

APRIL 2022

Learning & Innovative Teaching

Center for Teaching & Learning Newsletter



CALL FOR APPLICANTS

FACULTY FELLOWS & FELLOWS DIRECTOR

The Center for Teaching and Learning invites you **to join us** in our mission to provide inclusive and transformative learning experiences to all CSU Pueblo students.

We encourage faculty of any rank to apply before April 22, 2022 and will send position announcements out on May 2, 2022.

Position Descriptions & Application Process

[CTL Fellows Director](#)

[CTL Faculty Fellows](#)

Please feel free to contact us with questions about the positions at CTL@csupueblo.edu.

Newsletter Highlights

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Funding Request Form

CSU PUEBLO CTL
[BIT.LY/CSUP-CTL](https://bit.ly/csup-ctl)

LIFE SCIENCES, 112
CALL OR TEXT: 719.428.1399
EMAIL: CTL@CSUPUEBLO.EDU

CTL OFFICE HOURS

DENISE HENRY
MON. - FRI. 8:00AM - 5:00PM

CHRIS PICICCI
TUES. 9:00AM - 11:00AM
TH. & FRI. 9:00AM - 12:00PM

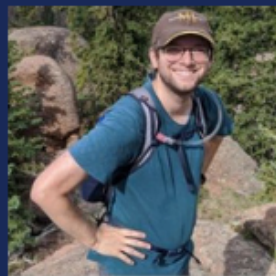


Faculty & Staff Spotlight

CTL Faculty Fellows

Faculty Fellows are a resource for **their colleagues** at Colorado State University, Pueblo. They provide professional learning sessions to share equitable teaching and assessment strategies to enable success for all students. [Fellows](#) create and facilitate monthly Faculty Academy collaborative [workshops](#) and Convocation sessions.

Please join us in expressing gratitude for the time and energy they devoted to supporting CSU Pueblo's culture of high-quality, equitable teaching practices.



Chris Creighton, Ph.D.
Lecturer of Mathematics



Rick Farrer, Ph.D.
Associate Professor of Chem



Amaya Garcia Costas, Ph.D.
Assistant Professor of Bio



Karen Krepps, Ph.D.
Assistant Professor, Tchr Ed



Jonathan Velasco, Ph.D.
Assistant Professor of Chem



Karen Yescavage, Ph.D.
Professor of Psychology

2021-2022 CTL Faculty Fellows



The Intersection of Equity & Evidence

In January 2022, **faculty and staff** embarked on a journey to learn how higher education faculty, staff, and administrators use institutional data to improve student success. [They attended several webinars and participated in national collaborations](#) to broaden their understanding of data-inspired work being done at the national level.

The cohort's work culminated in the development of data action projects that encompass a wide range of student experiences at CSU Pueblo. Each project supports CSU Pueblo's overarching goal to close the opportunity gap in 6 year graduation rates between our Under-represented minority and majority students.

[Data Action Project Overviews](#)

[Accessible Project Overview](#)

Dr. Priscilla Brenes, Assistant Professor, HSHM
Dr. Helen Caprioglio, Executive Director for Assmt. & Inst. Effectiveness
Dr. Paul Chacon, Professor of Mathematics & Physics
Denise Henry, Co-Director, CTL
Dr. Karen Krepps, Assistant Professor of Education
Dr. Margie Massey, Professor of Education
Professor Juan Morales, Associate Dean, CHASS

Dr. Chris Picicci, Professor of Italian and Interim Co-Director CTL
Professor Leticia Steffen, Dean, CHASS
Corey Shilling, Director of Institutional Research & Analysis
Dr. Jonathan Velasco, Assistant Professor of Chemistry
Garret Wagers, Research Analyst
Dr. Karen Yescavage, Professor of Psychology



Events & Opportunities

Faculty Academy

Best Practices in College & University Teaching

Faculty Academy is a professional learning collaboration open to anyone at CSU Pueblo. Monthly sessions are designed and facilitated by CTL Faculty Fellows. Sessions include opportunities for active learning and discussion with colleagues on topics relevant to teaching CSU Pueblo students. We look forward to seeing you there!

Date & Time

4/21/22 From 9:00am-10:30am

Attendance Options: In-Person and Zoom

Session Facilitator

Dr. Amaya Garcia Costas, Biology

Session Topic

Best Practices in College & University Teaching

What makes for good and effective college teaching? Can excellence in teaching be taught, and if yes, how? In this session we will use the book "An Evidence-based Guide to College and University Teaching: Developing the Model Teacher" by A. Richmond, G. Boysen and R. Gurung as a springboard for our discussions of evidence-based best practices in teaching.

