CSU Symposium 2019

Educating our Golden State
- Reaching the Next Generation of Californians

CSU Symposium: Saturday, March 9, 2019
California State University, Fresno

FRESNO STATE
Center for Faculty Excellence

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Welcome

Welcome to Fresno State!

Fresno State has roots dating back to 1911, when the doors of the Fresno State Normal School opened to 150 hopeful students. Today, the student population is more than 25,000 and the University has garnered national attention for its rise in college rankings. With majors in 66 bachelor's, 44 master's and three doctoral subject areas, Fresno State has come a long way from its modest beginning.

To date, more than 180,000 graduates – and thousands of others who have had a Fresno State educational experience – have migrated to every state in the nation and across the globe. They are prominent leaders, innovators and critical thinkers in every industry, transforming our region and communities across the world.

About the Annual CSU Symposium on Teaching and Learning

The CSU Symposium champions the advancement of educator and student success. The Symposium facilitates the discussion of innovative ideas and the exploration of the best learning practices. Peer-reviewed presentations are the highlight of the Symposium and focus on ways to enable excellent teaching, leading to student success. Different CSU campuses have the privilege to host the Symposium. Fresno State is honored to host the CSU Symposium this year. The Symposium is generously supported by the CSU Faculty Development Council and the Institute for Teaching and Learning.

About "Educating our Golden State"

This year's CSU Symposium on Teaching and Learning is an opportunity to reflect on the importance of education in a state as diverse as California and to explore a growth mindset in educational settings for all students. As educators, it is imperative that we continually acknowledge the valuable life experiences that all learners, including ourselves, bring to our educational environment. The purpose of the symposium is to challenge our biases, affirm our commitment to current best practices in inclusive pedagogy, acknowledge the achievements of our peers, encourage one another, and recharge ourselves as educators.

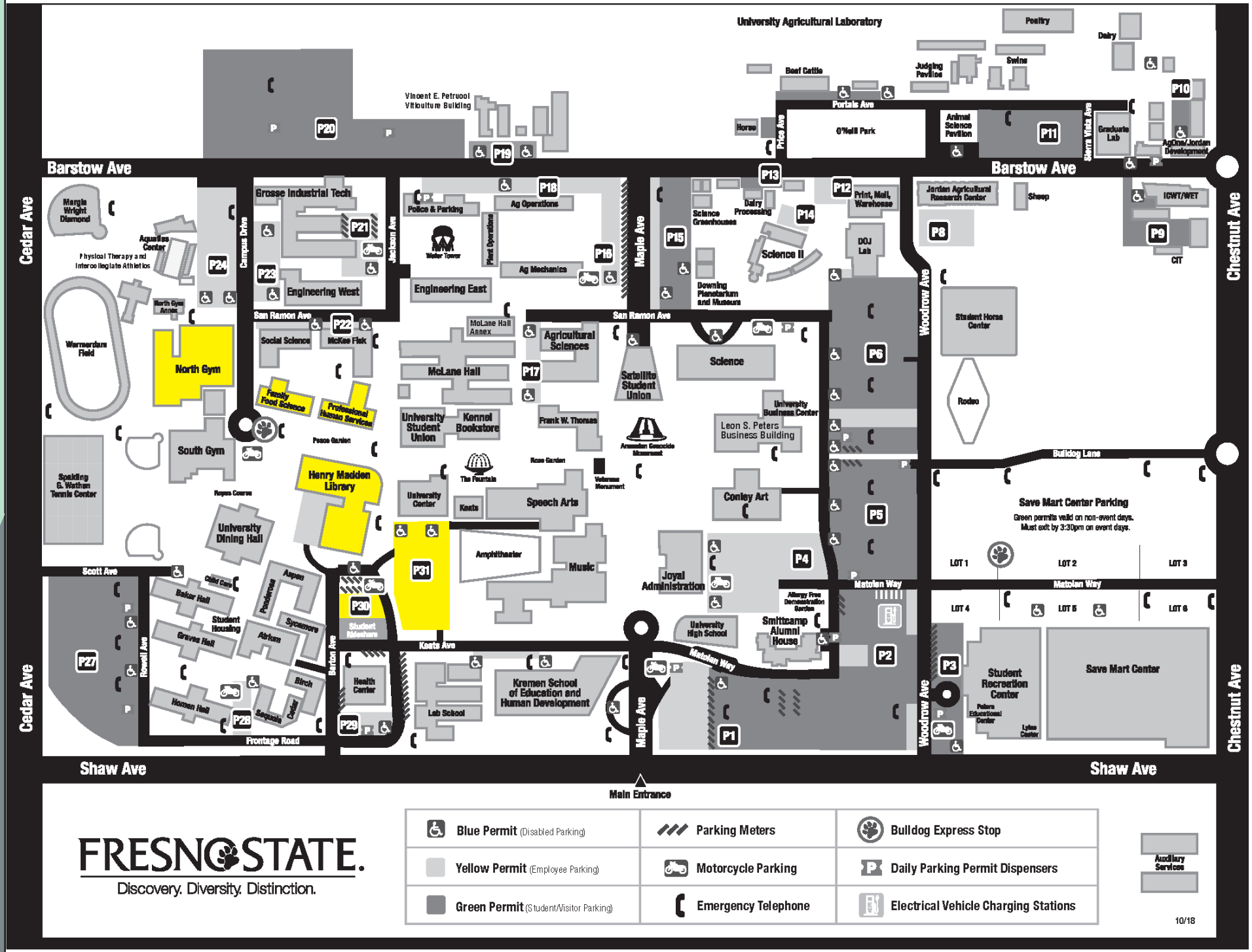
Schedule: at-a-glance

Saturday, March 9, 2019

7:30-12:00pm	Registration Desk Open	Henry Madden Library
7:30-8:00am	Poster Setup	Henry Madden Library - Table Mountain Rancheria Reading Room
8:00-8:30am	Breakfast	North Gym 118
8:15-8:30am	Welcome, Announcements, and Keynote Introduction	North Gym 118
8:30-9:15am	Keynote: Using Universal Design for Learning and Equity Principles to Assess for Improvement, Inclusion and Student Success	North Gym 118
	Session 1	
9:30-10:20am	Achieving GE Program Goals in Light of EO 1100(rev) and the GE Task Force Report: One Campus' Dilemmas and an Open Discussion	Family and Food Science 208B
9:30-10:20am	Universal Design for Learning: The Diversity Superpower	Family and Food Science 212A
9:30-10:20am	Supporting students' university reading with SQUIRRREL and vocabulary logs	Family and Food Science 316
9:30-10:20am	"When Instructors Write, Students Also Write: Six Academic Writing Assignments"	Family and Food Science 317
9:30-10:20am	Mondrian: Digital Assessment for Student Success	Family and Food Science 318
9:30-10:20am	Using Technology as a Catalyst for Formative Assessment in First-Year Freshman Writing Courses	Family and Food Science 211
9:30-10:20am	California, We Have an Inclusion Problem in our Business Schools	Professional / Human Services 102
9:30-10:30am	Infusing Diversity, Equity and Inclusion in Faculty Professional Development	Professional / Human Services 106
9:30-10:20am	What Are We Waiting For? Providing Inclusive Education for Individuals with Intellectual Disabilities at the CSUs	Professional / Human Services 110
9:30-10:20am	What do Students Tell Us About Online Courses? A Systemwide Analysis	Professional / Human Services 114
9:30-10:20am	"Fostering Latinx College Student Engagement and Success through Culturally Sustaining Mentorship"	Professional / Human Services 214
9:30-10:20am	Inclusive Pedagogy for Economics and Beyond	Professional / Human Services 219
	Session 2	
10:30-11:20am	Equity and Inquiry-Based Learning in Mathematics	Family and Food Science 212A
10:30-11:20am	Building an Online Community Through Twitter Chats	Family and Food Science 208B
10:30-11:20am	Enhancing Strengths and Addressing Challenges to Support Student Success	Family and Food Science 316
10:30-11:20am	"Fixing" Fixed Mindsets with Mindfulness	Family and Food Science 317
10:30-11:20am	Training novice teachers using acting techniques	Family and Food Science 318
10:30-11:20am	If I Can See You, I Can Be You: Cross-Disciplinary Perspectives on Student Success from Black, First-Generation Faculty	Professional / Human Services 102
10:30-11:20am	Supporting Classroom Innovations by Faculty: Insights from the CSU Course Redesign with Technology (CRT) Program	Professional / Human Services 106
10:30-11:20am	It Depends on What You're Trying to Accomplish: Managing Technology to Promote Metacognition and Critical Thinking Online and On-ground	Family and Food Science 211
10:30-11:20am	Helping Students Experience More Confidence and Enjoyment of Learning	Professional / Human Services 110
10:30-11:20am	Active Learning: Technology to Build Engagement & Community In and Out of Your Classroom	Professional / Human Services 114
10:30-11:20am	(Not) Knowing the Rules of the Game: Barriers to Academic Success among First-Generation and Low-Income College Students	Professional / Human Services 214
10:30-11:20am	Through First Generation Eyes: How Inclusive is Your Syllabus?	Professional / Human Services 215
10:30-11:20am	Learn by Design: Using the Design Thinking Process to Improve Critical Thinking Skills	Professional / Human Services 216
11:30-11:45am	**Lunch**	**North Gym 118**
11:45-12:00pm	Announcements and Keynote Introduction	North Gym 118
12:00-12:45pm	Keynote: Motivational Integrity: The Soul of Post-secondary Equity	North Gym 118
12:55-1:30pm	Poster Session	Henry Madden Library - Table Mountain Rancheria Reading Room

