



## Office of Faculty Development and Faculty Center for Excellence in Teaching

2015-2016 Faculty Learning Communities Call for Applications

1. **AFFINITY HIRES FACULTY MENTORING PROGRAM**
2. **DIVERSITY AND SOCIAL JUSTICE PEDAGOGY**
3. **COMMUNITY ENGAGEMENT AND SUSTAINABILITY (in cooperation with the Center for Community Engagement and Office of Sustainability)**
4. **COMPLETING A SCHOLARLY PROJECT DURING THE ACADEMIC YEAR**
5. **INTERNATIONALIZING THE CURRICULUM**
6. **TRANSFORMING YOUR ONLINE COURSE FOR SEMESTERS**

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 January February, March, April, and May (dates and times for each FLC are included in individual descriptions). All FLCs meet on **Friday, December 4th, 12:00-2:00 pm**. A final work product, poster, or presentation will be shared at a gathering open to the University community on **Friday, June 3<sup>rd</sup>, 2016 from 12:00-2:00 pm**.

**Compensation for FLC Fellows is \$1000.00.**

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, Wednesday November 25, 2015**. [jessica.weiss@csueastbay.edu](mailto:jessica.weiss@csueastbay.edu). Please cc the Faculty in Residence for the FLC to which you are applying.

Your letter should briefly 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, 2016
- 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 November 30, 2015.

#### **Affinity Hires Mentoring Program**

**Faculty in Residence:** Paul Carpenter, Professor and Chair, Dept. Kinesiology

This FLC responds to the Affinity Hiring initiative that encourages faculty across disciplines and colleges to work together collaboratively in research and teaching.

The first cohort of Affinity Hires arrived in 2015 with a focus on the ILOs of Diversity and Sustainability with new faculty in the departments of AGES, Philosophy, Sociology, and Physics. The next round of Affinity Hires includes new hires in Kinesiology, Political Science, English, and Environmental Science and adds a focus on the ILO of Community Engagement in addition to a renewed focus on Sustainability.

If you are currently working collaboratively with colleagues across the university or would like to engage in such work, and are also interested in mentoring new faculty hired under the Affinity Hire initiative in the areas of Diversity, Sustainability, and Community Engagement, this FLC is for you!

#### **Purpose:**

- To foster interdisciplinary collaboration in both teaching and research
- To prepare mentors for new incoming faculty

- To ensure that current and new faculty with interests in Diversity, Sustainability, and Community Engagement can identify each other and all opportunities for collaboration sponsored by the university
- To address the ILOs of Diversity, Sustainability, and Community Engagement in an interdisciplinary manner in both teaching and research

**Activities:**

- Work interdisciplinarily to determine opportunities for shared research and teaching relating to the ILOs of Diversity, Sustainability, and Community Engagement
- Meet with representatives of the various units on campus involved in either Diversity, Sustainability or Community Engagement
- Meet with representatives of units on campus fostering collaborative research and teaching related to the ILOs of Diversity, Sustainability or Community Engagement
- Meet with current Affinity Hires to obtain feedback to help plan activities for the next Affinity Hires.
- Study and discuss faculty mentoring practices

**Outcomes:**

- A schedule of events and activities for the new incoming faculty hired by the Affinity departments
- Share university resources and opportunities for collaboration, especially on issues of Diversity, Sustainability, and Community Engagement with the university community
- Outline best practices for faculty mentoring
- A list of recommendations for planning for future Affinity Hires

**Dates and Times:**

- Dec. 4, "Kick-Off Meeting," 12-2p
- 10 Friday meetings from 10 am – noon
  - 1/8 and 1/22
  - 2/12 and 2/26
  - 3/11
  - 4/1, 4/15 , and 4/29
  - 5/13 and 5/27

- June 3 – Final All FLC Spring Symposium, 12-2pm

## **Community Engagement and Sustainability**

### **FIR: Karina Garbesi, Anthropology, Geography, and Environmental Studies**

Do you want to join like-minded faculty to create a campus-wide infrastructure to involve our students in course-based projects that address sustainability, social justice, and quality of life in surrounding communities—all as part of your existing teaching responsibilities, with the funding necessary to carry it off? This FLC will explore the feasibility of CSUEB joining a network of universities implementing the highly successful, award winning, and EPA-supported, [Sustainable City Year Program](#). The SCYP operates by having students in existing university courses explore innovative ideas to facilitate critical sustainability mandates by partnering faculty with city staff engaged in those projects. SCYP projects involve faculty from a broad array of disciplines to the address structural, institution, cultural, legal, financial, or other barriers to identifying and implementing appropriate sustainability solutions.

