- Women students
- Low-income students
- First-gen students
- Commuter students



Image from Forbes Magazine

Sense of Belonging Exercise



Image from Santa Clara Undergraduate Bulletin

Review the handout and in pairs, discuss 2–3 specific actions you commit to taking this fall to increase the sense of belonging for students.

Self-Reflection

- As a student, what class did you *dislike* the most? Why?
- Who was your *favorite* instructor/teacher? Why?

Falling for Classroom Engagement

Justin Boren (Communication) & Patti Simone (Psychology)



Welcome and Overview

Learning Goals:

By the end of this presentation, you will be able to:

- 1.** Identify at least one new strategy to engage students.
- 2.** Describe how practices relating to student engagement can build community.
- 3.** Reflect on one method to incorporate engaged learning practices into your next SCU course.

Small Group Share Out

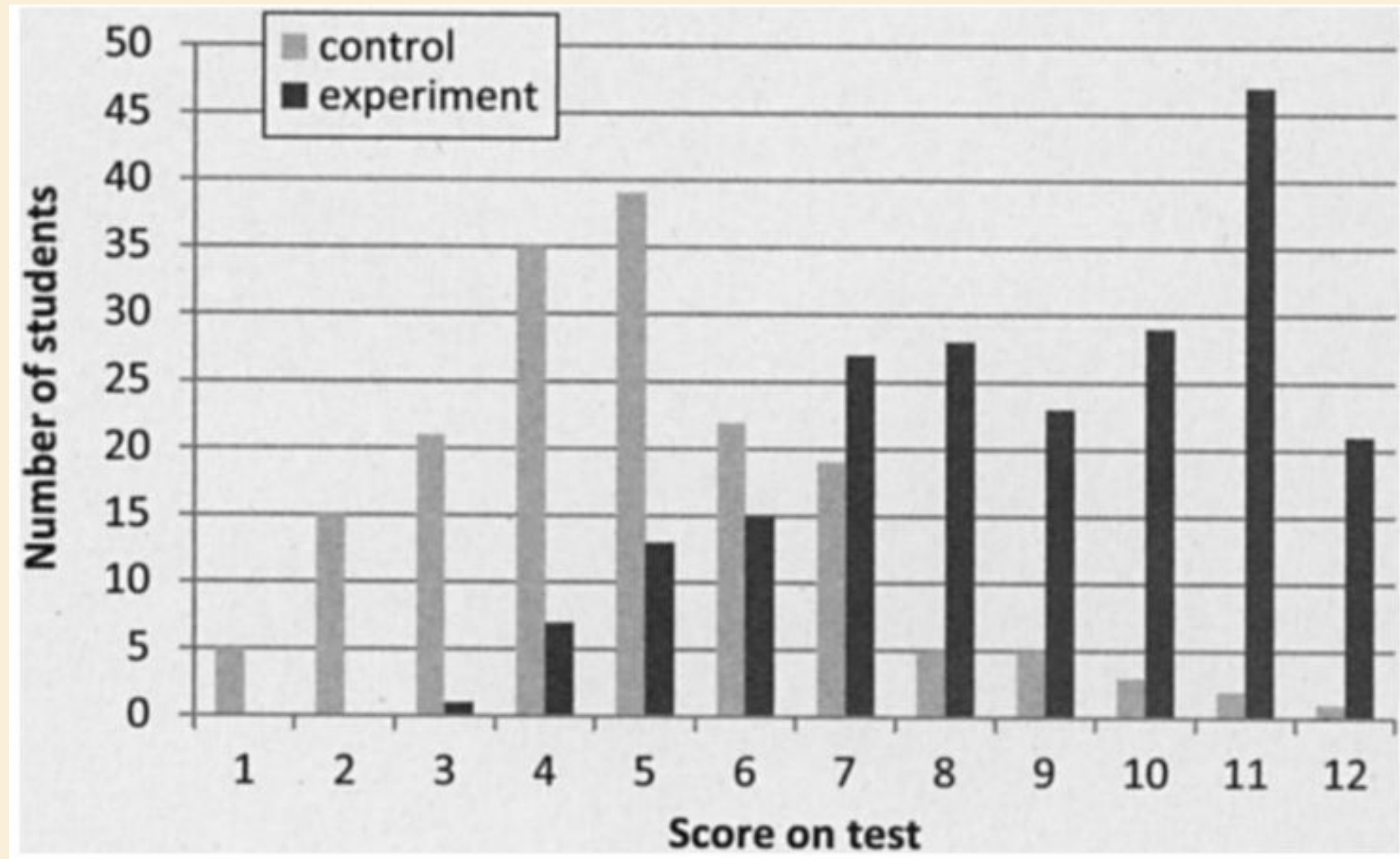
Dislike

- Frustrating when a topic is never addressed; focus spent mostly on a couple of chapters.
- When instructors made students feel less than; negative feelings stay with you for a long time
- When instructors keep lecturing with no breaks (ever). It's never about the students. Sage on the stage.
- Reading out of the textbook.