Schedule: at-a-glance

Session 3		
1:40-2:10pm	Empathy, Ethics and User Experience: Teaching Foreign Languages through Transversal Content and Technology	Family and Food Science 212A
1:40-2:10pm	Dwelling in Discomfort: A Pedagogy for Social Transformation in Preservice Teacher and Counselor Education	Family and Food Science 211
1:40-2:10pm	Sustainable Food Sustainable Self	Family and Food Science 316
1:40-2:10pm	Campus Development of Curricular and Co-curricular Data Science Initiatives	Family and Food Science 317
1:40-2:10pm	Identifying Equitable Teaching Practices in Undergraduate Research Methods Courses	Family and Food Science 318
1:40-2:10pm	The Digital Short- Teaching Visual Rhetoric	Professional / Human Services 102
1:40-2:10pm	Redesigning A Program to Improve School Leadership and Create Equity-focused Administrators	Professional / Human Services 106
1:40-2:10pm	High Impact Practices in an Academic Affairs/ Student Affairs Collaboration	Professional / Human Services 110
1:40-1:55pm	New Approaches to Early Modern Texts in the 21st Century: Teaching Don Juan from an Interdisciplinary Approach	Professional / Human Services 114
1:55-2:10pm	Development of a department-level online video tutorial library	Professional / Human Services 114
1:40-1:55pm	Upgrade Your Course Assignments: Using Digital Posters to Demonstrate Learning	Professional / Human Services 214
Session 4		
2:20-2:50pm	Considering Academic Integrity in a Fully Online Course	Family and Food Science 208B
2:20-2:50pm	You Belong Online: SI and Zoom as Tools for Student Engagement	Family and Food Science 211
2:20-2:50pm	Forget Emailing Drafts...Innovate to Collaborate!: Using Google Docs for Advising Student Masters Degree Projects	Family and Food Science 212A
2:20-2:50pm	Designing for success: Applying the S.C.A.L.E. concept in a higher-ed hybrid classroom	Family and Food Science 316
2:20-2:50pm	Cultivating a Community of Disciplinary Researchers in Undergraduate Capstone Courses	Family and Food Science 317
2:20-2:50pm	Flipgrid for Equity and Inclusion	Family and Food Science 318
2:20-2:50pm	Innovations in World Language Teacher Preparation	Professional / Human Services 102
2:20-2:50pm	Dream, Make and Innovate: A service-learning class	Professional / Human Services 106
2:20-2:35pm	Inclusion, Diversity, and Creative Collaboration	Professional / Human Services 110
2:35-2:50pm	Teaching Organizational Sociology in a TEAL Classroom	Professional / Human Services 110
2:20-2:35pm	Identifying and Correcting Grade Inflation in an Academic Program	Professional / Human Services 114
2:35-2:50pm	GI 2025: Affecting Graduation Rates through Faculty Learning Communities	Professional / Human Services 114
Session 5		
3:00-3:30pm	Creating an Equitable Classroom Structure Using Activity Based Learning	Family and Food Science 208B
3:00-3:30pm	Faculty Learning Communities: Why, Where and How? An Opportunity to Share Campus Experiences	Family and Food Science 212A
3:00-3:30pm	Development and inclusion of videos in the classroom to enhance student learning: lessons from an agricultural project	Family and Food Science 316
3:00-3:30pm	Canning the canned classroom presentation	Family and Food Science 211
3:00-3:30pm	Co-requisite Math Courses - Lessons from the First Year	Family and Food Science 317
3:00-3:30pm	Exploring the Past with Technology: Digital Humanities Applied to the Material World	Family and Food Science 318
3:00-3:30pm	Program-Level Assessment Pilot Using Outcomes in Canvas	Professional / Human Services 102
3:00-3:30pm	Creating opportunities for equity and inclusion with immersive technologies	Professional / Human Services 106
3:00-3:30pm	Tracing Public Assumptions: Critical Response and Civil Discourse	Professional / Human Services 110
3:15-3:30pm	For the rest of my life? Mindset exploration for first-year college students	Professional / Human Services 114
3:40-4:00pm	Announcements and Keynote Introduction	North Gym 118
4:00-4:45pm	Keynote	North Gym 118
4:45-5:00pm	Closing	North Gym 118



FRESNO STATE.
Discovery. Diversity. Distinction.

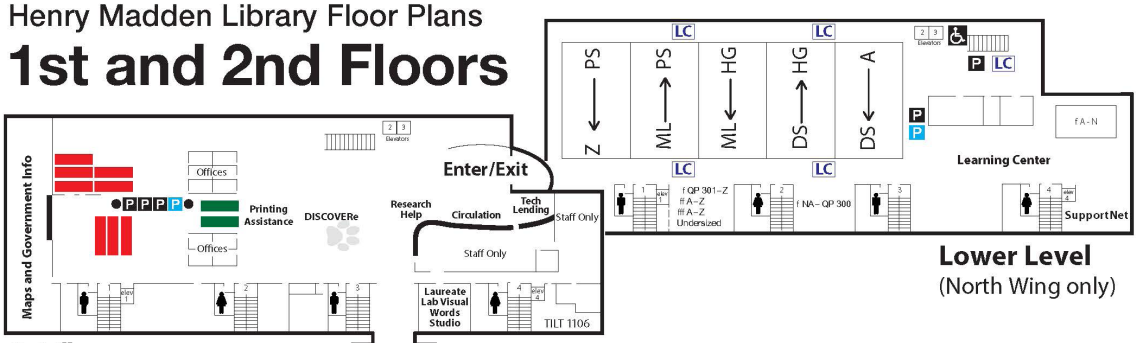
Blue Permit (Disabled Parking)	Parking Meters	Bulldog Express Stop
Yellow Permit (Employee Parking)	Motorcycle Parking	Daily Parking Permit Dispensers
Green Permit (Student/Visitor Parking)	Emergency Telephone	Electrical Vehicle Charging Stations

Auxiliary Services

10/18

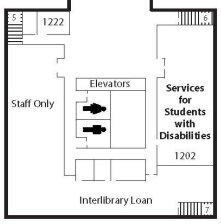
Educating our Golden State
Preparing the Next Generation of Californians.

Henry Madden Library Floor Plans
1st and 2nd Floors

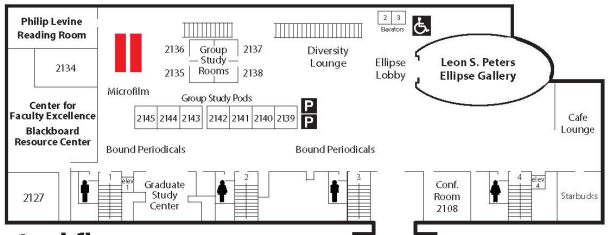


Lower Level
(North Wing only)

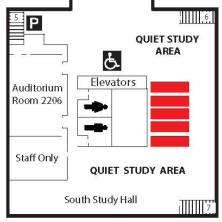
1st floor
North Wing



1st floor
South Wing



2nd floor
North Wing

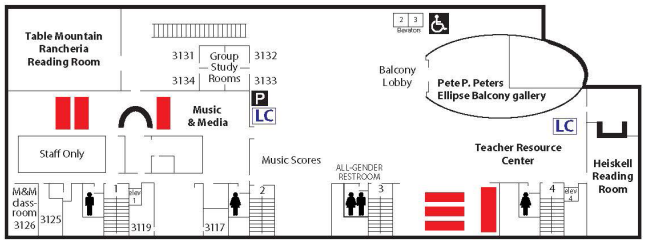


2nd floor
South Wing

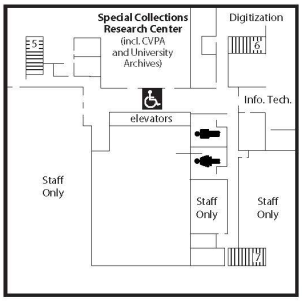
- Computers, Fresno State login required
- Computers for guests, limited applications
- LC Computers for Library catalog search only
- P Printer/Copier
- P Color Printer/Copier
- Disabled Assembly Area (for emergency evacuations)
- PHIL Stations: Add $ to your card

9/11/2017

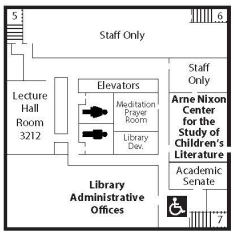
Henry Madden Library Floor Plans
3rd and 4th Floors



3rd floor
North Wing



4th floor
South Wing



3rd floor
South Wing

- Computers, Fresno State login required
- LC Computers for Library catalog search only
- P Printer/Copier
- Disabled Assembly Area (for emergency evacuations)

