

Faculty Success is Student Success Conference Session Descriptions

Each of our workshops is aligned with the [CSU Teaching Effectiveness Framework \(TEF\)](#) and can be applied towards professional development in the [Teaching Effectiveness Initiative \(TEI\)](#). The TEI is a voluntary professional development program that provides recognition to instructors invested in growing their teaching practice. **Participants in the TEF will receive a Domain Certificate of Achievement after receiving 10 development experience units (DEU) in one domain. Each of the Faculty Success is Student Success Conference sessions is 1 DEU.**



| Title | Description | TILT TEF Alignment |
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| <p><i>Session 1: Aligning Goals to The Teaching Effectiveness Framework</i></p> <p>Led by: Jennifer Todd, Tonya Buchan Karen, Falkenberg</p> | <p>This workshop will guide you through a process to determine exactly what you value as an educator, what you most want for your students (and for yourself) and connect this vision to evidence based practices in the Teaching Effectiveness Framework. You will leave the workshop with a focused teaching goal and evidence-based teaching practices that align with your vision for student (and instructor) success.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> Recognize the benefits of the seven Teaching Effectiveness Framework domains, their independence, interdependence, and how inclusive pedagogy is foundational to being an effective teacher Identify your teaching strength related to a Teaching Effectiveness Framework domain Determine a teaching goal that aligns with your vision for student (and instructor) success <p>To access session resources, visit the Conference Resources Folder *</p> | <p>N/A</p> |

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| <p><i>Session 2: 8 Big Ideas for Student Success</i></p> <p>Led by: Ryan Claycomb and Elinor Light</p> | <p>This session explores a variety of current theories and strategies for student success in higher education. These theories include inclusive teaching, inclusivity and identity in the major, metacognition, academic freedom, learning science, practical and liberal education, growth mindset, and rooting out deficit thinking.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Recognize the newest areas of research and terminology around student success • Identify areas on Campus that are working within these frameworks • Identify areas of this conference that engage these concepts so that participants can explore more fully <p>To access session resources, visit the Conference Resources Folder</p> | <p>INSTRUCTIONAL STRATEGIES</p> |
| <p><i>Session 3: AUCC Discussion with Breakout Sessions</i></p> <p>Led by Roze Hentschel</p> | <p>We will learn about the AUCC and then break out into discussion groups to further explore the possibilities for connection, engagement, and course alignment with the larger AUCC categories that we teach within.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Identify how our own classes exist within a larger framework and curriculum • Make connections across disciplines • Identify strategies and techniques from other instructors that may help in our own approach to teaching within the AUCC <p>To access session resources, visit the Conference Resources Folder</p> | <p>CURRICULUM/ CURRICULAR ALIGNMENT</p> |
| <p><i>Session 4: Student Success in the First Four Weeks</i></p> <p>Led by: Coronda Ziegler</p> | <p>Research shows that student success in the first four weeks (FFW) of a course is predictive of their overall success in that course. We also know that for first-time, first-year students, their success in the first four weeks of the semester correlates with their timely graduation and their long-term success. FFW addresses student success through the development of a curriculum that fosters an inclusive and growth-centered learning environment. This workshop will provide resources for you to use in your classes this Fall.</p> <p>To access session resources, visit the Conference Resources Folder</p> | <p>FEEDBACK & ASSESSMENT</p> |