#### **Goals:**

- Identify potential areas of collaboration between existing faculty and local cities
- Determine the feasibility of launching an SCYP at CSUEB in AY16/17
  - If feasible, identify city partner and likely faculty collaborators for AY16/17
  - If not feasible, identify other potential mechanisms for community engagement on sustainability issues that emerged from the process, if any
- Suggest possible course-based projects for potential communities

#### **Likely Activities:**

- Explore the SCYP model
  - Meet with SCYP staff and review existing documentation
- Explore potential for matching-making between city staff and faculty
  - Share SCYP model with faculty in and beyond our network spheres
  - Explore potential interest in participating
  - Meet with representatives of surrounding communities to explore their needs and interests
- Discuss SCYP feasibility at CSU EB or alternative partnership pathways

#### **Outcomes:**

- Decision to pursue (or not pursue) SCYP at CSUEB
- If yes, Draft AY16/17 CSUEB SCYP Plan
- If not, list identify other potential mechanisms for community engagement on sustainability issues that emerged from the process, if any
- Poster for the Spring Symposium

**Required Meeting Dates/Times:**

**Kick-off Meeting December 4, 12 – 2pm Kickoff Meeting** Regular FLC Meetings will be held from 10 am – noon on Fridays. Ten meetings, on the following dates:

- Jan. 15 and 29
- Feb. 12 and 26
- Mar. 4 and 11
- Apr. 8 and 22
- May 13 and 27

**Final Meeting/Spring Symposium: June 3, 2016 12 – 2pm**

**Completing a Scholarly Project During the Academic Year**

**FIR - Fearless leader: Rita Liberti, Department of Kinesiology**

Always planning to complete your research and write it up, but never quite getting to it? Feeling stymied by the writing process? Got data to write up? Coming up for tenure? Promotion? Just want to work for the pleasure of writing? This FLC will help move you towards your writing/publication goals! Whether you are writing alone or with collaborators, this FLC is for you. Join us. Let's write!

**Purpose:**

- develop or continue a writing practice
- tailor best practices to one's own writing habit
- share and engage with fellow writers for community and progress
- complete a scholarly project--collaborative or individual

**Activities:**

- bring writing practice ideas from books and personal experiences to share with the group
- form a writing community/circle for support, encouragement, feedback, and progress
- set realistic weekly goals and help each other to meet them
- complete a project with a view to eventual publication
- prepare a poster and short report on the process for the final FLC gathering

**Outcomes:** FLC participants will have:

- identified their project(s) for the FLC
- participated in the FLC meetings to create a community for encouragement, support, feedback, etc.
- completed the project(s), and
- contributed to the poster and report

**Required Meeting Dates/Times:**

Kickoff/FLC Orientation: Friday, December 4 (12-2pm)

10 meetings through the year

- Jan. 15 and 29
- Feb. 12 and 26
- Mar. 4 and 11

- Apr. 8 and 22
- May 13 and 20

We will meet on Fridays (above dates) from 10-12 pm.  
 Final Meeting/Spring Symposium: Friday June 3 (12-2pm)

**Diversity and Social Justice Pedagogy**

**FIR: Duke Austin, Assistant Professor, Department of Sociology and Social Work**

The FLC for Diversity and Social Justice (DSJ) Pedagogy focuses on creating classroom environments that make all students feel welcome, heard, and respected, regardless of the subject matter being taught.

Previous iterations of this FLC have explored and developed practices related to DSJ teaching and learning, such as:

- Implicit bias
- Cultural intelligences
- Cross-cultural communication
- Intersectionality
- Technology and social media
- Social justice
- Universal design
- Supporting and engaging diverse students in the classroom, considering race, ethnicity, ability, gender, sexual identity, language, religion, culture, and more.