FRESNO STATE
Henry Madden Library

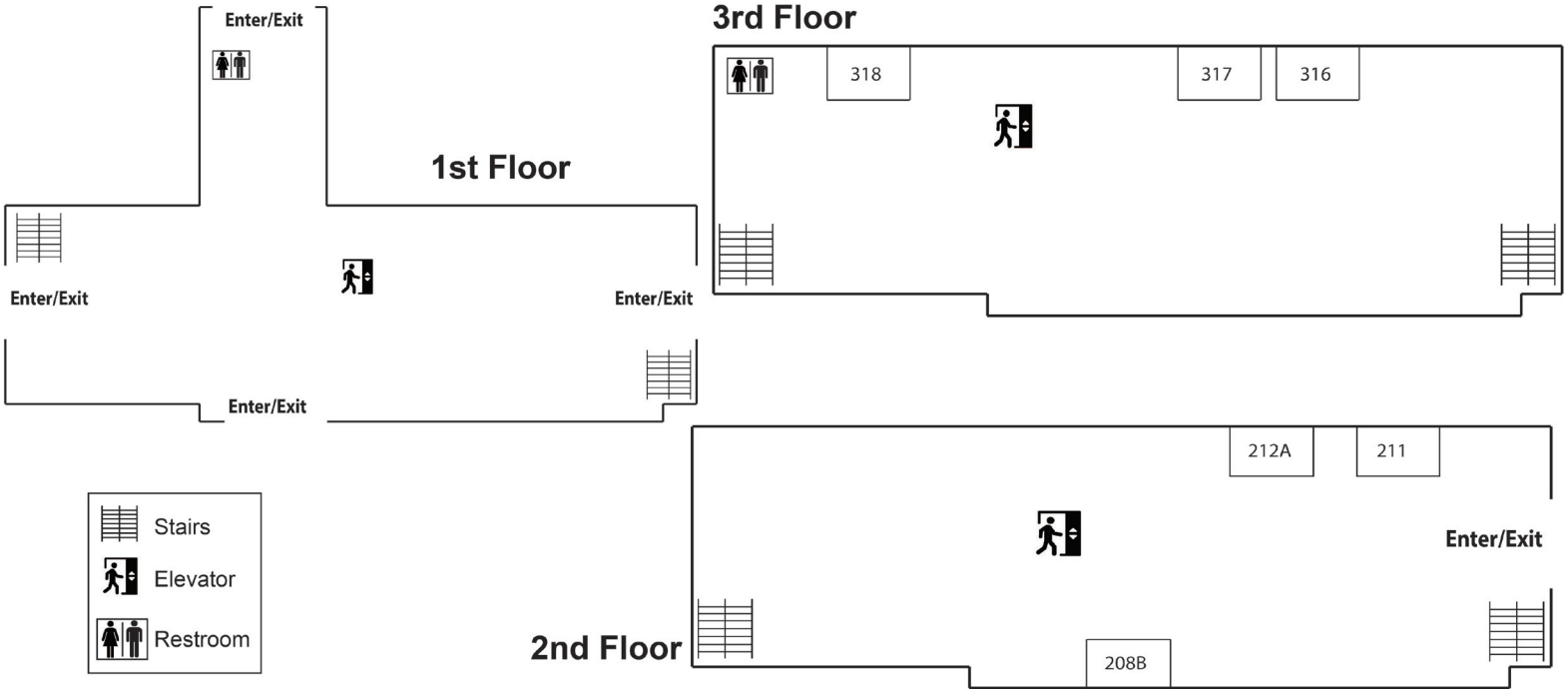
HenryMaddenLibrary MaddenLibrary

www.library.fresnostate.edu

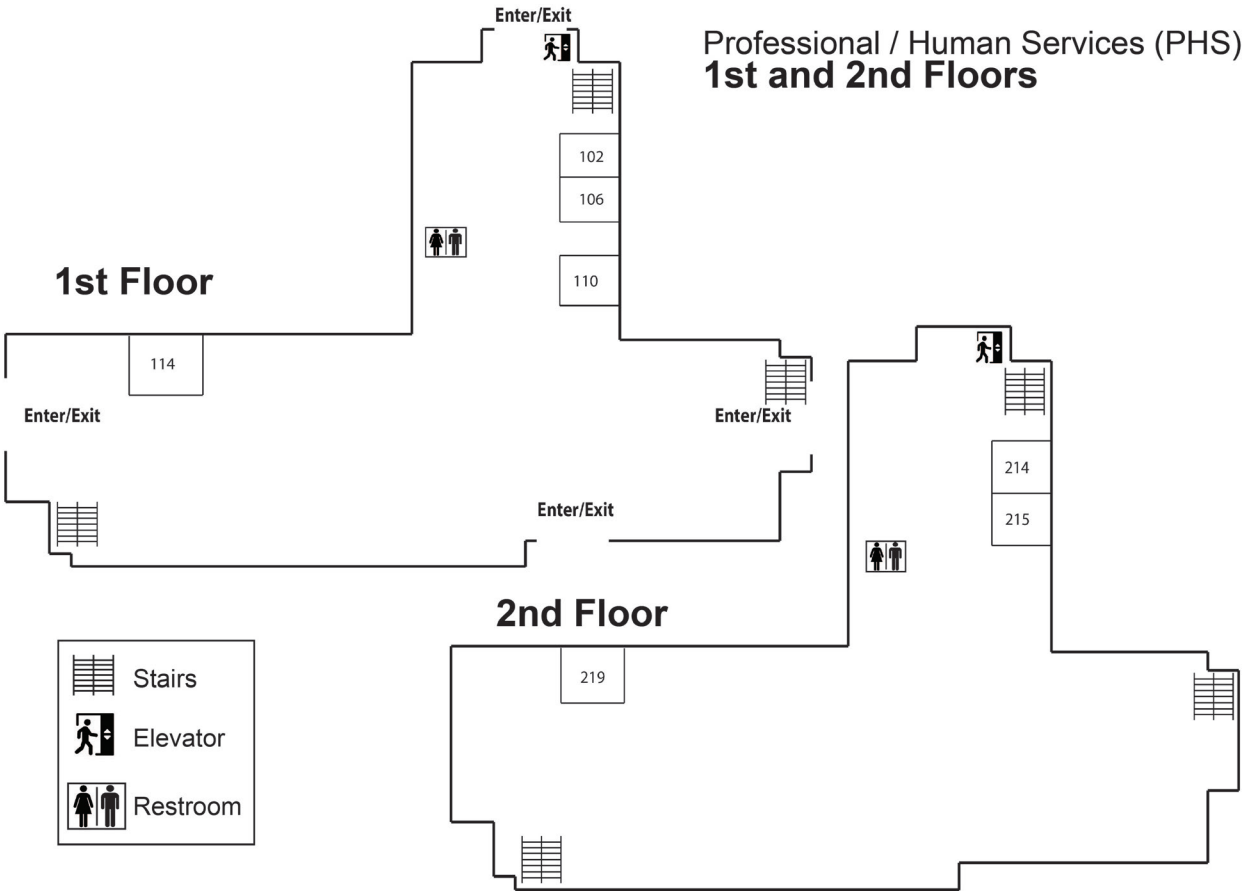
9/11/2017

Maps

Family and Food Science (FSS)
1st, 2nd and 3rd Floors



Professional / Human Services (PHS)
1st and 2nd Floors



Poster Sessions

Poster Title	Authors
Actively engage students with new technology and personalized approach	Fay Zhong
Investigating the Implementation of Zoo-Inquiry Projects and Their Effects on Student Learning in Introductory Chemistry Laboratories	Dermot Donnelly, Eric Person, Jordyn Kamitono
Impact of a Redesigned Guided-Inquiry Curriculum in Physical Science Laboratory	Alvir Sangha, Dermot Donnelly
Replacing Pop Quizzes with Graded Participation Assessment	James Rocha, Mona Rocha
Video comparison Analysis of Verification Versus Inquiry Driven Projects for Introductory Chemistry Laboratories	Ankita Mali
Equity and inclusion–developing an Art Song Festival in a disadvantaged community	Maria Briggs
Memes in the classroom for better relationships with students	Hubert Cecotti
Crossing the (Artificial) Separation of Academic Disciplines: Arts Integration for Equity and Student Success	Susan Schlievert
Teacher Candidates' Identity Development	Ana K. Soltero Lopez, Monica T. Billen, Steve Hart
Educating Students in the Golden State about Aging with Help from the Golden Girls	Long Wang, Maria Claver
One in 8 Million and Designing the Media Message	Michael Johnson Jr.
I See Myself	Nanci Carr
The Impact of Effective Collaboration on Learning Outcome of Interior Design Students	Hessam Ghamari
Overcoming the barrier from content to resilience in a first-year STEM course using baby steps	Kayla Kaiser
Beyond individual factors: Exploring how university services can better support first-generation students of color	Heidy Sarabia
Practiced-Based Teaching Education: Building a stronger Elementary School Teacher	Ravin Pan
Conceptualizing Reading Apprenticeship Techniques in the Library Instruction One-Shot	Melissa Cardenas-Dow
Let's Do it Right: Resources Needed for Successful Implementation of IBL	Abigail Higgins, Sayonita Ghosh Hajra, Topaz Wiscons
Hands on teaching of the power system distribution course	Atousa Yazdani
Exploring Scaffolds for Improving Communication in a Civil Engineering Laboratory Course	Barbara Merino, Cristina Poindexter
Integration of service learning to engineering courses: paving the road for a new pedagogical approach	Farshid Zabihian
The Journal of Transformative Leadership and Policy Studies: Elevating Doctoral Culture Through a Mentoring Journal	Porfirio Loeza
Technology Enabled Agile - Flexible Classroom	Dennis Dahlquist
Chunking A Piece Of The Classroom Pie: "This Is What College Should Look Like!"	Angela Leslie
Adaptive Learning Homework in an Introductory Course (General Chemistry)	Andreas Beyersdorf, Jonathan Brooks, Larry Mink
Teaching business professionalism online: Course suggestions and pedagogical micro-insertion ideas for the business curriculum	Jennifer Bechkoff
Teaching Strategies for Active Engagement in the Classroom	Dina Izenstark, Kimberly Crossman
Relationships Matter: Sustaining Students' Sense of Belonging In and Out of the Classroom	Kimberly Crossman