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| <p>Workshop A1: <i>Increasing Motivation in AUCC Classes</i></p> <p>Led by: Jenny Levin</p> | <p>As AUCC instructors, we have traditionally faced the challenge of teaching students who “have to” take our classes to fulfill a particular requirement. However, our work has recently become more difficult as students feel increasingly pressured and disconnected. While we must acknowledge that several issues are beyond our control, we can promote student motivation and success by creating supportive, inclusive learning environments and developing meaningful course content. In this interactive and encouraging workshop, we will use Jones’ (2009, 2018) MUSIC® Model of Motivation to identify strategies we can apply at different stages of course development, even if we have limited control over our curriculum. Please note: If possible, bring a copy of an upcoming course syllabus to this workshop.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • An understanding of the six components of the MUSIC® Model of Motivation -- a research-based framework developed for higher education classrooms. • An inventory of instructional strategies that can increase student motivation at all stages of the course. <p>To access session resources, visit the Conference Resources Folder</p> | <p>STUDENT MOTIVATION</p> |
| <p>Workshop A2: <i>Inclusive Teaching Strategies that Don’t Require Dramatic Changes to your Lesson Plan</i></p> <p>Led by: Alyson Huff in Partnership with the Office of Inclusive Excellence</p> | <p>Does creating an equitable and inclusive classroom require a vast overhaul of pedagogical practices and curriculum choices? Maybe! But we can all start somewhere. Join Alyson (Faculty Institute for Inclusive Excellence Fellow) to explore a few easy ways to support our students using Inclusive Teaching Strategies that don’t require dramatic changes to your lesson plans. **includes take-home templates**</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Create or revise a technique or activity to incorporate CSU’s Principles of Community in the first week • Consider what shape an Inclusive Teaching Strategy might take in your class <p>To access session resources, visit the Conference Resources Folder</p> | <p>INCLUSIVE PEDAGOGY</p> |

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| <p>Workshop A3: The No Test Revolution: Student Choice Assignments and Student-Authored Rubrics</p> <p>Led by: Annie Kreig</p> | <p>In Spring 2021 I reached my peak frustration with giving quizzes and exams. I knew they caused students a huge amount of stress and anxiety. I also knew the effort on one particular exam on one particular day did not accurately reflect all of their growth and learning. I wanted a new approach, but I also wanted assessments that would be manageable for me to grade. I wanted students to take a more active role in these assessments and retain more of the class content. Thus, the No Test Revolution was born. In this workshop I will describe my transition away from exams and quizzes to student choice module assignments and student-authored rubrics. In this workshop I will share the theory behind this change, lessons learned over the past year, and the impact it has had on student motivation and success.</p> <p>Outcomes: Describe the benefits of student choice assignments over exams and quizzes and how this approach increases critical thinking, student motivation, and inclusivity Describe the benefits of rubrics and how their use connects to student motivation, class climate, and inclusivity Apply elements of student choice assignments and student-authored rubrics to any course</p> <p>To access session resources, visit the Conference Resources Folder</p> | <p>FEEDBACK & ASSESSMENT</p> |
| <p>Workshop B1: Accessible, Practical Tools for Early Career Education</p> <p>Led by: Kelsey Shultz</p> | <p>Maybe you've heard about career education, but can't articulate specifically why it's important, what role you can play, or how to incorporate yet ANOTHER thing into your class in a way that's relevant and engaging. In this session, we'll briefly talk about why career education is a social justice issue with stories and statistics, student development theory with practical applications, and review faculty resources at your disposal (with a sneak preview of easy, practical ways to foster a culture of career preparation in and out of the classroom!).</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Identify at least one connection between career education and social justice • Build awareness of practical application of Learning Partnerships Model (self-authorship student development theory) in career education • Identify faculty resources and one action step to incorporate career education into curriculum <p>To access session resources, visit the Conference Resources Folder</p> | <p>STUDENT MOTIVATION</p> |

