

**Online Professional Learning Institute for CSU  
Faculty:  
Teaching First-Generation Students by Drawing  
on Cultural Strengths**

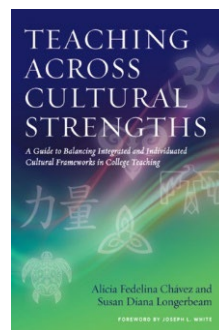
**Apply** by 5pm  
on Wednesday, June 7

Approximately one-third of the more than 460,000 students enrolled in the California State University are the first in their family to attend college. To adequately and equitably provide these students with the resources they need to succeed, it is important to consider ways to design instruction to draw upon their strengths. The transition to remote instruction during the pandemic surfaced new challenges for ensuring equitable learning. Many instructors are rethinking how to engage and connect with students.

This institute, developed and facilitated by Dr. Rebecca Gutierrez Keeton and Dr. Maritza Lozano, faculty in the Department of Education Leadership in the College of Education at CSU Fullerton, focuses on evidence-based strategies for teaching and interacting that draw on the strengths of first-generation college students (FGCS). The institute addresses emerging issues and concerns in teaching in an online environment, including building student-instructor relationships and engaging students in different modalities.

**Teaching First-Generation College Students by Drawing on Cultural Strengths** stretches from the summer into the fall. During the summer segment, which begins in June and ends in July, participants will revise a syllabus for an undergraduate course they are scheduled to teach in the fall and incorporate new instructional strategies and tools to promote FGCS success into the course design. The strategies and tools apply to a range of instructional settings, from small discussion-based courses to large survey courses, and a range of modalities, from face-to-face instruction to online courses. During the fall, participants will reflect and share as they implement revised syllabuses, assignments, assessments, and rubrics.

The course is based on the cultural framework Alicia Fedelina Chávez and Susan Diana Longerbeam presented in *Teaching Across Cultural Strengths: A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching* (2016).



Participants in this course will:

1. Gain understanding of how their own cultural standpoint influences their teaching
2. Learn about the continuum of epistemologies that are present in their students, with special attention to first-generation college students
3. Analyze a syllabus to identify preferences for some cultural frameworks over others
4. Review and revise a syllabus to pursue a more balanced approach to instruction
5. Revise at least one assignment to address a broader range of learning strengths

**Who can participate?**

Current faculty (of any rank or appointment type) who have previously taught at least one course in the CSU and are scheduled to teach in fall 2023. To apply, [complete this form](#) by 5pm, Wednesday, June 7.

**What are the benefits?**

- Engage in professional learning with colleagues from across the CSU with a shared commitment to creating opportunities for the academic, personal, and professional success of first-generation college students.
- Become familiar with digital tools, assessment strategies, and instructional approaches that support learning in fully online, hybrid, and traditional face-to-face modalities.
- Register at no cost, and receive a free electronic copy of the book, *Teaching Across Cultural Strengths*.
- Participants who complete all activities and assignments for both the summer and fall segments will receive \$500, distributed through campus payroll, at the conclusion of the institute in Fall 2023.

**What is required?**

Participation in this opportunity requires a commitment that begins with professional learning in Summer 2023 and continues in Fall 2023, when participants will reflect on their practice as they implement new strategies.

<p>Summer 2023 June to July</p>	<p><i>Participate in the five-week online professional learning institute.</i></p> <ul style="list-style-type: none"> <li>• Attend two-hour <b>synchronous meetings in weeks 1, 3, and 5</b> <ul style="list-style-type: none"> <li>- Tuesday, June 13, 9 a.m. – 11 a.m.</li> <li>- Tuesday, June 27, 9 a.m. – 11 a.m.</li> <li>- Tuesday, July 11, 9 a.m. – 11 a.m.</li> </ul> </li> <li>• View lessons for weeks 2 and 4 and complete readings, assignments, and other required activities asynchronously</li> <li>• Complete weekly activities and submit weekly assignments</li> <li>• Participate in online discussion forums, group assignment, and other collaborative learning activities.</li> </ul> <p><i>Estimated total time commitment: 15 to 20 hours</i></p> <ul style="list-style-type: none"> <li>• 5 to 10 hours attending synchronous online learning</li> <li>• 10 hours completing asynchronous activities and assignments</li> </ul>
<p>Fall 2023</p>	<p><i>Implement revisions and instructional strategies identified in summer in fall course and reflect on process and outcomes.</i></p> <p>Prior to the first meeting in the fall term of the redesigned course:</p> <ul style="list-style-type: none"> <li>• complete an assignment and receive feedback from the institute leaders</li> <li>• participate in one one-to-two hour synchronous meeting</li> </ul> <p>During the fall term:</p> <ul style="list-style-type: none"> <li>• implement new course syllabus, assignment(s), and engagement activities</li> <li>• complete three to five reflection activities</li> </ul> <p>At the end of the term:</p> <ul style="list-style-type: none"> <li>• Complete a final assignment</li> </ul> <p><i>Estimated time commitment: 7 to 10 hours</i></p> <ul style="list-style-type: none"> <li>• 2 to 5 hours in synchronous online learning</li> <li>• 5 hours completing asynchronous activities and assignments</li> </ul>

Questions? Contact Emily Magruder at [emagruder@calstate.edu](mailto:emagruder@calstate.edu).