The Office of Faculty Development and Faculty Center for Excellence in Teaching (OFD/FaCET) invites faculty to apply for Faculty Learning Communities (FLCs) in the following areas:

1. **DIVERSITY & SOCIAL JUSTICE INSTITUTIONAL LEARNING OUTCOME ASSESSMENT**
2. **WRITTEN COMMUNICATION INSTITUTIONAL LEARNING OUTCOME ASSESSMENT**
3. **TEACHING WITH TECHNOLOGY**
4. **SCHOLARSHIP OF TEACHING AND LEARNING**
5. **HONORS COLLOQUIUM DESIGN AND INSTRUCTION**
6. **WRITING A JOURNAL ARTICLE IN 12 WEEKS**

Faculty Learning Communities (FLCs) bring together groups of faculty from across disciplines to discuss pedagogical scholarly topics, to collaborate and to develop strategies for enhancing teaching and learning and to grow as teacher-scholars. During sessions facilitated by Faculty in Residence, FLC fellows explore ways to create environments that challenge, excite, and inspire a passion for learning among ourselves and our students. In the process, we foster a supportive community of reflective teachers and scholars.

FLC fellows are required to attend scheduled meetings, typically equivalent to four (4) hours per month during February, March, April, and May (dates and times for each FLC are included in individual descriptions). All FLCs meet on **Friday, February 7, 12:00-2:00 pm**. A final work product or presentation will be shared at a gathering open to the University community on **Friday, June 6th from 12:00-2:00 pm**.

**Compensation for FLC Fellows is $500.**

To apply, send a brief cover letter (approximately 500 words) and curriculum vitae by email attachment to Jessica Weiss, Director, in the Office of Faculty Development by **5 pm, Thursday, January 30, 2014. jessica.weiss@csueastbay.edu**. Your letter should describe your area of interest from the 6 FLCs above, any experience you have in this area, what you can contribute to CSUEB and your colleagues through this program, specific ways you will apply what you learn in your teaching, and your commitment to the
meetings specified in the FLC descriptions below. If you apply for more than one FLC, please submit a separate cover letter for each FLC and rank FLCs according to your preference. FLCs are open to all faculty including lecturers who have winter and spring quarter teaching assignments or assigned time. Late applications will be considered if all openings are not filled. For more information, contact Jessica Weiss by email.

Your application for FLC membership should include the following check list (cut and paste into your letter):

☐ I teach or have assigned time in Winter and Spring quarters, 2014
☐ I plan to apply my FLC topic in my courses or to my research, scholarship, and/or creative activity.
☐ I am interested in working/sharing with other faculty
☐ I can attend all scheduled days of my FLC (specific dates/times are included in each FLC description)

EVALUATION CRITERIA

- interest in the topic of the community
- experience in the topic of the community
- application of the topic to your instructional or professional development
- contributions you intend to make to the department, college, University
- commitment to meetings

Every effort will be made to ensure that FLCs represent faculty from across all disciplines. You will be notified by email no later than February 4, 2014.
1. FACULTY LEARNING COMMUNITY FOR DIVERSITY AND SOCIAL JUSTICE INSTITUTIONAL LEARNING OUTCOME ASSESSMENT

Facilitators: Silvina Ituarte, Criminal Justice Administration & Dennis Chester, English

Diversity is one of CSUEB’s greatest strengths and an institutional learning outcome for students focusing on the applied knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.

Members of this FLC will collaborate in developing a rubric to assess student work for the presence of these competencies, develop rich and meaningful assignments to demonstrate the competency, apply the rubric in one of their courses to assess for the diversity learning outcome, and collaborate to explore pedagogies and curriculum related to diversity and multiculturalism. Faculty who are teaching upper-division general education courses and/or upper-division courses in the major which contain a diversity learning outcome are particularly encouraged to apply.

