

CALL FOR PARTICIPANTS
Accelerating Student Success and Equity in Teaching (ASSET) Program
Cohort 4: January 2, 3, 9, 10, 16, and 17, 10:00 a.m. to 11:30 a.m.
Applications due: December 13 (for Cohort 4 session)

Accelerating Student Success and Equity in Teaching (ASSET) is a peer-facilitated 3-week intensive, hands-on program combining six synchronous Zoom meetings along with asynchronous activities and deliverables. ASSET is unique in that it blends use of the CSU/CSULB student success dashboards and data with the model of culturally responsive pedagogy (CRP) and equity-minded teaching practices. Asset is peer-led by CSULB faculty who have had demonstrated success with using student equity data and CRP to transform their pedagogy. The purpose of the ASSET program is to assist faculty in making their courses more culturally inclusive with an attention to equity-minded practices and equity metrics so as to close equity gaps and improve student success.

This fourth offering of ASSET will be over Winter 2025. Participants will attend synchronous meetings over Zoom on Thursdays/Fridays from 10:00 a.m. to 11:30 a.m. on the following dates: 1/2, 1/3, 1/9, 1/10, 1/16, 1/17. Additional offerings will occur in Summer 2025 and Winter 2026 (pending continued funding). Upon completion of the workshop and deliverables, participants will receive a stipend of \$1000.

Topics covered in ASSET include:

- An introduction to the CSU/CSULB Student Success Dashboard
- The Nine Building Blocks of Equity
- Equitizing syllabi and course home pages
- “Intrusive” communication strategies to promote student success
- Active learning, equity, and student success
- Culturally responsive curriculum and culturally relevant course content
- Equity and transparency in learning activity and assessment creation
- Equitable feedback on assessments
- Equity and transparency in grading practices
- Universal design for learning

The ultimate goals of ASSET are:

- Create inclusive classrooms
- Accurately and equitably assess student learning
- Reduce non-passing and non-completion rates
- Close equity gaps and improve student success

Eligibility: All faculty members teaching at CSULB in Fall 2024 and Spring 2025 are welcome to apply. Faculty teaching courses in which first-time first year and first-time transfer students are enrolled are particularly encouraged to apply. Click [here](#) for the application form.

In addition to attending all six synchronous meetings and completing asynchronous readings/assignments over the course of the three weeks, the deliverables needed to receive the \$1000 stipend (due April 2025) are:

- An equitized syllabus
- An equitized Canvas homepage
- Examples of culturally responsive content added to a course
- Examples of active learning content added to a course
- Transparent, equitable assignments added to a course (with equitable grading practices)
- A short-term/long-term course improvement plan

Questions about ASSET can be directed to ASSET@csulb.edu.

Testimonials from peer facilitators about ASSET's potential impact:

[ASSET]... profoundly revitalized my teaching and improved student success in my courses. In particular, using student-centered data to inform the process of equitizing my syllabus, creating and implementing equitable assessments and grading practices, and making my course materials more culturally relevant resulted in higher course completion rates and higher GPAs - all without sacrificing rigor."

[ASSET] .. starts with the syllabus as a way to open up a partnership with all students and carries over to a welcoming and transparent Canvas presence, to developing active assignments that engage all students. I learned how to be a "warm demander" and how to give wise feedback, and the importance of demystifying the learning process. The program deliverables make it so you can apply what you learn right away. I am so excited to see ASSET come to CSULB. Every little step leads to a culturally relevant curriculum, creating equity and supporting student retention and success."

[ASSET]... was eye opening for me! Prior to the course, I didn't realize that there was a difference between 'equity' and 'equality.' My perspective completely changed. The syllabus review exercise was extremely insightful, and I've received several compliments from my evaluators on the new equitized version. My students are benefiting the most from the content that I took away from the course by way of more culturally relevant content and transparent assignments. I have been able to see the learning transformation. I'm so happy I was able to participate in the course and use it to become a better instructor."