

NEWS AND VIEWS

from the Faculty Center

Director's Column.....

It's my pleasure to introduce the inaugural edition of this newsletter from the new Faculty Center for Professional Development. This will be more than the usual newsletter in that, besides the news, we will be offering perspectives on issues affecting faculty and the work they do in their classrooms – real, virtual, and in between. We are therefore calling it *News and Views from the Faculty Center*.

The main purpose for this publication is to help make teaching and learning more visible on campus. Teaching and the student learning that follows are the primary responsibilities of the University, and it is the work that all faculty across the campus share in common. Yet, despite the ubiquity of the activities, open public discussions on campus of teaching and student learning seem contrary to traditional institutional practices. Teaching as an open, highly visible activity is just not something that is part of the campus culture.

Changing the culture, certainly, is no easy task, nor is it short term. Prerequisite to such change though, it seems to me, is a fundamental shift in perspective. Rather than continuing to view teaching as the responsibility of individual faculty members, we need to see it as our collective responsibility. After all, student development and the deep learning we hope each student experiences take considerable time because each student must be involved in an indeterminate number of learning situations – both inside and outside the classroom. Consequently, the teaching of individual faculty should be viewed within a larger context that must include our collective inquiry into the sorts of experiences students undergo as the result of the sequences of courses they take and the co-curricular opportunities of which they avail themselves while here at CSULB.

As the new Director of the Faculty Center, I hope this newsletter, as well as future projects originating from the Faculty Center, will contribute to making our teaching more visible and lessen the individual anxiety that ironically arises when

(continued on page 2)

Inside this issue...

- Director's Column
- Assessment! Assessment! Assessment!
- An Interview with Provost Anatol
- Small Group Instructional Diagnosis
- Lecturer Support at the Faculty Center
- PEN Project
- Faculty and Staff Assistance Program
- General Education Summer Institute
- Calendar

Director's Column cont'd

teaching is done privately and faculty work in isolation.

Teaching is an art and therefore variable and unpredictable. It does none of us any good to keep such art hidden.

On behalf of the Center staff, I would like to thank my predecessor, Val McKay, for the valuable work she did as Interim Director. I would also like to thank Provost Karl Anatol for kindly agreeing to do the interview with me, the feature article in this edition of our newsletter. Karl is retiring this year. We wish him well and thank him for the fine work and leadership provided during his tenure as Provost. His eloquence will be missed.

One final note: we — myself, the faculty project leaders, and the Center staff — welcome your views and opinions about any topic or issue affecting faculty work, particularly our work in the classroom. If we think your contribution can help faculty, it will be published in upcoming editions of this newsletter. I can be reached at 985-5260 or via e-mail at <mwiley@csulb.edu>.

--Mark Wiley, Director

ASSESSMENT! ASSESSMENT! ASSESSMENT!

These are the words of Provost Anatol at last fall's Convocation as he set the agenda for the current academic year, words meant to focus our collective attention on systematic and sustained inquiry into how well the university is doing in meeting its goals. They serve to reinforce the value of work already completed and strengthen our commitment to work yet to come:

In March 2001, the University adopted a set of goals on key dimensions of institutional performance and pledged to align efforts and resources to achieve these goals for the 2002-2003 and 2004-2005 periods. Assessment is front and center as we develop processes by which to determine our progress toward these goals. For a complete statement of these goals, including a description of the processes by which they were developed, please see:

http://www.csulb.edu/web/projects/planning/Accet_Goals_2001.htm

At the time of the Fall Convocation, the University was completing its Self Study in preparation for the February 2002 WASC Accreditation Educational Effectiveness Review. Here too, assessment provided the process whereby the case could be made for how effectively we were meeting our goals. The Self-Study is available at:

<http://www.csulb.edu/projects/wasc/>

At the close of the WASC site visit, the visiting team praised the work captured in our Self-Study. At the same time, it recommended strengthening efforts to systematically build assessment results into our planning, review, and resource allocation processes, thus creating a true "culture of evidence."

CSULB has the collective will to continue to make progress toward the goal WASC has set for us: creating a "culture of evidence" nested within the broader culture of our University. But how do we strengthen our current assessment efforts? Practically speaking, where can departments, academic programs, and the University community at large find support to do so? One important place where support for assessment activities can be found is in the work of the Assessment Committee of the Academic Senate. This Committee, chaired by Laura Henriques, serves as the primary advisory body to the Academic Senate and the University administration on matters related to assessment. It engages in a number of activities that support departments, academic programs, and other University efforts as we move to create a "culture of evidence." These efforts are the following:

Direct Support for Assessment-Related Activities

•Assessment Travel Awards

Once each semester, the Assessment Committee distributes a call for assessment-related travel. During the AY2001-2002, a total of 27 individual awards were made. Due to the large number of requests relative to funds available, the maximum award was \$500.00.