Purpose:

- Clarify the institution’s expectations for student competencies in the area of diversity, equity, social justice and global perspectives
- Enhance faculty capacity to assess those competencies
- Identify strategies and pedagogies to develop diversity competencies across the curriculum
- Promote and sustain creative and scholarly approaches to diversity and multicultural competence
- Contribute to the ongoing enrichment of a Culture of Assessment

Activities:

- Review the Blackboard Outcomes process to assess student work
- Receive training on rubric development
- Develop an institution-wide rubric to assess students' attainment of diversity competency
- Field-test the diversity rubric in a course you teach in Spring 2014 using Blackboard
- Participate in a norming exercise to identify expectations for the levels of students’ work
- Share, develop, and use rich and meaningful assignments across disciplines for students to demonstrate the competency
- Apply different multicultural strategies in the classroom
- Meet with participants from previous diversity FLC's and the PEIL project to learn about and discuss gains made in their scholarship, teaching, and service experiences
Outcomes:

- Use the rubric to assess student work within a course
- Use the assessment process to inform preparation of your program’s CAPR annual report and/or 5-year program review
- Provide feedback on how the process can be improved for future assessments of other ILOs
- Share materials you have developed broadly with CSUEB faculty including a variety of sample assignments and pedagogical approaches that apply across disciplines
- Use what has been learned from the process in scholarly writing about students’ development of diversity, equity, social justice and global understandings within your discipline
- Report on FLC work at the Northern California Spring Symposium (at CSUEB ON April 18th) on Essential Learning Outcomes

Required Meeting Dates

- February 7
- March 14
- April 18
- June 6
- 5 other Friday meetings to be scheduled at February 7 FLC Kickoff event

2. Faculty Learning Community in Written Communications
Facilitators: Mike Rovasio, English & Cynthia Andrzejczk, English

“A writer, I think, is someone who pays attention to the world.” Susan Sontag

C.S. Lewis once remarked that “you can make anything by writing.” We would like to explore what we can make and do in a community based on a common cause and, we hope, a shared passion for a myriad of writings in an academic setting. This FLC will explore pathways for creating cross disciplinary writing tasks that appeal to our broad base of culturally diverse students. We will work to build a blueprint for a campus network that facilitates written communications and provides the necessary academic support for faculty and students alike.

Purposes:

- Clarify the Institutional Learning Outcomes (ILOs) for written communication
- Enhance faculty capacity to assess outcomes in student writing
- Examine different writing pedagogies from across the curriculum
- Synthesize these pedagogies to facilitate written communications and competencies across the curriculum with a shared rubric in mind
- Address ways to revive the Graduate Writing Assistant (GWA) program
- Blueprint strategies for a campus-wide culture that supports student writing

Activities:
• Share and create discipline specific writing assignments that reflect the ILOs for written communications and that avoid potential cultural biases
• Work on a common rubric that can assess and evaluate student writing across the curriculum while recognizing different, discipline and level specific writing needs
• Use current composition research to guide creation of assessment strategies
• Participate in norming exercise to identify expectations for the levels of students’ written work
• Discuss the impact of writing in an information age, along with various strategies for locating, evaluating, and using information for academic writing
• Develop a blueprint for a blogging community that allows instructors to dialogue, input, and exchange ideas with one another about writing assignments and group writing activities in the classroom
• Work to create a model for the Graduate Online Writing Lab (GROWL) to assist our graduate and doctoral students with writing projects
• Discuss ways to support graduate-student writing, including writing for Capstone, Thesis, and Dissertations
• Address ways to implement the return of the GWA Program
• Review the Blackboard Outcomes process to assess student work

Outcomes:

• Share broadly with CSUEB faculty materials you have developed, including a variety of sample assignments and pedagogical approaches that apply across disciplines
• Use the rubric to assess student work within a course
• Use assessment knowledge to inform preparation of your program's CAPR annual report and/or 5-year program review
• Find ways to implement the model for a Graduate Online Writing Lab (GROWL) in conjunction with the SCAA to assist Master’s Degree and Doctoral candidates in Ed.D. Program with capstone, thesis, and dissertation completion.
• Provide recommendations for specialized writing support programs (possibly through the SCAA) to facilitate retention of transfer students from community college and/or at-risk students in the CSUEB system
• Provide recommendations for maintaining a permanent office or program for faculty development in written communications and writing across the disciplines
• Provide recommendations for GWA program, including a possible permanent link between the GWA Program and the SCAA to increase on campus support for graduate writing
• Use Blackboard Outcomes process to assess student work
• Report on FLC work at the Northern California Spring Symposium (at CSUEB) on Essential Learning Outcomes

