



## Academic Year 2017-2018

### **CLASS Incentive Program to Inspire Student Success in High DFW Courses:**

To encourage faculty who teach in courses with high DFW rates to enroll in specific workshops/programs offered by CSUEB's Office of Faculty Development that focus on the development of pedagogical tools and best practices in student instruction.

**Stipend:** Faculty who provide a statement of support from their department chair and who enroll in specified professional development programs listed below will receive a stipend of \$300 upon completion of the course and submission to the college and department chair of a 2-page reflection document indicating how the materials covered in the workshop will be applied to upcoming course offerings.

**Eligibility:** All CLASS faculty who regularly teach in courses identified with DFW rates of 20% or higher as indicated on the CSU Chancellor's Office dashboard and who will be assigned to teach such courses in AY 2017-2018. Faculty may apply for no more than two stipends for different Fac Dev courses.

**Application:** Faculty interested in the program should contact their department chair for a brief statement of support and AD. Dennis Chester by email at [dennis.chester@csueastbay](mailto:dennis.chester@csueastbay) prior to enrolling in Fac Dev workshops.

### **AY 2017-2018 Qualifying Faculty Development Workshops:**

- 1. Transparent Assignments**  
**Friday, September 22, 12:00-2:00 pm**  
**TBA**

Transparent assignments, evidence shows, helps improve student learning. In this hands on workshop, we'll go over the organizing principles of transparent assignments, explore the evidence on the practice, and share an assignment with one another with the aim of revising for transparency, and ultimately, greater student learning. This is a great workshop to learn about the upcoming 2017-18 FLC on Transparent Teaching and Learning. **Presenter: Jessica Weiss, Faculty Development\***

- 2. Teach Students How To Learn**

**Wednesday September 27th**

**12:00-2:00**

**TBA**

According to Sandra Yancy McGuire in *Teach Students How to Learn*, faculty have a role to play in designing coursework, assignments, and activities that not only teach disciplinary content and assess student learning, but also teach students the skills they need to be successful in college and beyond. We'll discuss how assignments can teach content and program/discipline skills and build learning/study skills. This is a great way to preview some of the content in the Teach Students How to Learn FLC. **Presenter: Jessica Weiss**

**3. Promoting Academic Integrity**

**Monday, October 9th**

**2-3:30 pm**

**SF 329**

Student plagiarism and cheating are a concern on campuses throughout the country and CSU East bay is no exception. Improper use of another's work and cheating on tests, quizzes, and exams is easier than it has ever been. What do our students think about the nature and seriousness of plagiarism and cheating? More importantly, what can we do to discourage plagiarism and cheating, and what should we do if we suspect it? This session will examine these questions, provide preventative suggestions and explore our own efforts to create an intellectual community that promotes ethical standards and values academic integrity. **Presenters: James Carroll, Student Conduct, Jen Nguyen, SCAA\***

**4. What Makes a Good Discussion Facilitator?**

**Tuesday, October 10th**

**12:00 - 1:00**

**SF 329**

Want more or better class discussion in your classes? Using a self-reflection tool, we'll go over five identified skills that make for a great class discussion facilitator, discuss using the instrument for feedback from our students and talk about ways to improve our skills. An article about the instrument appears here:

<https://www.facultyfocus.com/articles/teaching-professor-blog/good-discussion-facilitation-skills/> **Presenter: Jessica Weiss, Faculty Development\***

**5. In-Class Discussion: Strategies that Work**

**Wednesday October 11th**

**10:00-11:30**

**TBA**

This workshop will provide tips for stimulating, guiding, and evaluating student discussions in the classroom. We'll try out a few techniques together so that you feel ready to experiment in your next class meeting. **Presenter: Jessica Weiss, Faculty Development\***

**6. Pacing Courses for Sanity and Student success (Semester Conversion)**

**Thursday, October 12th, 12:00-2:00**

**SF 328**

How we pace activities, assignments, and assessments will be key to the success of our courses under semesters. This will be especially challenging in the first year of semesters as we, and our students, figure out how to organize ourselves and our work to get the most out of courses. In this workshop we will discuss integrating formative feedback and summative assessments into our semester courses. Participants will leave with a draft course timeline that incorporates best practices in semester assessment planning. **Presenters: Andrew Carlos, Library, Julie Glass, Mathematics, Jeffrey Newcomb, Marketing & Entrepreneurship, Jodi Servatius, APGS, Jessica Weiss, Faculty Development, Dianne Woods, Diversity, Leadership, & Wellness \***