•Assessment Project Grants

Each spring, the Assessment Committee issues a call for proposals for support for assessment projects to be carried out in the coming academic year. In Spring 2001, the Committee funded nine assessment projects through this call. In addition, six college-division-level assessment proposals were funded. In mid-April of this year, the Committee issued its call for proposals for AY 2002-2003. Proposals are due June 8, 2002. Please see the Assessment Website/Request for Proposals for informa-

(continued on page 8)

An Interview with Provost Anatol

[The following interview with Karl Anatol, Provost and Senior Vice President for Academic Affairs, was conducted in his office on March 12. Provost Anatol will be retiring at the end of the current academic year.]

MW: Karl, since you began teaching here in 1969, what changes have you seen in the faculty and students this university has attracted?

KA: The most significant change I have seen in the faculty is that over the years there has been a complete evaporation of the tendency to want to ask the “why” of scholarship. There was a time when faculty would bicker as to whether we were an institution that is inclined to either teaching or to research, scholarship, and creative activity. We don’t hear that kind of bickering anymore. Scholarship is now integrated with teaching. But more to the point: scholarship is of a very high level, and those who publish often find their works published in flagship journals of the disciplines. But the major difference is that it is now assumed that scholarship, good sound scholarship that is disseminated, is of great benefit to the teaching experience. As far as the students are concerned, it is clear that there is a greater identity with campus. We now have more students who are living in the residence halls, and this is the best way that campus culture is formed and shaped. But more importantly, over the years, we have really paid a lot of attention to student life and development. So, there is now campus identity, California State University students, Long Beach State students, student government flourishes with campus spirit. It is the students who keep the revival going on campus. The students are now definitely bonded, branded, and identified with campus.

MW: Any reason why you think there has been a shift in student culture? Is there any specific activity that you can point to?

KA: I’ve long believed that faculty represent the most

constant touch with the student experience. But it is the top leadership in a university that lends the spice to campus identity, and the students, bonding with the campus. In our case, it goes without saying that we have a university president who is absolutely “high touch” with the students.

MW: What do you think are the most important educational experiences our students should have while they are here at CSULB?

KA: This would come as no surprise, even though I would argue that the mission and the intent is so much vandalized all over campus. General Education, as far as I am concerned, is the backbone of good university education. Why vandalized? It is vandalized largely because some faculty, it seems to me, perpetuate this misconception that there is general education and that there is university education. I would argue that it is in our best interest and the students’ best interest to make sure that there is that seamless transition, and I even apologize for using the word “transition” because there is really no need to talk about transition. General Education, good general education, is university education. We have been (this is not an indictment of our campus or a complaint against faculty; it happens everywhere) too long with the process of confusing our students. General Education really ought to be argued, the *whys* and the *wherefores* really need to be argued among faculty. But we ought not to let that quarrel, that conversation, travel into the student ranks. They come here for an education period. So our language, whether it’s in terms of what we write in the catalog or what we say to students on the first day of class, we should do away with all of the terminologies that represent a dichotomy between this form and that form of education.

MW: What kind of terms are you talking about?

KA: “Breadth requirements,” “basic skills,” “higher order skills,” and so on. I don’t know that the students need to be confused and distracted by all of that. They come to the university; they hit the ground running to their education goals and objectives. General education is a part of that, but it doesn’t have to be defined in terms of that harsh dichotomy between general education and university education. The general education debate among faculty should remain between faculty. We simply provide the students a seamless education.

MW: So, if I follow you then, this breadth knowledge and these skills should be integrated into whatever students choose for their majors, and general education would not appear to be anything different from what they

are getting in their majors.

KA: Exactly.

MW: When students walk across that stage to secure their diplomas, what would you hope they understand that those diplomas symbolize?

KA: First of all, diplomas will symbolize privilege.

Privilege is a commodity. I mean that it is something that we transact. They have been blessed by having a university education, an education that was provided in an environment where faculty do not give short shrift to the cultivation of a good academic experience for the students. This is not a faculty that begrudgingly give its 50 or 90 minutes in a classroom and then wander off in order to do some other things. They are tremendously involved with the students. It's a good education; it's an education that can be parlayed into a great opportunity for them. They have been blessed to be in a place called "university," and that is what America is all about. That is the great American experience, and they have got to look around the globe and realize that there are people who have not been able to have that benefit at so relatively an inexpensive price. They really ought not take that experience for granted. Now, coming across the stage, there should be a backward glance, because to the extent that they have benefited, they ought to go out and become the kind of taxpaying citizens who really have a high regard for what happens in the university. So many times, people grab their diplomas and run and generally do not look back at the generation that follows.