Dates and Times:

February 7: 12:00-2:00 FLC Orientation
February 14: 12:00-2:00 Clarify ILOs
March 7: 12:00-2:00
March 14: 12:00-2:00
April 4: 12:00-2:00
April 18: Northern California Critical Thinking Symposium (Time TBA)
May 2: 12:00-2:00
May 16: 12:00-2:00
June 6: 12:00-2:00 Final Presentation and Celebration
*Plus one additional meeting to be scheduled at the 2/7 meeting

3. FACULTY LEARNING COMMUNITY FOR TEACHING WITH TECHNOLOGY

Facilitator: Li-Ling Chen, Professor, Teacher Education

The Faculty Learning Community for Teaching with Technology is a friendly collaborative group for CSUEB faculty and instructors who are interested in integrating educational technologies in their courses to explore emerging technologies, to enhance their teaching, and to help their students’ learning.

Purpose:

- Discover theories, rationale and effective strategies regarding technology integration for teaching and learning
- Identify and explore various technology resources to support teaching and learning
- Discuss universal design and accessibility issues involved in the creation of digital instructional materials.

Activities:

- Explore any forms of technologies that can support teaching and learning with hands-on activities
- Share insight, experiences and best practices in designing and developing multimedia materials for face-to-face, hybrid, and online instruction with colleagues.
- Use educational technology to engage student’s learning and to facilitate research and scholarship.

Outcomes:

- Create a Google site with faculty contributions for their reviewed technologies and resources to use for teaching and learning.
- Develop means to determine which technologies are best used to accomplish various teaching and learning objectives.
- Design and develop a web-based presentation of faculty’s applications of educational technologies in their teaching to share with the campus community.

FLC Meeting Dates, Times, Media and Formats*:

- February 7, 2014, Kick-Off Meeting, 12 – 2, face-to-face
- February 14, 2014, 10 – 12, face-to-face
- February 28, 2014, 10 – 11, Blackboard Collaborate
• March 14, 2014, 10 – 12, face-to-face
• March 28, 2014, 10 – 11, Blackboard Collaborate
• April 11, 2014, 10 – 12, face-to-face
• April 25, 2014, 10 – 11, Google Hangouts
• May 9, 2014, 10 – 12, face-to-face
• May 23, 2014, 10 – 11, Google Hangouts
• Final all FLC meeting/symposium: Friday, June 6, 12 – 2, face-to-face

*Please note: If there are more than 10 members in the group, Blackboard Collaborate will be used to replace Google Hangouts.

4. FACULTY LEARNING COMMUNITY SCHOLARSHIP OF TEACHING AND LEARNING

Facilitator: Leann Christianson, Professor, Computer Science

Would you like to spin your experiences in the classroom into content supporting your professional achievement? Would collaborating with colleagues across disciplines to discuss the scholarship of teaching while investigating new techniques for enhancing classroom experiences be inspiring and invigorating? If so, then you are encouraged to apply for the Faculty Learning Community of Scholarship and Teaching.

Purpose

The Faculty Learning Community of the Scholarship of Teaching and Learning is a collaborative group that fosters the integration of teaching experiences, techniques, and innovations with scholarly research and publication. We encourage self-reflection and assessment of current practices and student learning outcomes.