Favorite

- Rigorous but friendly, down to earth and approachable. Balance between hard work and friendliness.
- Ask students to unpack perspectives/thoughts and elaborate further
- Help students better understand concepts they're struggling with. "I have the time."
- Share stories and personal experiences related to the course topics

Question: What instructional approach led to learning gains?



Improved Learning in a Large-Enrollment Physics Class

Louis Deslauriers,^{1,2} Ellen Schelew,² Carl Wieman*†‡

We compared the amounts of learning achieved using two different instructional approaches under controlled conditions. We measured the learning of a specific set of topics and objectives when taught by 3 hours of traditional lecture given by an experienced highly rated instructor and 3 hours of instruction given by a trained but inexperienced instructor using instruction based on research in cognitive psychology and physics education. The comparison was made between two large sections ($N = 267$ and $N = 271$) of an introductory undergraduate physics course. We found increased student attendance, higher engagement, and more than twice the learning in the section taught using research-based instruction.

“We found increased student attendance, higher engagement, and more than twice the learning in the section taught using research-based instruction.”

Science, 2011

Classroom Environment linked to Motivation

The instructor has a role in motivating their students & increasing learning...

- **Teacher immediacy behaviors** are causally related to **cognitive** learning, by increasing **affective** learning (Rodriguez, Plax, & Kearney, 1996).
- Teacher immediacy behaviors are positively associated with **student motivation** (Frymier & Houser, 2000).
- In a meta-analysis of hundreds of studies with over 24,000 students, Witt et al. (2004) found that “above average” levels of teacher immediacy **increased perceived learning by 341%**

What do you think “teacher immediacy behaviors” are?
Examples?

Justin's Research Slides

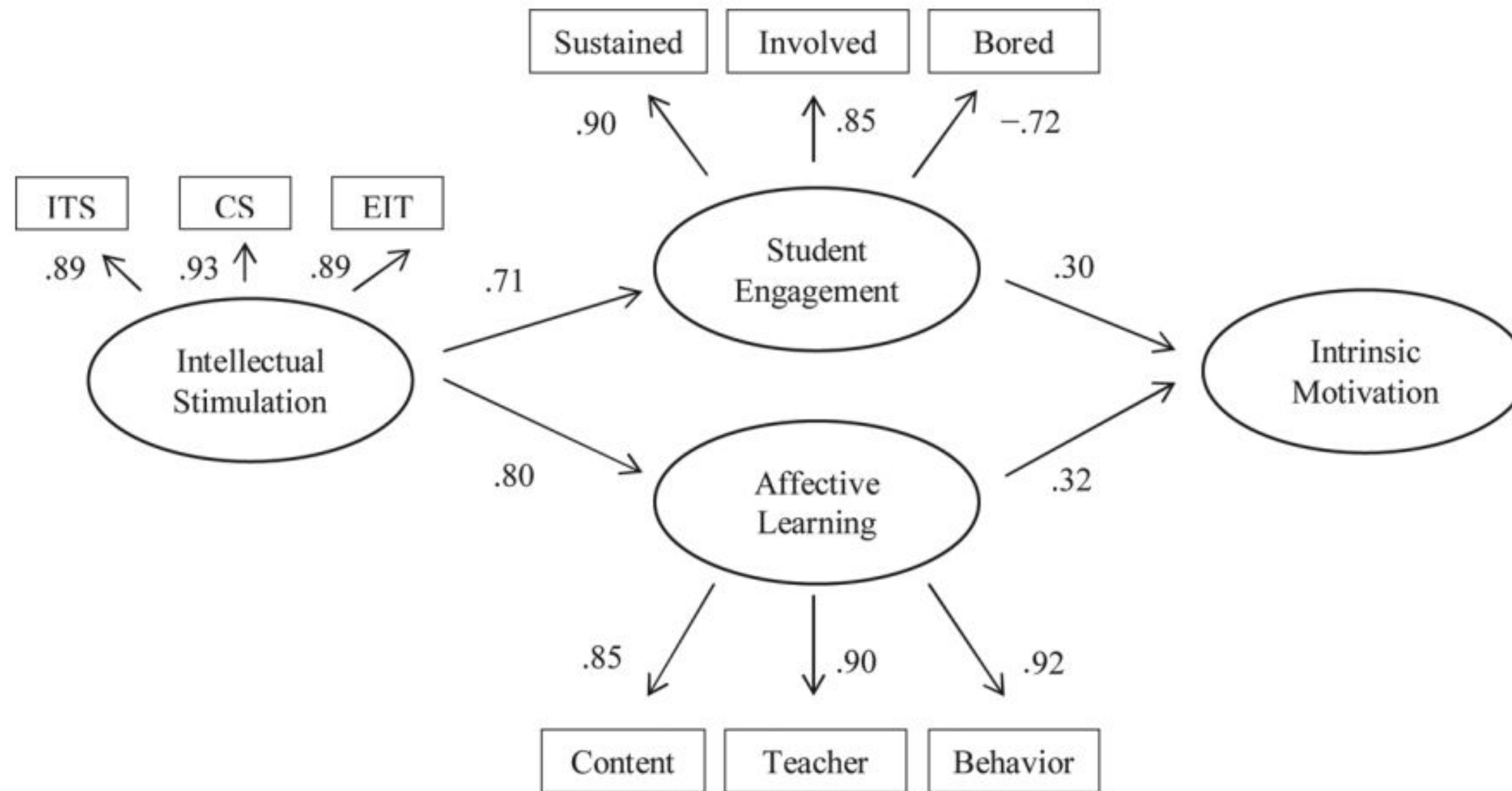


Figure 1 Mediated model. *Note.* All paths are standardized and are significant at $p < .01$. R^2 : Affective Learning = .65, Student Engagement = .50, Intrinsic Motivation = .33. INT = Interactive Teaching Style, CS = Challenging Students, EIT = Encouraging Independent Thought.