**7. Getting Good Student- Generated Questions**

**Wednesday, October 18th**

**2:00-3:30**

**TBA**

If we are frustrated by the quality of questions that student ask in class or by the fact that many don't ask questions at all, it may be that students don't know how to craft good questions. Drawing on the "Right Question Institute" and the book *Make Just One Change: Teach Students to Ask Their Own Questions* by Dan Rothstein and Luz Santana, this workshop will explore the three-steps to formulating questions and ways you might use the process of crafting questions as a discussion and discussion -improving activity in your classes. **Presenter: Jessica Weiss\***

**8. Responding to Learner Resistance**

**Thursday, October 17th**

**11:30-1:00**

**TBA**

If you've ever excitedly introduced a new activity or wonder why your efforts meet student apathy or even antipathy, this workshop is for you. We'll look at recent research on learner resistance and models to help students overcome it.

**Presenter:** Jessica Weiss

**9. High Impact Practices Certificate Program: Community-Based Learning  
Friday, October 20th**

**9:00-1:30**

**Biella Room**

Field-based "experiential learning" gives students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. This workshop will explore how and why service learning is considered a "high impact practice" that deepens student learning and class engagement. **Presenters: Mary D'Alleva, Andrea Wells, Center for Community Engagement\***

**10. The Seven Ways of Learning**

**Wednesday October 25th**

**1:30-3:00**

**SF 328**

Based on the book, Facilitating the [Seven Ways of Learning](#), this workshop provides a brief overview of the 7 ways of learning categories and time to brainstorm and reflect on integrating these ways of learning into our course and assignment designs and classroom activities.

**Presenter: Jessica Weiss, Faculty Development**

**11. Teaching Underprepared Students**

**Monday, November 13**

**2:00-3:30 pm**

**SF 121**

Thinking ahead to next quarter, this workshop introduces some foundational faculty practices that are linked to student retention and student success. The workshop is based on the strategies in Teaching Underprepared Students by Kathleen F. Gabriel. **Presenter: Jessica Weiss\***

**12. Teaching on Semesters: Redesigning Assignments**

**November 15th, 12:00-2:00**

## **SA 4350**

This workshop provides a brief overview of authentic assessment & alignments followed by a hands-on activity and the chance to collaborate with peers. Bring a current assignment to revise for semesters during the session. **Presenters: Sweety Law, Marketing & Entrepreneurship, Margaret Harris, Educational Leadership\***

### **13. Grading Papers Efficiently** **Thursday, November 16th** **12:30-2:00** **SF 328**

Although there are no scantrons to help grade papers, there are some strategies that can make grading efficient and still provide feedback. In this workshop we will discuss how to make ding papers less arduous, more effective, and more conducive to the improvement of student writing. We'll learn how to read holistically and grade fairly. We'll appreciate pencils and post-its. We'll discuss how to use students' self-evaluations and how to develop assignment specific grading rubrics and use Blackboard to assess learning via rubrics. Come with your concerns and some of your papers! **Presenter: Jessica Weiss, Faculty Development\***

### **14. Grading Papers Efficiently** **Monday, November 20th** **2:00-3:30 pm** **SF 314**

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### **15. Addressing Microaggressions in the Classroom** **Tuesday November 21<sup>st</sup>**

**1-2:30 pm**  
**SF 121**

This workshop is a collective viewing and discussion of a recorded webinar on microaggressions entitled, "[Creating an Inclusive Classroom: Understanding and Addressing Microaggressions](#)." The goal is for participants to reflect on experience and practice and emerge empowered to address microaggressions which have negative impact on academic and workplace performance, when they occur. **Facilitator: Jessica Weiss, Faculty Development**

**16. Syllabus Shake Up**  
**Wednesday, December 6, 2017**  
**10:00-11:30**

Does your syllabus look much like the one you received when you were in college? What role does the syllabus play in your course? What role could it play? Before you sigh, click, and buy the "It's in the syllabus!" t-shirt, come to this workshop and get some tips for shaking up the format and role of the syllabus in your courses. We'll talk about design tweaks and tools, and the knowledge-construction versus the knowledge-transfer syllabus. Examples will be shared. Just in time for Winter quarter! **Presenter: Jessica Weiss, Faculty Development\***