

***Workshop Facilitation Guide***

This guide contains suggested activities and discussion prompts you can utilize when convening your faculty to discuss their experience with revising their syllabi. These are suggestions based on similar workshops held within the Student Experience Project; please adapt activities and questions or create your own to fit your campus context. We suggest planning 75 - 90 minutes for this meeting, depending on the size of the group, to provide ample time for discussion and community building.

*Prior to this session:*

* Faculty should complete the [online module](http://library.studentexperienceproject.org/syllabus): Your Syllabus as a Tool for Promoting Student Equity, Belonging, and Growth
* Faculty should revise their syllabi using what they learned from the module and with additional guidance from the SEP Syllabus Review Guide

*Meeting Goals:*

* Faculty receive feedback from peers on syllabus changes
* Faculty build community and shared understanding of importance of student experience
* Faculty feel prepared to select additional first day changes

*Suggested Agenda:*

1. Welcome, Introductions (10 minutes)
2. Group Discussion (20 minutes)

* Invite faculty to share their personal experiences with growth mindset and belonging, both as students and as instructors. Some suggested questions:
  + Think of a professor, teacher, or supervisor you have had who conveyed a growth mindset about ability. How did that affect your experience in their course?
  + Think of times when you, as an instructor, have conveyed a growth mindset. How did you achieve this?
  + Think of a time in school or work when you felt like you, or people like you, didn’t belong or were not welcome there. How did that affect your experience?
  + How did your experience of nonbelonging change over time? Did you ultimately come to feel that you belonged, or did you continue to doubt that you belonged or were seen by others to belong? How did that affect your experience?

1. Faculty Pair Share (25 minutes)

*We suggest either having faculty members talk to a partner about their own syllabus, or have them read and reflect on their partner’s syllabus. Options for both are included below.*

Faculty Self-Reflection (faculty share their own syllabi):

* Put faculty in pairs and have them share their revised syllabi
* Faculty should take turns responding to the following questions:
  + What did you notice in your original syllabus that was already conveying some of the equity-promoting messages:
    - growth mindset, belonging, caring, diversity is valued, challenges are normal and resources are a standard part of proceeding?
  + What parts of your revised syllabus are you especially happy with?
  + What changes did you find challenging to make?
  + What are parts of your syllabus you could use feedback on?

Faculty Peer Review (faculty swap syllabi):

* Put faculty in pairs and have them send their revised syllabi to one another.
* Each faculty members should imagine they are a student and read their partner’s syllabus and respond to the following questions:
  + What statements or policies in this syllabus would make you feel like your instructor believes you can succeed?
  + What statements or policies would make you feel like you belong in the course and in college?
  + What else stands out in this syllabus that would make you feel like you would have a positive experience in this course with this instructor?
  + Is there anything in the syllabus that might make you question if you belong or if you can succeed? What could the faculty member do to address this?

1. Share Out (20 minutes)

* Each faculty member should share a highlight from their partner’s syllabus that they feel supports student equity, belonging, and growth