Keynote Speakers

Saturday, March 9, 2019

Dr. Robert M Harper, *Interim Provost & Vice President for Academic Affairs*
California State University, Fresno

Dr. Robert M. Harper is currently serving as Interim Provost & Vice President for Academic Affairs. Prior to his current appointment, he served for ten years as Dean of the Craig School of Business, four years as Associate Dean, and seven years as department chair for the Department of Accountancy. During his term as Dean, the school has continued to provide active, engaged learning experiences for its students; has been reviewed and maintained its accreditation by AACSB, International; has established an Accelerated Bachelor's Degree Program; has created an impressive executive classroom and made other physical renovations; has fostered and maintained important community relations including service on the boards for the school's Institute for Family Business and Gazarian Real Estate Center; and has achieved many other distinguished accomplishments. A professor at Fresno State since 1990, Bob was previously a faculty member at Louisiana State University for seven years. Dr. Harper has received a BS in mathematics, an MBA, and a DBA, all from Florida State University. He is a co-author of three editions of Intermediate Accounting published first by West Publishing Company and then by South-Western College Publishing. Professor Harper has also published numerous articles in such journals as Journal of Accounting Research, Accounting Horizons, Behavioral Research in Accounting, Auditing: A Journal of Theory and Practice, Journal of Information Systems, and Journal of Accounting Education and has made multiple presentations at academic conferences.

Dr. Kevin Kelly, *Education Consultant & Lecturer in Education*
California State University, San Francisco

Dr. Kelly is the Educational Advisor at ACUE. He serves as a Lecturer in Education at San Francisco State University, where he has taught graduate and undergraduate classes since 1999, and has taught at Santa Clara University as well. Throughout almost 20 years in higher education, Kelly has advanced and supported professional development efforts for higher education faculty and campus leaders. Immediate alignment with both ACUE's mission and the team's passion attracted him to join. Kelly was Director of Wiley Learning Institute at John Wiley & Sons, where he and his team forged strong partnerships with higher education institutions, built a subscription library and provided interactive online events with content by renowned authors and educational thought leaders. Prior to Wiley Learning Institute, Kelly served for over 12 years at San Francisco State two Academic Technology teams—Online Teaching & Learning, and Media Distribution & Support—leading the faculty development center, and co-directing a federal grant project funded through the US Department of Education. He has facilitated dozens of workshops and presentations nationally and internationally, at higher education institutions and online. Kelly was a Regents Scholar at the University of California, Santa Cruz, where he earned his BA. He holds an MA in Instructional Technologies from San Francisco State University and an EdD in Organization & Leadership from University of San Francisco. Kelly has published numerous peer-reviewed book chapters and journal articles related to teaching, learning, and technology, and was a lead editor of the collaboratively authored book, Education for a Digital World 2.0: Innovations in Education. He has also published several online courses for the Education channel at Lynda.com

Keynote Speakers

Saturday, March 9, 2019

Margery B. Ginsberg, Ph.D., *Author, Educator, Education Consultant*

For over twenty-five years, Margery has partnered with colleges and universities to enhance student motivation, learning, and academic outcomes. Recipient of the American Educational Research Association (AERA) Relating Research to Practice Award, her work builds on experience as a university professor in the fields of adult learning, instructional renewal, and educational change. For nearly a decade, Margery directed the University of Washington–Seattle doctoral program for aspiring educational leaders. Earlier in her career she was a teacher on the Menominee and Southern Ute reservations, U.S. Dept. of Education-funded Title I technical assistance provider to state education agencies, coordinator of migrant education in a nine-state region in the Southwest United States, and director of evaluation for the American Indian Science and Engineering Society (AISES). Her recent books include Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults, 4th ed. (2017), co-authored with Raymond Wlodkowski, Excited to Learn: Motivation & Culturally Responsive Teaching (2015), Teaching Intensive and Accelerated Courses: Instruction that Motivates Learning (2010), and Diversity & Motivation: Culturally Responsive Teaching in College (2009). Margery has a Ph.D. in Bilingual/Multicultural/Social Foundations of Education from the University of Colorado-Boulder. She currently lives in Chicago, Illinois and can be reached at www.margeryginsberg.com.

J. Luke Wood, Ph.D., *Associate Vice President for Academic Affairs – Faculty Diversity and Inclusion*
San Diego State University

J. Luke Wood, Ph.D. is a Distinguished Professor of Education and the Associate Vice President of Faculty Diversity and Inclusion at San Diego State University. Dr. Wood is also the Co-Director of the Community College Equity Assessment Lab (CCEAL) a national research and practice center that has data collection and training partnerships with over 150 schools, colleges, and universities across the nation. Wood's research focuses on factors affecting the success of boys and men of color education. He has delivered over 750-scholarly and conference presentations and has authored over 140 publications, including nearly 70 peer-reviewed journal articles and 14 books. His most recent books include Teaching Boys and Young Men of Color (with Frank Harris III) and Advancing Black Male Success from Preschool to Ph.D. (with Shaun Harper). His forthcoming book, Black Minds Matter: Black Minds Pedagogy as Tool for Civil Resistance, will be released this fall. Dr. Wood has been regularly sought out for his expertise by media outlets such as the New York Times, Chronicle of Higher Education, Huffington Post, Fortune Magazine, Los Angeles Times, Miami Herald, San Francisco Chronicle, and C-SPAN. During the Obama administration, his research was featured through the White House Initiative on Educational Excellence for African Americans and the My Brother's Keeper Initiative. He now serves as a national advisory board member for RISE for boys and men of color, a research and evaluation initiative of the Executive Alliance. Dr. Wood is a former recipient of the Sally Casanova Pre-Doctoral Fellowship from which he served as research fellow at the Stanford Institute for Higher Education Research (SIHER) at Stanford University. Wood received his Ph.D. in Educational Leadership & Policy Studies with an emphasis in Higher Education and a master's degree in Curriculum and Instruction in Early Childhood Education from Arizona State University (ASU). He also holds a master's degree in Higher Education Leadership in Student Affairs and a bachelor's degree in Black History and Politics from California State University, Sacramento (CSUS).

Speaker's Schedule

8:15-8:30am Welcome, Announcements and Keynote Introduction
Robert Harper, Interim Provost & Vice President for Academic Affairs
California State University, Fresno

8:30-9:15am Keynote: Using Universal Design for Learning and Equity Principles to Assess for Improvement, Inclusion and Student Success
Kevin Kelly, Education Consultant & Lecturer in Education
California State University, San Francisco

Session 1

- **9:30-10:20am - Achieving GE Program Goals in Light of EO 1100(rev) and the GE Task Force Report: One Campus' Dilemmas and an Open Discussion**
  John Tarjan, Lori Paris

The session will begin with an overview of the significant changes to EO 1100. A brief overview of the main features of the new GE program at CSU, Bakersfield will be given in order to illustrate some of the potential implications for that program. The session will then be open for discussion of the potential implications of the changes to EO 1100 and for the sharing of perspectives, concerns, potential approaches to the changes and potential solutions to issues raised for campus GE programs.

- **9:30-10:20am - Universal Design for Learning: The Diversity Superpower**
  Kimberly Coy

Teachers are charged to teach to all students. Students with disabilities, students without disabilities, students who have one language, students who have a home language and a different school language, students who are food challenged, students who love math. University professors and instructors teach all of these pre-service teachers. By designing university pre-service courses infused with Universal Design for Learning principles, guidelines and checkpoints, professors and instructors create model-learning environments. Today will present ten (plus) specific strategies for infusing UDL within post-secondary courses at the university level.

- **9:30-10:20am - Supporting students' university reading with SQUIRRREL and vocabulary logs**
  Ellen Lipp

Many first-generation students struggle with university reading and vocabulary. The challenge is greater for some multilingual freshmen. The presenter discusses building students' vocabulary through independent vocabulary logs. She also introduces SQUIRRREL, which she used in her freshman writing course and her General Education course. SQUIRRREL is an interactive strategy chain that helps students comprehend, apply critical thinking, remember key ideas, and use ideas from textbook reading in writing tasks. The steps are survey, question, use time wisely, read, retell, relate, evaluate, and check overall learning. After using SQUIRRREL, students can anticipate possible essay test questions. Participants will discuss adjusting the strategies for different disciplines and assignments.

