FRCAE FEATURES

V. JAMES RENDA FACULTY RESOURCE CENTER FOR ACADEMIC EXCELLENCE
April 2022

DATA BYTES by Dr. Fabio Escobar

Wednesday, April 6 and April 20 at 12:00pm

This series is a short-form conversation about key college data points. Our objective is to use data to speak about NCCC's mission and its contribution to the Niagara County community. Join us as we explore NCCC through data! Attend through zoom:

https://zoom.us/j/98657470774

Meeting ID: 986 5747 0774

Passcode: 181985

MENTORING ACADEMY

Friday, April 22 at 1:00pm

Calling all faculty! FRCAE is offering a Mentoring Academy every fourth Friday during the semester from 1:00 to 2:00pm. Please join us on April 22 as we close the semester with a reflection of best teaching practices in our classrooms. We will be sharing stories and strategies--and discussing what worked well. All faculty are welcome to attend.

https://zoom.us/j/94786308106

Meeting ID: 947 8630 8106

Passcode: 442187

MENTORING ACADEMY: GROWTH MINDSET AND STUDENT SUCCESS MODULES

In our March meeting of the Mentoring Academy, we were thrilled to have Dr. Kathy Gerbasi, Professor Emeritus Psychology and Professor Robert Morris, English Professor and Chair of the Arts, Humanities and Social Sciences Division present on the Student Success Modules that are available to all students and faculty on Blackboard. These standalone modules focus on scientifically supported learning strategies and were developed through an IRC grant for faculty to add to their classes, recommend to students, and for professional development.

Some possible uses include:

- If you are teaching a section of mostly first-semester college students, you may want to have them read through the module and resources on Mindset in module 1 (there is even a link to a brief survey that you could use as extra credit or participation credit) so they have a better understanding of the importance of effort over ability and its impact on their success.
- You could make any one topic or all of this information available in Blackboard as a resource for your students and/or point students to these resources when they are struggling.
- They could also be used as extra credit opportunities as the end of the semester approaches.

By providing these resources, it is easy for faculty and students to access learning strategies, leading to increased success and retention. Faculty can access the modules under the Faculty/Staff tab in Blackboard, in the middle column "Faculty Resources- Tech/tools/tips." Any questions on the modules or on how to incorporate them into your class, please contact Bob Morris, Christina Taylor, or Kathy Gerbasi.

JEDI: UNRAVELING THE SCARCITY MINDSET

April 7th from 2-3:00pm in FRCAE D-104

Come join the founder of Undelusional and CEO of Centre For Cybersecurity, Ethan Seow, as he describes the Scarcity Mindset. With so many individuals feeling "like their life is at risk every single day," Seow determined that individuals could be helped by differentiating their "needs" from their "wants". Referencing Maslow's Hierarchy of Needs, Seow