source: Bolkan (2015). Intellectually stimulating students' intrinsic motivation: The mediating influence of affective learning and student engagement. *Communication Reports*, 28(2), 80-91. <https://doi.org/10.1080/08934215.2014.962752>

An Engagement Continuum



How do we move away from “100% me”
and closer to “100% them”?

Group Notes - Shared Resource



How do we move away from “100% me” and closer to “100% them”?

or...what engaged teaching practices do you incorporate in your classrooms?

Please add ideas from your tables into this google doc:

<https://rb.gy/m6my5d>

Wrap Up Question

**How do you think these practices
can build community in your
classroom?**

Thank You!

Today's Learning Goals:

By the end of this presentation, you will be able to:

- 1.** Identify at least one new strategy to engage students.
- 2.** Describe how practices relating to student engagement can build community.
- 3.** Reflect on one method to incorporate engaged learning practices into your next SCU course.

Day 2 Agenda

- 9:00 am **SCU Student Voices: Classroom Experiences & Beyond**
- 10:00 am **Overview: Student Support**
- 10:15 am **Faculty Resources: Key Questions & Answers**
- 11:15 am **Faculty Voices: Belonging & Community**
- 11:45 am **Thriving in Your Faculty Appointment: Near Peer Panels**
- 1:00 pm **Lunch**

SCU Student Voices: Classroom Experiences & Beyond

Moderator

CJ Gabbe, *Associate Professor*, Environmental Studies & Sciences, CAS

Panelists

- **Nolan Anderson**, '23, '25, Computer Science & Engineering
- **Maya Diaz** '25, Sociology & Spanish
- **Isabella Fernandez**, '25, Sociology, Political Science
- **Mia Lassiter** '25, Web Design & Engineering
- **Morgan Vodzak** '25, Marketing



Support for Student Success Guide

SCU offers a number of resources to support students' academic success and overall well-being.

https://bit.ly/scu_studentsupport



Key Questions & Campus Resources



Amy Lueck

Associate Provost, Faculty Development & Associate Professor, English, CAS

Kitty Murphy

Associate Provost, Faculty Personnel and Policy & Associate Professor, Religious Studies, CAS

Kate Morris

Vice Provost for Academic Affairs & Professor, Art & Art History, CAS

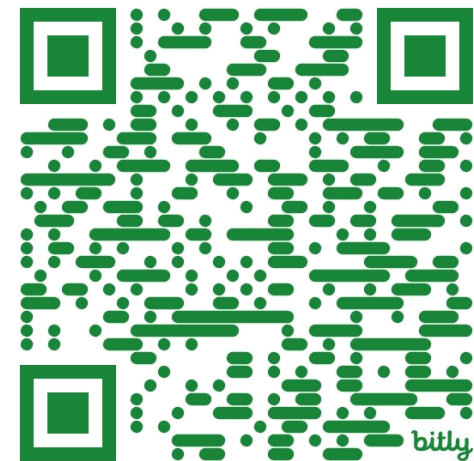
Eric Tillman

Associate Provost for Research & Professor, Chemistry / Biochemistry, CAS



Key Questions & Campus Resources

In your groups, take about 5 minutes to research your assigned question(s). Take notes in the your group and prepare to share your findings with the whole group when we come back together. You can find the resources at the links below or scan the QR code.



[New Faculty Resources](https://bit.ly/scu_newfaculty)

https://bit.ly/scu_newfaculty



Lecturers & Teaching Professors (Stay here!)

Moderator

- **Cara Chiaraluce**, Teaching Professor, Sociology

Panelists

- **Matt Harrigan**, Assistant Teaching Professor, Political Science; Associate Director, Office of Student Fellowships
- **Sofia Kotsiri**, Lecturer, Economics
- **Fiona Ji**, Associate Teaching Professor, Management
- **Sally Vance-Trembath**, Teaching Professor, Religious Studies

Tenure Track & Tenured (Parlor B/C)

Moderator

- **Justin Boren**, Associate Professor, Communication

Panelists

- **Hamed Akbari**, Assistant Professor, Bioengineering
- **Ewan Kingston**, Assistant Professor, Management & Entrepreneurship
- **Giselle Laiduc**, Assistant Professor, Psychology
- **Daniel Summerhill**, Assistant Professor, English

**Please take this
survey:**



https://bit.ly/scu_nfo2024_feedback

Thank You!

Contact us!

facultydevelopment@scu.edu