Activities

• Review literature describing the Scholarship of Teaching
• Identify venues by discipline for Scholarship of Teaching publications
• Reflect on current teaching practices and opportunities for enhancement
• Compare and contrast student engagement and assessment techniques practiced by peers across disciplines
• Identify opportunities to translate classroom experiences into publications, workshops, and presentations

Outcomes

• Publications, presentations, workshops, research plans, or posters describing experiences, discoveries, and conclusions
• Group poster illustrating the Faculty Learning Community outcomes
• Summary report describing Faculty Learning Community activities, accomplishments, and reflections

Dates and Times

• Friday, 2/7, 12-2pm, Kick Off Meeting
• Meetings 2/14, 2/28, 3/14, 1:30-3:00pm with 5 more to be determined by FLC members
• Friday, 6/6, 12-2pm FLC presentations
5. **Faculty Learning Community for Honors Colloquium Teaching**

Facilitator: Nina Haft, Associate Professor, Dept. of Theatre and Dance

Interested in working with honors-level students? If engaging a group of highly motivated freshmen in a welcoming setting would round out your current teaching practice, then this FLC is for you. Are you excited to teach critical thinking about important issues in science, ethics, family and culture? Do you enjoy collaborating with colleagues from other disciplines? Our faculty learning community will support instructors in designing (together) and presenting (individually) at a freshman level interdisciplinary Honors Colloquium in Spring 2014. This Colloquium will offer an in-depth exploration of themes and issues raised in *The Immortal Life of Henrietta Lacks*, by author Rebecca Skloot (TILOHL).

**Purpose:**

- Explore honors teaching and curriculum design
- Support faculty to team-teach and discover interdisciplinary learning strategies
- Develop innovative curricula and assignments that explore ethical, biological, medical, sociological, anthropological, historical and other perspectives on TILOHL
- Support academically motivated students to prepare for their responsibilities to the community

**Activities:**

- Read and discuss scholarly literature on honors teaching and learning
- Develop strategies for teaching critical and creative thinking about complex problems
- Develop an innovative sequence of interdisciplinary lectures and activities based on TILOHL
- Support the presentation of a spring 2014 Freshman Honors Colloquium

**Outcomes:**

- Acquire a greater understanding of the pedagogy and practice of honors teaching and curriculum design
- Pilot honors-level curriculum and assignments using interdisciplinary, team-teaching strategies
- Present a new Honors Colloquium based on TILOHL
- Create and support a community of teacher-scholars invested in developing the University Honors Program on campus

**Dates and Times:**

- Feb. 7, “Kick-Off Meeting,” 12-2p
- Feb. 21, Mar. 7 and Apr. 4, 12-2p, with 5 additional meetings at dates to be determined by FLC members
- June 6 – Final All FLC Symposium, 12-2p
6. WRITE A JOURNAL ARTICLE IN 12 WEEKS
Facilitator: Aline Soules, University Libraries

Always planning to write, but not doing it? Is your data languishing, just waiting for you to write it up? Coming up for tenure? Promotion? Just want to write for the pleasure of writing? Don’t have time—or do you? This FLC will get down to the business of writing, based on the book by Wendy Belcher titled *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*. Whether you are writing alone or with collaborators, this FLC is for you.

**Purpose:**
- Develop a writing practice.
- Find best practices for one’s own writing habit.
- Share and engage with fellow writers for community and progress.
- Write an article (or book chapter).

**Activities:**
- Discuss a chapter of this book at each meeting and relate it to our own experiences and plans for writing our own journal articles.
- Form a writing community/circle for support, encouragement, ideas, feedback, and progress.
- Set realistic weekly goals and help each other to meet them.
- Write a journal article and submit it to be considered for publication.
- Prepare a poster and short report on the process for the final FLC gathering.

**Outcomes:**
Each participant will have
- identified a suitable article (or book chapter) to write,
- participated in the FLC meetings to create a writing community for encouragement, support, feedback, etc.,
- written the article (or book chapter), and
- contributed to the poster and report.

**Dates and Times:**
- Feb. 7 – “Kick-Off Meeting,” 12 – 2 p.m.
- 8 meetings: suggested dates below; suggested time, 10 a.m. – 12 noon
  - Friday, Feb. 21
  - Friday, Feb. 28 (possible)
  - Friday, Mar. 7
  - Friday, Apr. 4
  - Friday, Apr. 18
  - Friday, Apr. 25 (possible)
  - Friday, May 2
  - Friday, May 16
  - Friday, May 30
- June 6 – Final all-FLC symposium 12 – 2 p.m.