This year, members of the FLC will transform their best DSJ classroom practices into articles for publication in teaching and learning journals. During the FLC meetings, we will share our work, and we will provide feedback and support on each other’s progress. FLC group members may work alone or in collaboration with other members. Previous and new DSJ FLC participants are encouraged to join! To apply, please briefly describe a DSJ teaching and learning practice that you would like to prepare for publication.

Outcomes:

- Each FLC member will show significant progress toward transforming their best DSJ practice into a publishable article.
- Each FLC member will provide feedback on the work and progress of the other group members.
- The FLC will create a poster for the FLC symposium.

Meeting Dates:

- FLC Orientation: Dec. 4, 12-2:00pm
- Plus 10 Friday Meetings, 10am to 12noon:
  - January 8 and January 22
  - February 12 and February 26
  - March 11
  - April 1, April 15, and April 29
  - May 13 and May 27
- FLC Spring Symposium: June 3, 12-2:00pm

## **FLC: Internationalizing the Curriculum**

### **FIR: Sukari Ivester, Assistant Professor, Department of Sociology and Social Services**

Interested in developing a faculty-led study abroad course or learning innovative approaches to increase global understanding on campus? What does it mean to 'internationalize'? How do students benefit from internationalization? What steps can faculty take to internationalize pedagogy and research? This FLC takes into consideration a broad collection of internationalizing practices: from decisions around curricular transformation to an emphasis on inclusive pedagogies that serve all students; the realities and possibilities of study-abroad programs to exploring international opportunities (and funding!) for faculty.

#### Purpose:

- Increase awareness and interest in internationalization as an essential part of the undergraduate experience
- Investigate and incorporate ways that internationalization can enhance teaching, learning, and assessment at CSUEB
- Nourish internationalization efforts on campus
- Build faculty collaboration across disciplines

#### Activities

- Discussion of strategies, sharing of assignments and accompanying pedagogies to facilitate curricular transformation around internationalization.
- Development and implementation of an "internationalizing" teaching practice (e.g. new course content, significant assignment, class process activity; study-abroad course proposal) and a reflection on the learning impact
- Presentations from and engagement with CIE and other relevant University faculty/staff

#### Outcomes

- Each participant will complete an individually or collaboratively-designed 'internationalized' project
- Increased international engagement among faculty
- Enhanced intercultural pedagogical skills among faculty
- Curricular transformation- enhanced internationalized learning opportunities for students
- Enhanced opportunities for student/faculty travel
- Poster presentation at FLC symposium

#### Meeting Dates and Times:

- FLC Orientation, Friday, December 4<sup>th</sup>, 12 pm-2 pm
- Final Spring FLC Symposium Friday June 3<sup>rd</sup>, 10 am-2 pm
- Plus ten other Thursday meetings (10am-12pm)
  - Jan. 7 and 21
  - Feb. 4 and 18
  - March 3 and 31
  - April 14 and 28
  - May 5 and 19

## **TRANSFORMING YOUR ONLINE COURSE FOR SEMESTERS**

### **FIR: Kevin Kaatz, History**

Are you interested in creating a fully transformed online course? Creating/adapting an interesting, interactive, and pedagogically-sound online course? How about the scholarship surrounding online teaching? If so, then please join us as we focus on the process of converting your online course to the new semester system.

#### **Purpose:**

A transformed course is not just taking your current online course and popping it up for semester use. We will examine the process of transforming your course by using different rubrics for online course creation, crafting a strategy for new course design, rethinking your learning outcomes, and tying them in to your assessments. It is a chance to rethink what you want your students to learn/do during a 15-week semester.

#### **Activities:**

- Discuss the process of switching from quarters to semesters
- Use the QOLT (Quality Online Learning and Teaching) or the Quality Matters rubric for creating your course
- Implement strategies for creating an interactive and interesting online course
- Work on building your transformed online course

#### **Outcomes:**

- Create a fully transformed syllabus for your online course
- Create a fully transformed online course at the end of our FLC
- Produce an online resource of online pedagogical materials for the University
- A final product for the Spring Symposium

#### **Required Meeting Times:**

- FLC Orientation: Friday Dec. 4 12-2
- Final Meeting/symposium: Friday, June 3, 2016, 12-2  
Plus ten other Friday meetings: 10 am-12pm
  - Jan. 15 and 29
  - Feb. 12 and 26
  - March 4 and 11
  - April 8 and 22
  - May 13 and 27