MW: There is some concern by faculty that today's students are more interested in careers, using the degree as a ticket for a job, and less interested in what we might call a liberal education, preparation for participating in civic life, getting involved in service activities, and so forth. Do you see that tendency?

KA: I do not believe that we have a faculty that allow a student to venture off into careerism. The students are fully engaged in the academic experience here. We have a faculty that is very vibrant, intellectually so, and I think that the students follow the models that faculty provide. Now, I will also say that if ever there were a tendency for students to be myopic in their point of view, events of the past year, or perhaps the past two years, have demonstrated that there is much to be concerned about enroute to getting the job that one wants. We understand now that we are a global village and that there is a lot of dissatisfaction in that village and that we are all locked in

a kind of common destiny. I think that students are willing to have their minds expanded so that they can have a more realistic and reliable viewpoint concerning the planet and the people who share it.

MW: What do you think are the toughest teaching challenges today's faculty face?

KA: The toughest teaching challenge is that we have such a blending of cultures. People bring so many different frames of readiness and reference to the desire to acquire learning that a faculty member or instructor today, really has to go to the classroom ready to apply different stratagems to the dissemination of information. There are different sieves, there are different filters, and a lot of these students are first generation. The university experience is not inbred in them, and it is not a slam dunk that faculty can walk into a classroom and offer a body of information and assume that everybody gets it all in the same way. To me, that is the challenge, and if faculty are careful about it, I think we will achieve all that we have talked about in terms of ensuring that it's about learning more than it is about more teaching.

MW: I think a tension exists: Faculty think students should have the attitude that it is a privilege to be in the university, while the students come in with the attitude that they are paying their money and that they had better get their money's worth from the university.

KA: We have some of that, and that's the reason why I answered the first question that you raised— my response telling about privilege. I don't think there are too many students who come here thinking that they can buy a can of insight so that they can go out and do something with it, you know, the rest of the learning experience be damned. The students here have a hunger, they have anxieties, they don't really understand the lexicon so to speak. They do get into it eventually. But it's the faculty who teach in the early reaches of the university experience with these students who really help them to make the transitions that they require. They are first generation students, and they come from the multicultural pool. They really want to be in a university. They want the university experience, but sometimes, for some, it is a traumatizing experience.

MW: As you know, I have worked with many students the state labels "remedial," particularly in language, but there doesn't seem to be any real change in the number of students who test in needing remediation on what we call "writing skills." Do you see this situation ever changing?

KA: This whole tie with immigration and migration of

"General education, good general education, is university education."

people, I suspect that I might hear of less of the need for constant remediation from somebody who comes to us from, say, Norway, if I were to talk with a vice president of academic affairs from Norway or Japan perhaps, even though they do talk about remediation. But in countries such as the United States which has a wide embrace, we'll always have that, I really do not see that we will have any decrease in remediation. These are not dumb people. They are people who come to us with different grammars and different logics, and they just try to find a way to grab the handle, so to speak.

MW: Do you recall when you and I and Beth Ambos, Sharon Downey, and Kristi Jones attended the Asheville Institute on General Education in, I believe, June of 1997, and we had what I think you phrased as the "Stone Bench Experience" when the five of us were outside sitting around that granite table discussing general education at CSULB? What did that "Stone Bench Experience" represent to you about the possibilities for General Education at CSULB?

KA: It did not occur to me that we were having that "Stone Bench Experience" until conversation developed, and we all wanted to allow our conversation to gallop ahead of categories and rules and classifications, and all the rest of it. It was the "what if" sort of conversation. What is the best that we can do at CSULB to provide an education that has all of the hallmarks of good, sound, academic qualities, education that excites, even though it is wedded to the old terminology, "General Education?" We talked about it, without really knowing what we were talking about, the Oxford Reading Experience, and Pathways and Capstones and all of the rest of it. But to me, the five of us—"The Asheville Five"—were in a very good, high atmosphere of intellectual conversation about what's good, what's best for the students we have. That was the Stone Bench Experience. In our minds, it had nothing to do with the accumulation of fifty-one units.

MW: How far has your vision for General Education been realized on campus? What further developments would you like to see transpire over the next few years?