- **9:30-10:20am - "When Instructors Write, Students Also Write: Six Academic Writing Assignments"**
  Luis Fernando Macias, R. Joseph Rodriguez

In this presentation, instructor participants who consider themselves writers, along with those who do not, will be guided to support diverse student writers through six types of academic writing assignments across the disciplines. Instructors who practice writing are better able to support the challenges and joys their students face by understanding writing assignments as "road maps to guide the writer on a journey" (Burke, 2019). The six assignments we design as instructors "lay out a process with a destination" for students writers to compose and become better writers, readers, editors, and thinkers are: (1) writing to learn, (2) short answer, (3) writing on demand, (4) process paper in multiple drafts, (5) research paper/report, and (6) alternate forms (multimedia presentations, etc.).

- **9:30-10:20am - Mondrian: Digital Assessment for Student Success**
  Andrew Waldron, Kim Morin

The digital tool "Mondrian" demystifies assessment by embedding graphic and video exemplars to clarify and streamline the evaluation of student work. This innovative approach from Eluma Solutions led to three U.S. Department of Education grants totaling over $5M. In data analysis from over 6,000 samples, elementary students using Mondrian scored 25%-135% better than control groups. We anticipate a wide range of post-secondary applications, especially in areas that are more difficult or time-consuming to assess, such as project-based learning or video presentations. Participants will view early results from a Fresno State pilot and explore Mondrian first-hand, as they learn to develop rubrics and brainstorm applications/grant opportunities for future projects. (BYOD; iPads preferred)

- **9:30-10:20am - Using Technology as a Catalyst for Formative Assessment in First-Year Freshman Writing Courses**
  Courtney Hughes, Jeremiah Henry, Mary Paul, Michael Maniquiz, Tomaro Scadding

In the Fall 2018 semester, four adjunct faculty from the Department of English at Fresno State volunteered to help with a dissertation study which looked at student engagement with technology to affect change in student self-efficacy, agency, and content value.The faculty in this study were asked to teach two courses: (1) control class and (1) treatment class. While the study's focus was on student self-efficacy and achievement, the backstory of the faculty experience may tell a more compelling study. This panel discussion will offer insight as to the process, the challenges, the experience of altering the teaching and learning environment using technology-infused formative assessment and feedback practices in the composition classroom.

- **9:30-10:20am - California, We Have an Inclusion Problem in our Business Schools**
  Keith Story, McDowell Porter III, Monique Bell

The goal of this panel is to provide information to peer educators that prepare them to be aware of the lack of inclusion in business schools and actionable steps to disrupt the perception that a business degree is unattainable for African-American (AA) students. We plan to have AA faculty discuss their insider's view of the business school environment and what their experience has been. We will also discuss resources and best practices that recruits, retains, and graduate AA business students. By reaching out to peer educators, we hope to start a ripple effect that influences AA students to be business students graduates, active business leaders, successful business owners, and, potentially, prominent business professors to inspire the next generation of Californians.

Speaker's Schedule

- **9:30-10:20am - Infusing Diversity, Equity and Inclusion in Faculty Professional Development**
  Davida Fischman, Kim Costino, Kirsten Fleming

Faculty-student interaction has been identified as the most significant factor in fostering student success, especially so for students who come to college lacking the social and cultural capital expected in academia. In the classroom setting research highlights the importance of culturally responsive, student-centered instruction on student success. And yet many, possibly most, STEM faculty members have no formal education in, or experience with, culturally responsive, student-centered instruction. In this talk we will describe the process taken to create a sustained professional development program for STEM faculty members that focused on familiarizing them with, and supporting their implement, such instruction.

- **9:30-10:20am - What Are We Waiting For? Providing Inclusive Education for Individuals with Intellectual Disabilities at the CSUs**
  Beth Foraker, Beth Lasky, Julie Paulson, Rebecca Brooks, Shail Lopez Ortiz

Postsecondary Education (PSE) choices for students with intellectual/developmental disabilities (IDD) have increased considerably over the last twenty years. Throughout the United States, many universities offer inclusive options for individuals with IDD. Unfortunately, the California State University (CSU) system has not systematically opened their doors to this population. This session will share current inclusive programs for individuals with Intellectual/Developmental Disabilities (IDD) at California State University campuses and the need for additional programs. Participants are encouraged to join the discussion to investigate establishing a unified approach to increase the multiple paths to post-secondary education for individuals with IDD in California.

- **9:30-10:20am - What do Students Tell Us About Online Courses? A Systemwide Analysis**
  Ashley Skylar, Brett Christie

This session will share summarized results from 700 students across ten CSU campuses. CSU students who were enrolled in an online course this past fall completed a 25 item CSU Quality Assurance Student Survey mapped to the 24 Core Elements of the CSU QLT instrument. The survey was sent to instructors across the system who have completed one or more CSU offered QA trainings and/or who have a course formally QLT or Quality Matters certified. The results shared can be used to allow instructors to use input to inform and improve their teaching. It is hypothesized that instructors who complete QA professional development and obtain course certification are better able to design and deliver online courses, more effectively engaging students and ultimately a reduction in equity gaps.

- **9:30-10:20am - "Fostering Latinx College Student Engagement and Success through Culturally Sustaining Mentorship"**
  Bree Grillo-Hill, Magdalena Barrera, Marcos Pizarro, Vanessa Fernandez

This interactive session highlights the remarkable gains next generation Californians can make by participating in a collaborative faculty mentorship program. Four San José State University faculty members from different disciplines guided undergraduates in individual research projects while simultaneously collaborating as a group. Marcos Pizarro will describe how he conceptualized this collaborative project. Bree Grillo-Hill will discuss the project as a strategy to recruit first-gen/under-resourced students into STEM research. Vanessa Marie Fernández will detail how this project connected with equity driven course pedagogy. Magdalena Barrera will share best practices in guiding undergraduates through research. Student researchers also will share their takeaways from the project.

- **9:30-10:20am - Inclusive Pedagogy for Economics and Beyond**
  Clare Battista, Jennifer Imazeki, Solina Lindahl

This workshop will focus on increasing equity and inclusion in the economics classroom through pedagogical innovation, course redesign, and rethinking the introductory economics curriculum. Participants will work with each other to create classroom materials and techniques that are inviting to all students. While the focus will be on examples of inclusive practices and designs that reach women and under-represented minority students, these innovations increase the likelihood of success for all students.

Session 2

- **10:30-11:20am - Equity and Inquiry-Based Learning in Mathematics**
  Stan Yoshinobu

This workshop is intended as an introduction to IBL methods. While examples will be sourced from math courses, many of the themes apply to a wide range of course. Specifically this workshop will provide opportunities for participants to learn about IBL classes via video case study, discuss ways to engage students, investigate sample course structures, and discuss Think-Pair-Share as a general strategy. All faculty interested in engaging students are welcome to attend and participate!

- **10:30-11:20am - Building an Online Community Through Twitter Chats**
  Edward Gonzalez, Holli Gonzalez

This interactive session will have faculty participate in an ongoing Twitter Chat with students from CSU Bakersfield. The theme for the Twitter chat is based on the core content and learning objectives of the course Educational Technology for Educators. In this event, students interact across five sections and five instructors to share, reflect, and disseminate best practices for new and veteran teachers. Each chat lasts four days and includes over 150 student participants, instructors, and educational leaders. For this particular chat, CSUB students and session attendees will be participating in asynchronous conversations with instructors across the CSU system. Attendees can expect to take away the tools needed to immediately incorporate this experience into their course.

- **10:30-11:20am - Enhancing Strengths and Addressing Challenges to Support Student Success**
  Joel Bovey, Nidhi Khosla, Ryan Gamba, Sarah Taylor, Shelby Bergeron, Tsz (Connie) Kwan Lan

The Pioneers for HOPE Learning Framework at California State University, East Bay is a two-year project funded by the Stupski Foundation to identify strategies that support underserved and under-resourced students to make academic progress and complete their degrees. A multidisciplinary team collected data via a longitudinal, mixed methods study of 53 students purposively recruited from campus programs that serve students facing different challenges.In this interactive presentation, we will: 1) Share findings about the complex, overlapping factors that affect student success; 2) Discuss strategies faculty can use to support students in the classroom and 3) Engage attendees using de-identified cases to brainstorm about potential biases and additional ways to reach and teach our students.

- **10:30-11:20am - "Fixing" Fixed Mindsets with Mindfulness**
  Jeremiah Henry

Students, particularly 1st gen, often come to college doubting their worthiness to be there. As educators, we need to find ways to ease anxiety because it inhibits learning (Hanson, 2009). There are a variety of key premises which this collaborative session builds upon—not least among them is that our minds are malleable; leveraging that malleability through contexts that foster mindfulness and a growth mindset is desirable because they positively affect meaning-making (Schroder, et al, 2017). These contexts can be created in classrooms across the disciplines. Pedagogical and curricular examples from my classes in composition and rhetoric will provide the groundwork for a collaborative discussion on how these growth mindset contexts might manifest in other classrooms across the disciplines.