Sign Up

**Attend or Receive the Recording
& Session Materials**



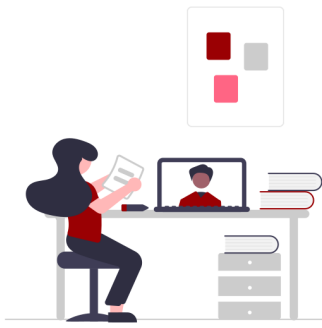
Instructional Funding

The University's Vision 2028 articulates our shared values to promote interdisciplinary learning and entrepreneurship, create educational opportunities, foster unique collaborations, and support inclusion, access, and affordability. We realize that each of you is approaching this goal in a different way.

The Center for Teaching and Learning, Title V Grants Office, and Library each have funding for activities that you may be thinking about initiating over the next few years. We would like to provide funding to instructors, programs, and departments to support their work.

Thank you for taking a moment to share your needs and interests in this survey. The information you share helps us match you with funding sources. Please note that this survey in no way requests or obligates your participation. Rather, it is our way of identifying interests and needs to provide resources to campus.

[Submit Funding
Survey](#)



Events & Opportunities

Summer Micro Cert Courses

Click Here to Sign Up Today!

One Registration Form for All Courses

Registration Closes 5/2/22

Teach Students How to Learn

[Course Website](#)

If it seems that your students are struggling academically and can't seem to figure out how to do better, this course can help. You can teach students that learning is a process and develop supportive methods and teaching strategies that help your students learn how to learn.

Based on the [popular book by Dr. Sandra McGuire](#), this fully online 3-week course guides participants through a series of carefully structured activities so that you not only acquire a deeper understanding of student mindsets, [metacognition](#), and effective study methods, but also develop lessons and activities customized for your students that can be implemented immediately. Course textbooks are provided by the CTL and are yours to keep.

Stipend for Course Completion: \$250

Course Dates

June 6-12, 2022, Asynchronous Online
Aug. 1-17, 2022, Asynchronous Online

Registration Closes: 11:59pm March 2, 2022

Designing a Motivational Syllabus

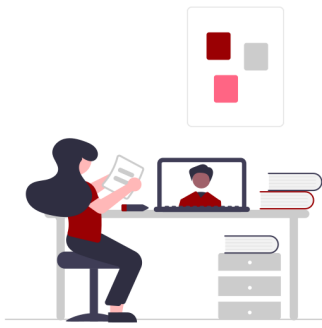
[Course Website](#)

Are you ready to revise or create a syllabus that promotes equity and acts as a motivational tool for student learning? What do students think about the syllabus and how do they actually use it? What do studies about the syllabus suggest for best practice? The syllabus is perhaps one of our most important educational tools and yet most faculty might never receive training on how to develop an effective syllabus. Course learning include integration of practical ideas and lessons from research studies on syllabus tone, language, content, and length. You will also identify the intersection of the syllabus and student motivation and the powerful role of the faculty member in creating and sustaining student motivation. The course culminates with using a syllabus rubric to revise or create a syllabus based on theory and research to provide a roadmap for student success.

Stipend for Course Completion: \$250

Course Dates: Aug. 1-17, 2022, Asynch Online

Registration Closes: 11:59pm March 2, 2022



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Learning Based Grading

[Course Website](#)

This course shares leans toward grading systems in STEM courses. The instructor is experienced with alternative grading strategies across disciplines. We've spoken with the course lead and they encourage all instructors to attend.

Research suggests that switching to an alternative grading practice reduces inequity in classes. From a teaching and learning perspective, the validity and use of grades in the American Higher Educational System have been brought into question for the better part of the last three decades. Alternative grading practices have shown success in validating grades and presenting fairer measures of student learning. Modules engage you with learning about writing assessable SLOs, designing the grading and assignment/assessment architecture and feedback methods.

Stipend for Course Completion: \$500

Course Dates

May 4 - June 15, 2022, Asynchronous Online

June 8 - July 20, 2022, Asynchronous Online

Registration Closes: 11:59pm March 2, 2022

STEM Learning Based Grading Conference

[Conference Website](#)

The Grading Conference is a place where faculty can join together to learn about the grading practices that best support student learning, promote diversity, equity and inclusion in the classroom, and enhance student and faculty classroom experiences. Now in its third year, the purpose of the conference is to support all instructors as they strive to challenge traditional, historically inequitable grading practices that have been shown to be damaging to students and their learning. We will create a space for you to make connections with other instructors to build a strong and supportive grading community that extends beyond the workshop. You will learn the “nuts and bolts” of various types of alternatives to traditional grading and exchange ideas with others.

Conference Dates

June 3-4, 2022, Online

Registration Closes: 11:59pm March 2, 2022



2nd Annual Rocky Mountain Teaching & Learning Virtual Conference

Thursday, May 19, 2022

8:45am-1:30 pm MDT

No fee to attend

Watch Party @ CSU Pueblo CTL

Learn More + Register

<https://bit.ly/3vc4pV2>