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| <p>Workshop B2: Faith and Belief Identity Inclusivity Practices for CLA Faculty</p> <p>Led by: Elizabeth Sink</p> | <p>This workshop will inform participants how to develop inclusive learner-centered academic environments focused on equitable student success outcomes, focused on faith and belief identity inclusivity. Regardless of discipline or career path, governments, employers and communities need citizens who can initiate, facilitate, and skillfully guide difficult yet transformative conversations across contentious social issues, including political and religious stances. And yet, as public university instructors, even broaching faith and belief as intersections of diverse identities is fraught with the common dialogue shutdown of “church vs state,” landmines of increased polarization, and fear of losing precious and hard-fought trust in the classroom. Equipped with US-American and CSU belief-based demographic data points, inspired as to why we should welcome a diversity belief-identities into the classroom because we are a public institution, and tooled-up with resources and strategies around the topic of inclusiveness of diverse faith and belief identities within the liberal arts classroom, we instructors can better hold respectful space for students who orient around religion differently.</p> <p>Outcome: Participants will have the tools to develop inclusive learner-centered academic environments focused on equitable student success outcomes, focused on faith and belief identity inclusivity.</p> <p>To access session resources, visit the Conference Resources Folder</p> | <p style="text-align: center;">INCLUSIVE PEDAGOGY</p> |
| <p>Workshop B3: Avoiding Burnout</p> <p>Led by: Frankie Wilcox and Ryan Claycomb</p> | <p>While teaching is a rewarding career, stress can arise as a result of various factors, and it can sometimes feel too much. Participants will receive information on what burnout looks like and strategies to avoid it and how to address it. You will have the opportunity to engage with your fellow colleagues to discuss your own experiences and obstacles. The facilitators will offer you additional support. Let's come together as a community to avert burnout!</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Become familiarized with the warning signs of faculty burnout • learn strategies for how to avoid burnout • Receive campus resources that can help you <p>To access session resources, visit the Conference Resources Folder</p> | <p>N/A</p> |

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| <p>Workshop C1: <i>Mentorship for Faculty Success</i></p> <p>Led by: Jeremy Proctor and Tom Conway</p> | <p>As a way to pass on institutional knowledge and create reciprocating relationships between experienced and newer instructors, Mentoring Pods can benefit instructors from all ranks. As a member of a mentoring pod, I would like to share the experience of the pod from the perspective of a mentor and a mentee. Mentoring pods inherently limit rank hierarchies, and these relationships become learning experiences for all involved. One particular benefit of Mentoring Pods is to use TILT’s Teaching Effectiveness Framework’s categories as the individual focus of meetings. This strategy allows direct carry-overs to annual evaluations and later to promotion dossiers.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Explain the concept of mentoring and Mentoring Pods • Articulate the purposes of Mentoring Pods • Illustrate how Mentoring Pods can be used to promote TILTs Teaching Effectiveness Framework • Demonstrate how Mentoring Pods can be used to improve annual evaluations and promotion dossiers • Assess and modify how Mentoring Pods can be utilized in various departments and disciplines <p>To access session resources, visit the Conference Resources Folder</p> | <p>N/A</p> |
| <p>Workshop C2: <i>Bad Grades: Questioning Traditional Grading Practices</i></p> <p>Led by: Joe Schicke in partnership with the Office of Inclusive Excellence</p> | <p>Traditional grading can be fraught with frustration for college students and instructors alike. Nontraditional grading frameworks have the potential to alleviate such frustration while simultaneously promoting CSU’s Principles of Community. In this session, participants will be introduced to nontraditional frameworks as well as some easy-to-implement, small-scale strategies for testing the waters of this grading/assessment philosophy in their own classrooms. Intended audience for this session includes instructors of all disciplines.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Discuss benefits and constraints of traditional grading • Discuss benefits and constraints of non-traditional grading • Consider a small activity/assignment/strategy that will allow you to dip your toe in the nontraditional grading waters this semester <p>To access session resources, visit the Conference Resources Folder</p> | <p>FEEDBACK & ASSESSMENT</p> |