- **10:30-11:20am - Training novice teachers using acting techniques**
  Cheryl Chan, Jaydene Elvin

Teaching is often compared to acting on a stage and yet very few teachers are taught essential performance skills. This interactive session will demonstrate how acting techniques can be used to help novice teachers develop voice control, gain movement awareness, learn to "think on their feet" and improve their classroom management skills. We will also highlight the importance of integrating reflection into this new method of training, so that participants can identify how the drama activities can help them develop and improve their teaching abilities. Audience participation is encouraged and participants will leave with a tool-kit of strategies that can be utilized by all teachers.

- **10:30-11:20am - If I Can See You, I Can Be You: Cross-Disciplinary Perspectives on Student Success from Black, First-Generation Faculty**
  Alicia Becton, Keith Story, McDowell Porter III, Monique Bell

The CSU proudly supports first-generation college students. A key component of first-generation and underrepresented students' success is a faculty body that aims to instruct as well as inspire. This panel will examine how the common experiences between first-generation and/or underrepresented students/faculty members can improve outcomes for both groups. Despite an increase in Black faculty, staff and students in the CSU, there are also 'growing pains' that Black professionals encounter. Specifically, Black faculty on the tenure-track face additional stressors of "each one, reach one," or cultural taxation. That is, the notion one must use their knowledge and (limited) influence to uplift underrepresented students and their interests. Implications for higher education will be discussed.

- **10:30-11:20am - Supporting Classroom Innovations by Faculty: Insights from the CSU Course Redesign with Technology (CRT) Program**
  Joseph Ross, Mary Paul

The CSU Course Redesign with Technology (CRT) program supported faculty professional development in pedagogy, with a focus on effective teaching practices. Faculty participants assembled into cohorts that met regularly to share their approaches and results. We will share data from a survey of faculty participants, which identified several best practices that other initiatives can follow to facilitate impactful change in faculty mindset. Our data also suggest steps individual faculty can take to improve student growth mindset and engagement, and course accessibility. Hundreds of CRT faculty redesigned their courses for our students, and we will announce the formation of a group that actively disseminates their expertise on a variety of course redesign topics to colleagues and institutions.

- **10:30-11:20am - It Depends on What You're Trying to Accomplish: Managing Technology to Promote Metacognition and Critical Thinking Online and On-ground**
  Ida Jones, Lynn Forsythe

Instructors can use a variety of technologies to promote meta-cognition and critical thinking. These skills are transferable to any learning situation and can help learners develop lifelong habits of the mind. In this session, the presenters will demonstrate how to use Nearpod for learner engagement and meta-cognition, Google docs for collaboration to promote critical thinking, Zoom for office hours and student conferences and Kahoot for gaming challenges to promote critical thinking. The presenters will use each of these technologies during the session and show attendees how each is easy for instructors and students to use. Each technology can be used in online and on ground classes. The presenters will also discuss how to connect learning outcomes to these technologies.

- **10:30-11:20am - Helping Students Experience More Confidence and Enjoyment of Learning**
  Mark Stevens

This interactive presentation will be an overview of specific interventions, resources and outcomes of providing Experiencing Confidence and Enjoyment of Learning (ExCEL) workshops to over 4,500 students on our campus over the past five years. The workshops are designed to help our first generation and underserved students a greater sense of belonging, courage to ask for help, improve their academic confidence and remember their proud learning moments. Also discussed will be the development, content and outcome of developing a one-unit class designed to provide academically struggling students social-emotional learning tools to raise their GPA. Training and providing professional development to faculty on how to facilitate ExCEL workshops and teach the class will be discussed.

- **10:30-11:20am - Active Learning: Technology to Build Engagement & Community In and Out of Your Classroom**
  Ellen Edeburn, Stefanie Drew

As with PK-12, if we in higher education acknowledge that all our students can learn, we must also recognize that student needs are varied and nuanced. In fact, one size does not fit all! Thus, we need to accept our responsibility to our under-resourced Latinx, African American and first-generation students who sit in our classes. If we truly want to increase engagement, student achievement, and pass rates of gen ed courses we can begin by acknowledging that as professors we may need to change our way of teaching. This presentation addresses all the above through interactive activities which can build student engagement, a sense of community and increase student voice and choice. Active Learning Ambassadors (a new CSUN university service) will also be presented.

- **10:30-11:20am - (Not) Knowing the Rules of the Game: Barriers to Academic Success among First-Generation and Low-Income College Students**
  Jennifer Randles, Sarah Macdonald

Research in the social sciences shows that first-generation and low-income university students in the U.S. are disadvantaged by unwritten cultural rules and expectations around academic success that, in turn, confer academic advantage upon their middle class peers. In this session, we will present empirical findings from the social sciences that demonstrate variations in the ways that low-income and middle class students navigate college. Next, we will identify barriers to academic success that low-income and first-generation students are likely to face in their day-today experiences of academic life. Finally, we will formulate relevant strategies that faculty can immediately employ to support educational equity for low-income and first-generation students in the CSU.

- **10:30-11:20am - Through First Generation Eyes: How Inclusive is Your Syllabus?**
  Debra Bukko

Through First Generation Eyes: How Inclusive is Your Syllabus? is an interactive session in which participants will learn from the voices and experiences of first generation students. Often shared before the first class session, the syllabus is the student's introduction to the professor as well as the course content. Importantly, the style and language within the syllabus can empower or marginalize students. Using recommendations based on first generation student experiences as well as models, checklists, and rubrics developed through faculty research, participants will reflect upon and revise their course syllabus to intentionally close opportunity gaps through inclusive content, format, and syllabus learning activities.

- **9:30-10:20am - Learn by Design: Using the Design Thinking Process to Improve Critical Thinking Skills**
  Kristen Schiele

As educators, we are given the difficult task to train our students for their future careers without really knowing exactly what those future careers will look like, what technology will be used, or what problems future customers and companies will have. In order to better prepare students for a future with so many unknowns, teaching critical thinking methods, empowers students for whatever the future brings. In this presentation we discuss an innovative teaching methodology where students learn how to utilize the design-thinking process in order to create a mobile application prototype. The objective of this presentation is to show educators how to implement a design thinking assignment in their curriculum to create an enriched, high-impact, engaged learning experience for students.

12:00-12:45pm Keynote: Motivational Integrity: The Soul of Post-secondary Equity
Margery Ginsberg, Author, Educator, Education Consultant

Session 3

- **1:40-2:10pm - Empathy, Ethics and User Experience: Teaching Foreign Languages through Transversal Content and Technology**
  Teresa Fernandez-Ulloa

I will show in this presentation how I teach my Spanish classes, especially those on Teaching Methodology (Spanish MA students). I follow the principles of design thinking, an approach that gives a lot of importance to technological knowledge, knowledge about user needs, and knowledge about product language (taking into account the user's cultural context). These two last forms of knowledge are rooted in an empathic understanding of other people. We also do projects that include values, what has to do with ethics; it helps dignity, moral construct, and critical thinking. I want my students to learn the language, and to be creative and design comics, websites, videos, digital stories with topics such as bullying, environment, gender equality, consumerism...

- **1:40-2:10pm - Dwelling in Discomfort: A Pedagogy for Social Transformation in Preservice Teacher and Counselor Education**
  Alicia Becton, David Low, Sara Juarez

Pedagogical discomfort is a necessary component of action-oriented preservice teacher and counselor education. Online teaching and large lectures may be ideal if content delivery is the objective of instruction, but when the larger goal is social transformation, we must anchor instruction in principles of dialogism, critical inquiry, and collective action. In order to fully address difficult topics such as racism, ableism, or transphobia, students must dwell in discomfort. In this presentation, the authors discuss (a) the ethical need to cultivate a pedagogy of discomfort in higher education, (b) steps and barriers to developing this pedagogical stance, and (c) implications of this work, such as the need to develop cultural competence and barriers to successful implementation.

- **1:40-2:10pm - Sustainable Food Sustainable Self**
  Libby Gustin

This presentation will share part of a curriculum used in a hospitality management course called Exploring a Sustainable Food System. The mindfulness and wellness aspects of the curriculum are used to increase student success by teaching them to live a balanced life through food choices and a calm presence of mind. There is a twofold focus in this course teaching students how to affordably choose and prepare more nutrient dense food and how to live in the present moment, so they can access their intuition to calmly guide them through life.

- **1:40-2:10pm - Campus Development of Curricular and Co-curricular Data Science Initiatives**
  Wayne Smith

Data Science/Big Data/Statistical Computing/Machine Learning/Artificial Intelligence, whatever term on uses, are increasingly important, both academically and professionals. From 2017 to 2018 our campus undertook an initiative to design and develop possible Data Science-related offerings for the future. These included both new curriculum programs and new co-curricular activities to assist students. After approximately one year's work, the campus has begun the development of about a half-dozen academic courses or programs (including a major and minor) and rolled out about a dozen co-curricular activities. Whiles courses and programs do indeed take time to develop, and should, the co-curricular activities to date have proved popular enough to continue on an annual basis.

- **1:40-2:10pm - Identifying Equitable Teaching Practices in Undergraduate Research Methods Courses**

  Kevin Ferreira van Leer, Patrick Pieng

Nearly all Psychology undergraduate programs require at least one research methods course and faculty who teach these courses find it challenging to engage students. This network circle will engage scholars and educators in discussions about equitable teaching techniques to promote learning and engagement in research methods courses. One way to promote learning and engagement is through cooperative learning. Cooperative learning involves having students work collaboratively to learn material or achieve a common outcome. Cooperative learning techniques (e.g., the jigsaw method and project-based learning) have been shown to promote intergroup understanding and social capital, which in turn was linked to academic outcomes and investment in course topics.