differentiates "satisfiers" from actual "needs" (a burger vs nutritional sustenance) in moving the audience toward an understanding of BioPsychoSocial Needs, in an attempt to assist viewers in navigating a more satisfying life.
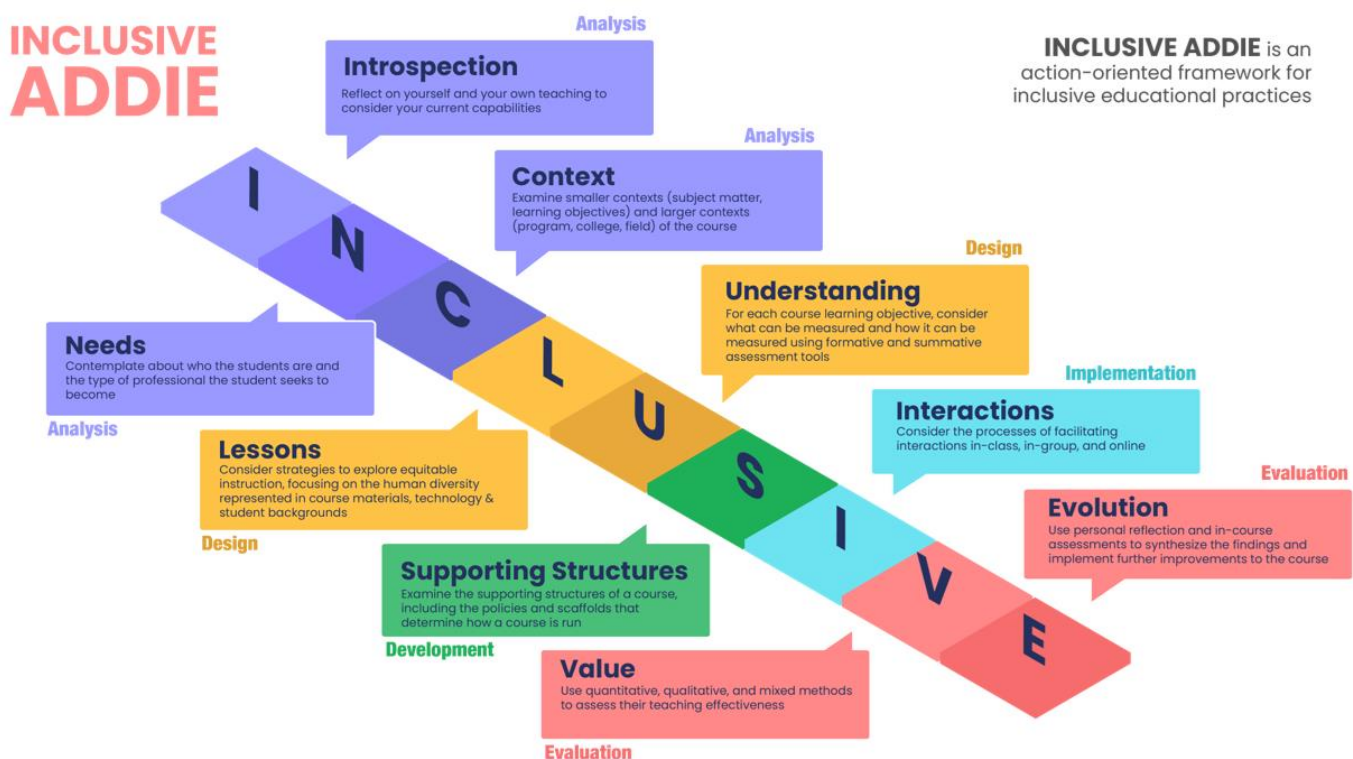
ONLINE LEARNING ACADEMY: EQUITY, DIVERSITY, AND INCLUSION IN ONLINE COURSE DESIGN

Tuesday, April 19th from 12:30-1:30pm

This HyFlex session is open to all faculty. You can join in FRCAE or via Zoom. We will focus on resources to help you design online assessments with EDI in mind and tips for a more inclusive assessment.

INCLUSIVE ADDIE MODEL

The inclusive ADDIE model was created to extend the popularity of the ADDIE model and support diversity, equity, and inclusion (DEI) in instructional design and course implementation. Learn more here.

Infographic by Sonia Tiwari

INNOVATIVE INSTRUCTION AND TECHNOLOGY

The Innovative Instruction and Technology Grant (IITG) program is offering two projects that will focus investigation on software tools that enable flexible instruction and help inform the new SUNY Digital Learning Environment.

- Tools for HyFlex Course Delivery This project will examine the efficacy of online tools that support HyFlex learning models valued by non-traditional and adult students with multiple demands on their time. SUNY defines HyFlex as instruction that simultaneously combines online and face-to-face instruction into a single course section, with the mode of direct instruction determined by each individual student (e.g., choice of seated-in-class, connected remotely, or attended at a later time via recording).

- Tools to Teach Large Courses Faculty will explore instructional technology tools that help facilitate feedback, assessment, and interaction in large enrollment (≥50 students) courses. The goal of this project is to guide professional development and investment in the tools that prove suitable for teaching larger courses.

The deadline to apply to both projects is **Monday, April 25**.