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| <p>Workshop C3: Classroom Persona and Organization of Classroom Routines and Activities</p> <p>Led by: Nancy Wright</p> | <p>Would you like to increase student motivation in your classes? Have you run out of ideas for improving classroom climate? Come learn how non-verbal communication can enhance student belonging and engagement, critical keys to student success. We will brainstorm issues we've had in our classrooms, and then we will identify a variety of strategies for addressing them, focusing in particular on what we communicate to students through body language and the organization of classroom activities.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Participants will have an improved understanding of the varied ways students display a lack of motivation or belonging. • Participants will have an improved understanding of how non-verbal communication impacts student motivation and belonging. • Participants will leave with a variety of strategies they can try in their own classrooms and will be inspired to continue learning more <p>To access session resources, visit the Conference Resources Folder</p> | <p>CLASSROOM CLIMATE</p> |
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Presenter Biographies

Ryan Barone (he/him/his) serves as the Assistant Vice President for Student Success. In this role, he works between both academic affairs and student affairs and collaborates with units across campus to foster student success. He is also an Assistant Professor in the School of Education teaching in the Student Affairs in Higher Education MS program and advising doctoral students in the Higher Education Leadership program. Dr. Barone earned his bachelor's degree from State University of New York College at Fredonia, his master's degree from Colorado State University, and his doctorate from the University of Denver. His research interests include social justice leadership, equity with an emphasis on two-year colleges, violence prevention, and critical qualitative research methods

Tonya Buchan is an Instructional Designer with the Institute for Learning and Teaching at Colorado State University (CSU) where she partners with faculty to integrate research-based educational practices and technology into their teaching and course design. Tonya assisted in the creation of the CSU Teaching Effectiveness Framework and recently rolled out the Teaching Effectiveness Initiative. Her interests include faculty development, blended course design, interactive lecturing, and learning analytics. In her free time, Tonya enjoys yoga, paddle boarding, hiking and mountain biking.

Ryan Claycomb (he/his/him) teaches courses in modern drama, critical theory, theatre history, dramaturgy and contemporary literature for both English and Theatre. His research responds to questions surrounding performances of the real--real people, real places, and real events--and the political, ethical, and formal issues that arise. His book *In the Lurch: Verbatim Theater and the Crisis of Democratic Deliberation* is forthcoming from University of Michigan Press in late 2022.

Roze Hentschell (she/her/hers): Dr. Hentschell has been at CSU since August 2002. Currently, she serves as the Associate Dean for Academic Programs in the College of Liberal Arts. In that role, she oversees all undergraduate and graduate programs, curriculum, and student success initiatives, including education abroad. She works with faculty and staff to promote and foster undergraduate student success and has been committed to enhancing access and success for underrepresented students. She represents CLA on several university-level committees, including the Advisory Committee for Undergraduate Affairs, Graduate Education Council, Admissions Advisory Council, University Committee for Academic Advising, International Affairs Committee, and the President's Commission for Diversity and Inclusion. She is Professor of English with a specialization in early modern studies. Her first book, The Culture of Cloth in Early Modern England: Textual Constructions of a National Identity, a study of the English wool industry and trade from 1580-1615, was published by Ashgate Press. She is also the co-editor of *Masculinity and the Metropolis of Vice, 1550-1650*, with Amanda Bailey (Palgrave) and *Essays in Memory of Richard Helgerson: Laureations*, with Kathy Lavezzo (U of Delaware Press). Her second book, St Paul's Cathedral Precinct in Early Modern Literature and Culture: Spatial Practices, was published in 2020 from Oxford University Press.

Tom Conway holds a B.S., in Natural Resources, Recreation & Tourism, with a minor in English, Colorado State University; M.F.A., Creative Writing, Fiction, Colorado State University. Tom has been on the English Department Faculty since 2007. He teaches classes in Composition, Literature and Creative Writing. In his role as Assistant Chair, he oversees the department's faculty mentoring program and faculty service. Tom is also the CoNTTF representative and serves on the NTFF Advisory Committee to the Dean in the College of Liberal Arts.