- **1:40-2:10pm - The Digital Short- Teaching Visual Rhetoric**

  Joseph Navarro

We begin with a discussion of the need for an understanding of Visual Rhetoric in a Visual World. This sets up our transition into a discussion on the three modes of Visual Literacy: Visual Thinking, Visual Learning, and Visual Communication. The practical component of the presentation will be a step-by-step breakdown of staging the Digital Short. First, we will briefly discuss the symmetry between the staging of the writing process (Topic Proposal, Outline, Annotated Bibliography, Rough Draft, Final Draft, Revising). Then, we will unpack the Digital Short in three parts: Process Letter, Photo Narrative, and Digital Short. Student samples will be provided for participants of the workshop. Below, is the staging of the application.

- **1:40-2:10pm - Redesigning A Program to Improve School Leadership and Create Equity-focused Administrators**

  Lori Rhodes, Sarah Graham, Toni Faddis

In step with local, national, and global trends, successful school leadership has become more challenging in recent years. In addition to administrative duties, principals must also be instructional leaders, culture builders, and data analyzers. With these changes in mind, the Educational Leadership Departments at CSU Sacramento and Sonoma State have partnered with San Diego State to evaluate, analyze, and redesign their Credential Programs such that future principals are equipped with the knowledge and skills needed to ensure California's school-age children are provided with a high-quality education. This panel discussion will highlight the collaboration, process, and initial findings, as well as provide strategies to conduct similar work at other universities.

- **1:40-2:10pm - High Impact Practices in an Academic Affairs/ Student Affairs Collaboration**

  Anysia Mayer, Jennifer Pace-Wittman, John Wittman

The goal of this session is to discuss issues facing faculty as they seek to implement a social justice oriented First Year Success Program. ELEVATE is designed to ensure underprepared first-time full-time housing students successfully complete foundational coursework in English and/or Math while developing the academic and social skills necessary to integrate into and persist in college. Faculty will briefly share how they have implemented ELEVATE in their local context as well as critical issues associated with its implementation. Session members will be encouraged to share their experiences and engage in a conversation with facilitators throughout the session. The goal of this session is to identify promising practices in the field and solve problems related to model implementation.

- **1:40-1:55pm - New Approaches to Early Modern Texts in the 21st Century: Teaching Don Juan from an Interdisciplinary Approach**

  María Dolores Morillo

In my experience teaching Early Modern texts, students' comprehension and class engagement increases when a diversity of media and approaches are used. I would like to share how I challenged my students to explore the trajectory of the Don Juan archetype from an interdisciplinary perspective by considering the literary, musical, sociological and psychological dimensions of such an iconic figure. I invited colleagues from different 4 programs to expose my students to other disciplines linked by a common denominator: the mask of don Juan. Students benefited from such a broad perspective, for they were able to see it from a multiplicity of levels, languages and theoretical approaches, which helped them understand the cultural relevance of such a complex, universal, and controversial figure.

- **1:40-1:55pm - Upgrade Your Course Assignments: Using Digital Posters to Demonstrate Learning**

  Nichole Walsh

It is easy to get stuck in a rut with the same ways to demonstrate learning - a test, slide presentation, and a paper. The problem is that our students will fall into a rut as well! If want engaged students, we need engaging assignments folded into our course content. One way to do that is with the use of digital posters. Digital posters can range from scholarly presentations to a mere synthesis of reading material in a simple, creative platform. What makes them unique beyond being more professional and visually appealing, is the dynamic format, where learner curiosity and exploration can flourish through the integration of hyperlinks to extend the content and connect ideas. Student examples using SMORE will be highlighted to help other faculty upgrade their assignments as well.

- **1:55-2:10pm - Development of a department-level online video tutorial library**

  Paul Nissenson

The presenter will discuss the creation and utilization of a video tutorial library, named ME Online, by the Mechanical Engineering Department at Cal Poly Pomona for relatively low cost. ME Online is a growing resource and currently contains over 500 original videos that are available to the public as an open educational resource. These videos, which are hosted on YouTube, have been viewed over 3.5 million times by people around the world. Results from a survey deployed to Cal Poly Pomona mechanical engineering students in March 2018 indicates the students are using the video library frequently and overwhelmingly feel the videos are having a positive impact on their education.

Session 4

- **2:20-2:50pm - Considering Academic Integrity in a Fully Online Course**
  Allison Evans

I will facilitate discussion about defining academic integrity in consideration of fully online courses, share experiences in online testing and pedagogy, and brainstorm solutions to testing in online courses. The network circle would embrace the symposium themes of strength-based pedagogies, assessment for improvement, technology and innovation, and online and blended learning.

- **2:20-2:50pm - You Belong Online: SI and Zoom as Tools for Student Engagement**
  Inderpreet Bal, Ko Yang, Tony Losongco

Supplemental Instruction (SI) relies on a decades-old model of student engagement in historically difficult courses through group work and activities. Fresno State's internationally certified SI program has expanded this student engagement, consistent with GI 2025, by offering online study sessions. As the result of four program improvements, our new Cohort-Based Online Academic Support Team (COAST) keeps students engaged online. COAST SI leaders facilitate weekly sessions with Zoom videoconferencing. Students have done activity-based group work from locations and settings far removed from a classroom. A COAST SI leader will share video evidence of students' increased engagement and sense of belonging. We will also discuss potential Zoom applications for participants' programs and courses.

- **2:20-2:50pm - Forget Emailing Drafts...Innovate to Collaborate!: Using Google Docs for Advising Student Masters Degree Projects**
  Nichole Walsh

Finding effective ways to provide meaningful and timely feedback for ongoing major writing assignments can be a struggle for faculty. Students need great support with writing, and in a program where many of our students also work full-time, faculty are challenged with finding realistic meeting times and spaces. Web conferencing is one avenue for connecting, but depending on the context may not be viable. As a new faculty advising several Master's projects, I became overwhelmed by these issues. I also found documents submitted through a grading system did not align with the purpose of an ongoing writing project. Through an exploration of Google Docs, I discovered I could bridge high-quality, timely feedback in a dynamic format that also enhanced my work-life balance.

- **2:20-2:50pm - Designing for success: Applying the S.C.A.L.E. concept in a higher-ed hybrid classroom**
  William Goeller

Traditional classroom design has focused on the "sage on the stage" setup, with the instructor front and center providing education to passive student learners. However, in recent years more focus has been placed on active learning classrooms (ALC) where instructors commit themselves to being a "guide on the side" and give students more space to take ownership for their learning. ALC environments are associated with higher student learning outcomes (Hung, 2015), and with higher student engagement (Park & Choi, 2014). This presentation will provide guidance for creating a student-centered, active learning classroom design, focusing on key considerations such as the class structure, the physical classroom space, student participation and evaluation, and assessing effectiveness.

- **2:20-2:50pm - Cultivating a Community of Disciplinary Researchers in Undergraduate Capstone Courses**
  Patrick Pieng

In one undergraduate capstone course, students attend lectures and read texts that present research on children's social and emotional development. The students also engage in several field activities that help them understand and apply research methodologies and skills (e.g., interviewing young children). Through these field experiences, each student collects and contributes data to develop class datasets. Together, the students and instructor analyze the data. The students then write research papers to report the findings of the group inquiry projects. In their papers, students critically consider their findings in relation to the texts they have read. These field experiences prepare students for graduate work, which then help cultivate the next generation of disciplinary researchers.

- **2:20-2:50pm - Flipgrid for Equity and Inclusion**
  Oraib Mango

In this presentation, I will go over how Flipgrid, an online video platform, can be used effectively in teaching and learning. Flipgrid is a free tech tool that allows students equal access and participation in the classroom. It centers and empowers student voice. In today's world, young learners are avid users of technology and social media. Using similar platforms in the classroom has the potential to increase student engagement, and enhance their learning. During this session, I will share how I used Flipgrid in college level language courses and how students interacted with this technology.

- **2:20-2:50pm - Innovations in World Language Teacher Preparation**
  Anne Jensen, Avizia Long, Vanessa Fernandez

Learn how San José State University professors are innovatively preparing future world language teachers. Vanessa Marie Fernández will describe how a task-based approach to a Teaching Associate Program can offer next generation California educators experience in cutting edge pedagogies while simultaneously improving language program learning outcomes. Anne Jensen will share how her methods and seminar courses support standards and performance based unit and lesson planning for success in the credential program. Finally, Avizia Long will share how prospective teacher candidates integrate theoretical knowledge of second language acquisition with engagement in the San José community.

- **2:20-2:50pm - Dream, Make and Innovate: A service-learning class**
  Edward Lyon, Lynn Cominsky

Dream, Make and Innovate is a sophomore-level class that satisfies GE Area E (Lifelong Learning and Self Development). The class teaches making skills within a service learning framework that focuses first on self, then on service and finally on experience. As the semester progresses, the students learn how to use various software packages to create two and three dimensional designs that are printed using equipment in SSU's NSF-funded MakerSpace. They create original "discovery projects" while learning how to use a rapid prototyping process. For the final project, student teams work with community non-profit organizations to make prototypes that meet partners' needs, while engaging in a series of reflection activities. A brief summary of our evaluation efforts will also be presented.

