

*InTeGrate Faculty Stories*

# The Impact of InTeGrate Facilitated Collaborations on a Career

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**"I owe half of my career success to partnerships that have come out of [InTeGrate]."**

The perspective summarized in this brief is from a geoscience faculty member who teaches both upper and lower division courses designed for future teachers. She participated in InTeGrate's webinars and professional development (PD) programming. Her primary motivations were to network with other geoscience educators, find a platform to present her research and learn from others. She participated in all of the Earth Educators' Rendezvous (EER) PDs and discovered an immense value in the community of practice that InTeGrate built. With the collaborators she met during EER, she created a prolific number of academic artifacts, including articles, presentations, teaching activities and grants that continue to advance her career.

## INFLUENCE ON TEACHING AND LEARNING

This faculty member described how the guiding principles for the development of InTeGrate materials were especially useful for making connections to societal issues, course content and grand challenges. She felt this helped her move her students toward the learning outcome of being "critical consumers of social media."

The faculty member shared that these materials have led to significant improvements to student engagement, as she decreased use of lectures and increased active learning in the classroom. She flipped one of her courses entirely using all InTeGrate materials. In the flipped class, she also changed assessment measures by replacing exams with short, periodic quizzes, and changed homework to be based on reflections from in-class activities and module assignments.

Participating in more Earth Education workshops was integral, both to this faculty member's teaching, and to the teaching of faculty around her. As she described, "I definitely spread InTeGrate like a self-replicating virus." She would send modules to colleagues if she felt they could be helpful in their courses. She also noted that several faculty affiliated with an interdisciplinary program at her institution used some of the modules in their courses as case studies.

She has and will continue to contribute to her field by attending the convenings, connecting with colleagues, and collaborating on projects. She described her feeling about InTeGrate's impact on science education:

I think these [PDs] are really huge benefits to our entire community, K to 20. I think having these resources out there . . . is just a huge boon for everyone that does science education.

## INFLUENCE ON CAREER DEVELOPMENT

Building community was an important and valued outcome for this faculty member. Not only did the EERs lead to new collaborations and changes in her teaching, but she also attributed significant career development to participation:

I can't even name all of the collaborations that have come out of the Rendezvous. I think I owe half of my career success to partnerships that have come out of it . . . The most long running one formed at the first Rendezvous, just from a conversation that was going on out in the hallway . . . and [when we] realized that we all three had some shared interests in this topic.

The collaboration from that first EER lasted multiple years and included colleagues from across the United States who likely would not have met otherwise. All of these collaborations produced conference papers, a grant submission, a variety of other research projects, and teaching activities.

The community of practice created through the InTeGrate PD was pivotal to developing these partnerships. The partnerships improve teaching and learning through ideas shared between people with a wide range of expertise and experience in community colleges, undergraduate and research institutions. This faculty member became more excited about teaching with the vetted InTeGrate material, as she explained:

[Be]cause you know you're getting something that's really well developed, that's been thought through at a really high level . . . So it's pointing out these great case studies that I couldn't have created on my own, even if I'm familiar with the basic challenge. I wouldn't have been able to put something together like this as an individual.

Participating in the InTeGrate PD amplified this faculty member's teaching and community of practice, and allowed for the creation of academic products that enhanced her career.