Karen Falkenberg is the Director of Teaching Excellence with the Institute for Learning and Teaching at Colorado State University. She co-directs the Instructional Innovation & Excellence team which is responsible for faculty and instructor support through a wide variety of programs, services, partnerships, and initiatives. She has over 40 years of experience in STEM, education, and leadership. Her education research has focused on educators' creativity and innovation, learners' self-efficacy and cultural competencies, and facilitating change in higher education. In her spare time, she loves to lift weights, take spin classes, be outdoors, garden, learn about anything, and coach others on nutrition, mindset, lifestyle and wellness. Gratitude and joy fills her life.

Alyson Huff teaches Philosophy and Honors seminars, and she is a Faculty Institute for Inclusive Excellence Fellow. Alyson brings 18 years of experience teaching, assessing, and revising courses in multiple modalities. As the Director of a professional development program, Writing Across the Curriculum, for over a decade, she designed and facilitated workshops founded in pedagogical research and promising practices to engage learners and increase student success. Her research involves responding to students through outcomes-based assessment using narrative feedback instead of points to increase learning and equitable opportunities, presenting at the International Writing Across the Curriculum Conference and the Teaching Professor's Conference.

Annie Kreig (she/her) is an instructor of art history in the Department of Art and Art History. She has completed two of the seven domains of TILT's Teaching Effectiveness Initiative (Feedback/Assessment and Curriculum/Curricular Alignment) and is part of the 2022 Faculty Institute for Inclusive Excellence. She teaches courses ranging from an AUCC introduction to art history to upper division courses on feminisms and art. She earned her PhD in art history from the University of Pittsburgh.

Jenny Levin is a Master Instructor in the English department. She has taught composition classes at CSU for 15 years and honestly believes that they are pretty useful. With a background in ESL teaching and Writing Center work, Jenny is particularly interested in helping students find confidence and fully communicate their ideas. Her favorite learning moments are those magical times when students apply content in wildly interesting ways and are brave enough to share and recognize diverse perspectives.

Elinor Light is a Senior Instructor and holds a Ph.D. in Communication from the University of Utah. Her research focuses on visual rhetoric, aesthetics, and space, particularly within the context of issues of social justice. She teaches courses in rhetoric and visual communication and has been teaching online courses in Communication since 2013. She is the recipient of the Visual Communication Division of the National Communication Association's Most Outstanding Article of the Year award in 2018. Elinor serves as the Assistant Dean for Student Success for the College of Liberal Arts, where she works on student success initiatives and represents Continuing, Contract, and Adjunct faculty (CCAF) in the Dean's Office. She also currently serves as the Director of the Online Degree Program for the Communication Department.

Jeremy Proctor is a Master Instructor in the English Department and has taught at CSU since 2004. He attended Western State College of Colorado and CSU for his BA, and CSU for his MA in literature. His thesis was on a Deleuzian approach to German Modernism. He regularly teaches College Composition, Writing Arguments, Writing in the Disciplines, Writing in Digital Environments, and Contemporary Global Literature. His academic interests include modernist novels, literary theory (especially the poststructuralists), reality television, graphic design, and online learning environments.

Elizabeth Sink is a Master Teaching Instructor in Communication Studies with a passion for facilitating healthy engagement across diverse identities. She has taught at Colorado State University since 2004, having taught nearly 5,000 undergraduates. She has shared teaching experience through workshops, such as Professional Development Institute (PDI) courses on service-learning and interfaith dialogue, invited talks such as the INSPIRE series at the Diversity symposium, as well as a 2016 TEDxCSU to motivate and support other instructors attempting to bridge across lines of difference within their classrooms. She serves the university on a number of committees, such as the Faith, Belief and Religious Inclusion Committee and CSU Interfaith & Belief Center Taskforce, dealing specifically with issues of diversity and inclusion university wide. She

also as well as the current Vice President of the Fort Collins Interfaith Council, bridging religious, secular, non-profit and governmental engagement throughout the community.