- **2:20-2:35pm - Inclusion, Diversity, and Creative Collaboration**
  Charmaine Martinez

This presentation will showcase the outcomes of an introductory graphic design project designed to incorporate diversity, inclusion, and ethics into the design process. In this team-based project, students were challenged to create a hypothetical creative campaign for a given client that raises awareness of a cultural, environmental or humanitarian issue. This brief talk will address ways to foster creative exploration, create inclusive student teams, provide students with encouraging but critical feedback on their work, and facilitate difficult conversations about controversial topics.

- **2:20-2:35pm - Identifying and Correcting Grade Inflation in an Academic Program**
  Kathleen Dyer

Grade inflation exploded in higher education in the late 1960s, and early 2000s. I discovered this in my academic department in 2010 using assessment data. I compared courses with more than 45% As to courses with fewer As on several outcomes: 1) student evaluations, 2) anonymous student survey, and c) an objective comprehensive exam required of graduating seniors. Content deflation (and grade inflation), were clearly operating. We made a departmental practice of explicitly reporting grade distributions for raising awareness of grade inflating practices. In 2017 I replicated the methods of the 2010 analysis, and found that, while failing grades remained constant, the percent As were dramatically reduced, with no negative effect on student evaluations or student perceptions of the program.

- **2:35-2:50pm - Teaching Organizational Sociology in a TEAL Classroom**
  Zachary Davidson

The purpose of this presentation is to share my experience thus far teaching in a Technology Enhanced Active Learning (TEAL) classroom. In the fall 2018 semester I began teaching Sociology 4800: Formal Organizations in Modern Society in a TEAL classroom at California State University, Stanislaus. Following Wright (2011), and Walvoord and Anderson (1998), a student-centered, or flipped classroom pedagogy was used in the instruction of this course. Under this standard the instructor is, in the words of Maryellen Weimer (2002), "a guide to the side" rather than a "sage on a stage." The semester culminated in the students displaying website projects at a technology fair and presenting to a faculty panel.

- **2:35-2:50pm - GI 2025: Affecting Graduation Rates through Faculty Learning Communities**
  Steffen Peuker

Evidence-based research on student success intervention is broadly available and highly effective pedagogies are well documented- yet the implementation of these interventions and pedagogies is still lacking. Broadening the implementation of these highly effective pedagogies and interventions is the low-hanging fruit to move from the current 25% freshmen 4-year graduation rate to a 40% graduation rate in 2025. An effective way of empowering faculty to develop and implement highly effective strategies is through faculty learning communities. Cal Poly's CTLT facilitates a learning community designed to provide instructors with guidance, support and collaborative insights. A key element is the collaborative nature of this learning community to help overcome the effects of academic isolation.

Session 5

- **3:00-3:30pm - Creating an Equitable Classroom Structure Using Activity Based Learning**
  Amber Gonzalez, Gabriella Santiago, Tong Lor

This session is aimed at presenting and discussing findings from a quasi-experimental research study that used various teaching strategies including short concept videos, in class group quizzes, guided readings, and reading assessments to teach quantitative research methods to developmental psychology undergraduate students. Utilizing these approaches helped to create an equitable classroom structure that motivated students to better understand and apply research methodology to understanding child and adolescent development. Preliminary findings indicate that utilizing these various teaching strategies engaged students in more critical thinking including application and evaluation of course concepts, and provided more opportunities for active learning and student-to-faculty interaction.

- **3:00-3:30pm - Faculty Learning Communities: Why, Where and How? An Opportunity to Share Campus Experiences**
  John Tarjan

A key component of the new GE program at CSU, Bakersfield is the creation of faculty learning communities to oversee the foundational skills (4), themes (3), and courses linked by student reflection (3). In addition, sporadic learning communities oversee the GE Areas B-E (4). While learning communities can be an invaluable tool in developing and delivering an effective curriculum, their applicability may not be universal. The open discussion will begin with a definition of learning communities, which implies why they should be formed, transition to a discussion of the circumstances and conditions under which they may be most appropriate, and finish with a discussion of best practices.

- **3:00-3:30pm - Development and inclusion of videos in the classroom to enhance student learning: lessons from an agricultural project**
  Anil Shrestha, Dave Goorahoo, Jeff Mitchell, Lee Altier, Wyatt Brown

California has been witnessing an aging-group in its agricultural work force. A well-trained workforce is urgently needed to replace them. California's universities with agricultural science programs thus have a critical role in preparing the future workforce to sustain our state's economy. Many students in agricultural sciences are not from farming backgrounds and strengthening agricultural curricula is critical to train them. Furthermore, the new generation seem to learn better through integration of audio-visuals with theory. A project was undertaken to develop and include videos in the curriculum to train and prepare the next generation of the agricultural workforce with the required technical skills required to keep the state's vegetable production sector innovative and competitive.

- **3:00-3:30pm - Canning the canned classroom presentation**
  Joseph Ross

When I began teaching, I lectured. Covering content drove the length and pace of lectures. As an enlightened educator, I knew about the importance of formative assessment and active learning, so I polled students, asked students questions during class, and employed think-pair-share. Student attendance still waned over the term, and they still refrained from asking questions in class. Then I discovered at least one reason why my attempts were falling flat: I provided students my lecture notes (slides) before class. I'm excited to share the reasons this practice can be problematic and how to remedy this with the scary proposition of teaching without pre-made slides!

Speaker's Schedule

- **3:00-3:30pm - Co-requisite Math Courses - Lessons from the First Year**
  Alison Lynch, Jeffrey Wand

With implementation of EO 1110 well underway, campuses across the CSU are now developing and teaching corequisite courses to support student success in GE mathematics courses. In this Network Circle, we invite faculty who are teaching or designing co-requisite math courses (or may do so in the future) to share details of their campuses' implementation of these courses.

- **3:00-3:30pm - Exploring the Past with Technology: Digital Humanities Applied to the Material World**
  Anne Wohlcke, Eileen Wallis, Robert Lewis

This session explores the use of geospatial technologies and digital media in undergraduate history courses. Presenters will discuss student-created projects in a World History survey, upper division European and American history courses and in service-learning courses. Mapping tools such as GIS and Google Earth provide students a foundation to understand the historical context of places. Asking students to make historical sense of specific locations utilizes critical thinking, research and historical analysis skills. Further, online tools demand that students consider a public audience in presenting historical information. Presenters will explore a variety of student projects, discussing assignment objectives, logistics and planning, student challenges and feedback and assessment.

- **3:00-3:30pm - Program-Level Assessment Pilot Using Outcomes in Canvas**
  Jackie Brooks, Milica Markovic

The Office of Program Assessment (OAPA) at Sacramento State has started a pilot to evaluate the use of automatic data collection and analysis in Canvas based on Canvas Program Outcomes. Three courses were established under the virtual program OAPA: one from engineering, sociology and teacher education. Thirty virtual student identities have been uploaded to the courses. Program-level outcomes have been uploaded at the OAPA level: WASC Competencies, ABET and CCTC outcomes, and rubrics based on Bloom's taxonomy. In each course, several typical assignments have been developed and data has been collected at program and class levels. Example data from each of the three courses as well as data from the OAPA program will be shown.

- **3:00-3:30pm - Creating opportunities for equity and inclusion with immersive technologies**
  Arianna Huhn, Ginger Hartman, James Trotter, Mihaela Popescu

Immersive technologies such as 360-degree video, augmented reality and virtual reality, are said to increase empathy for issues by helping viewers experience the world from someone else's point of view. As the United Nations demonstrated with the documentary Clouds over Sidra, immersive technologies are an effective medium to empower the vulnerable and disenfranchised. This workshop will help audiences brainstorm ways to implement campus projects with social justice components using immersive technologies, from classroom projects to large regional events.

- **3:00-3:30pm - Tracing Public Assumptions: Critical Response and Civil Discourse**
  Sandra Cruz, Trevor Jackson

This panel explores the execution of a collaborative assignment in three separate First Year Composition courses with the aim of a) developing better instructional practices in the writing classroom and b) empowering first-year (largely first-generation) students to think critically by engaging in research and writing to combat misinformation in the public sphere. The panel will provide an overview of the assignment parameters—intentions, outcomes, structure—and each instructor will detail their experience in executing them. Reflecting the outcomes interpreted through three philosophies of teaching, this panel hopes to share and learn in a conversation about instructional innovation, blended learning, and assessment.

- **3:15-3:30pm - For the rest of my life? Mindset exploration for first-year college students**
  Rachael Marshall

What are you going to do for the REST OF YOUR LIFE? First-year college students begin to look for careers through major exploration to lay a foundation for their future career decision making. Presenters will explore a qualitative content analysis of first-year college students' choosing a major and how the integration of mindset work into the classroom can help promote growth and facilitation discussion for career development.

4:00-4:45pm Keynote:
Luke Wood, Associate Vice President for Academic Affairs – Faculty Diversity and Inclusion
San Diego State University

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