Joe Schicke is an instructor in English Composition at CSU. He earned his MA in Rhetoric and Composition from CSU, and has taught Composition here, and at community colleges, for 11 years. He is currently working on a PhD in Technical Communication and Rhetoric at Texas Tech. He has held leadership roles in faculty development and assessment, and recently completed the Faculty Institute for Inclusive Excellence here at CSU. His current research interests are sensory rhetoric, rhetorical identification, multimodality, and assessment.

Kelsey Shultz (she/they) has 10+ years' experience in higher education and student affairs work. Working with the CSU Career Center and the College of Liberal Arts since December 2019, they strive to foster an equitable career ecosystem that empowers liberal arts faculty, staff, and students. With a flair for fun, Kelsey uses applied theories in student appointments, workshops, and resources, striving toward a collective goal to boost confidence, storytelling skills, and preparation for the future as we navigate rigged systems.

Jennifer Todd is an Instructional Designer with The Institute for Learning and Teaching at Colorado State University where she led a team in the creation of Teaching Effectiveness Framework. She collaborates with faculty to help them integrate students into every aspect of the learning process – from curricular alignment to assessment – with a focus on inclusion, engagement, and critical thinking. She has 25 years teaching and curriculum design experience from kindergarten to adult learners. In her free time, Jen enjoys her family, gardening, mountain biking, hiking, and paddle boarding.

Franziska (Frankie) Wilcox is a Master Instructor in Languages, Literatures and Cultures and has taught German courses ranging from the 100 to the 300-level at CSU since 2002. She has also served as the Graduate Teaching Coordinator for her language section, is currently serving as the Internship Coordinator, and is very active in student engagement and community outreach. Frankie is the faculty advisor to the CSU German Club, the organizer and active participant of the German conversational group as well as the coordinator of the International Film Series. In her role as the Master Teacher Initiative (MTI) Coordinator for CLA, she finds it rewarding offering support to colleagues within the college. Frankie also strives to continue to grow the Open Door Pedagogy Network (ODPN) within CLA to increase communication and share pedagogical expertise within departments throughout the college.

Benjamin C. Withers has been dean of the College of Liberal Arts at Colorado State University since 2016. In this role, Withers is responsible for \$43M in annual expenditures, 13 academic departments/schools and six interdisciplinary programs, 539 faculty, 107 staff, and 6780 undergraduate and graduate students. With his leadership, the College of Liberal Arts has increased the size of incoming first year and transfer undergraduate majors by 30%, added nearly 100 new tenure-track faculty, and doubled sponsored research awards (to \$2.2 million), and, in conjunction with the Office of the Provost, significantly increased faculty and staff salaries. The College's visibility across campus has grown with the implementation of three new Ph.D. programs and two new professional master's programs along increased support for faculty-led research

centers. In conjunction with his development staff, he has been a part of external fundraising that has totaled more than \$40M in six years, which includes two of the largest individual gifts in college history: \$5M in 2019 and \$15M in 2020.

Nancy Wright is a Master Instructor in the English department, where she teaches composition. She has been teaching for over 3 decades and has been at CSU since 2011. She holds two master's degrees, one of which is a Master of Arts in Teaching, as well as a teaching certification in English. She enjoys using her teaching experience to support her colleagues at CSU, including as a mentor to new faculty, as a peer observer, and as a presenter at course training workshops.

Coronda Ziegler (she/her/hers) serves as a Student Success Manager for University-wide projects that enable student success. Coronda is passionate about helping students succeed in higher education and working toward equitable outcomes for all students. Her broad professional experience informs her work. She has contributed to higher education Admissions, Orientation, Student Conduct, Student Leadership, and Advising. Additionally, Coronda has taught undergraduate and graduate (i.e., Master's and PhD) level courses, including First-Year Seminars. She earned a bachelor's degree in Biology and master's degree in Higher Education Administration from Fort Hays State University. She anticipates securing her Ph.D. in Education and Human Resource Studies from Colorado State University, her dissertation is titled *The Concept of Organizational Knowledge and Its Associated Component Parts from the Perspective of Undergraduate Academic Advisors*.

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