KA: Well, I think we are doing reasonably well. It's a slow process, but then, why shouldn't it be slow? By that I mean the determination was made that General Education ought to be developed, but not according to a rule. It was to be developed out of the imagination of the faculty members who come to the conversation. That conversation has been leavening the campus. I think people who ask what is it you do at CSULB or what are you trying to do, via Margy Merryfield's leadership, will

conclude that we are trying to get away from the stodgy, stultifying arithmetic of General Education. To be sure you will always have things measured by that metric of units. But when we talk about Pathways, about Capstones, about Foundation courses, I think I hear faculty saying they want to do something that's a lot better. Now, here's the catch: We will do well only as we lend encouragement to the new faculty members to get involved. They are the ones who are not hindered by, harassed by, the old lexicon. They come in with a holistic view of education. We get them involved, make sure that rules and guidelines and policies touch them only barely, and let them develop the new conversation on campus concerning General Education. Old habits die hard. There are still many of us who want to come in and talk about regulations first, and then everything else comes later.

MW: What shape would that conversation take and what would be its content?

KA: I will say, whatever the conversation is, the conversation will not really develop and flourish until we make the campus a safe place for new faculty to get involved in planning and developing the General Education curriculum. Too many people tend to believe what faculty do in that regard as being in the lower regions of service—the teaching, the committee work and all the rest of it. It seems to me somehow, faculty have to recognize that planning General Education, a revitalized—I don't want to use the word "reformed" or "reformation" because that tends to carry connotations of suppression—they need to realize that there is as much scholarship in developing that kind of curriculum as there is in doing another article on "The Enthymeme Revisited." Which one has greater benefit to the learning that humankind must do?

MW: I am assuming that is a rhetorical question.

KA: Yes.

MW: You mentioned scholarship earlier. I think a lot of faculty, and certainly new faculty, from my experience, are getting a mixed message about what's more important. Is it scholarship that is essential to get promoted? Or do faculty work on their teaching? It seems that faculty have trouble determining how to balance their time and use their energy. What's more important, as you said, to create a new course or write an article on some obscure topic, for instance, that only a few people are going to read, and which has a short shelf life? Do you see that tension? What would you say to new faculty? How are they supposed to divide up this time and energy? Or do you see it as something that we are to

divide down the middle?

KA: First of all, I think we must always strive to make sure that scholarship and creativity are relevant—meaningful to somebody and the wider the circle within the discipline, the better that is. I really don't know that we have to go back and show faculty how we calibrate the faculty experience here in terms of scholarship and teaching. I think we have found a nice blend already. What I am arguing for is that the entire faculty take ownership of the thing called *General Education*, that they begin to believe in the idea of what we call General Education. If we liberate it from the label, it could become a very rich, satisfying and non-distracting experience for the student. Take that point of view and encourage the new faculty and younger faculty. Encourage them to participate in the sort of construction of (General Education) for the 21st Century. Count what they do—if meaningful, count it as scholarship. Find a nice blend of mixed published or participatory type of work. I don't know if I am answering your question, but I am trying to get away from this sort of dichotomy in faculty work.

MW: I agree with you. But I think some faculty may believe that if one isn't doing scholarship in one's discipline, but instead doing scholarship on teaching, that it's not real scholarship or that it is not as valuable. I think this is an attitude that is difficult to change, or slow to change. Let's put it that way.

KA: Changing nevertheless, in places like the University of California, where people, especially the more perceptive, the more concerned citizens of the academy, realize that they have allowed the undergraduate experience to be under-valued by the faculty and are now trying to find ways and means of getting faculty engaged in precisely the things that we are talking about. The U.C. will never let go of its commitment to its high tradition of scholarship that has to do with publication. But I think that they are trying to find another strand to go along with it. The only way that the UC will turn the corner in terms of this neglect is by making sure that faculty are indeed compensated for working over here, as they have in the past, as working over there.

MW: What do you believe have been your greatest accomplishments as an administrator here on campus?

KA: My greatest accomplishment? Well, I don't know if I can go around pointing out one from column A and one from column B, and so on. I've said it elsewhere: what I have tried to do is convince my faculty and colleagues, day by day, that I was first of all concerned about and committed to the experience of the university. I have not,

and maybe this is something that is detrimental, but I have not walked about with the rhetoric of the rule. I was trying to be up there with my faculty and colleagues, high enough on the mountain, you know, with the experience that we want to collect for the students who come up to meet us. To me, that's the accomplishment, and it's sort of ingrained in me because earlier on we were talking about privilege. You know, I grew up in the British grammar school tradition. So many bright, young people who came in search of opportunity and found themselves in a *cul-de-sac* with all of that grammar school education, learning what was rich and heady and came abruptly to the end of the trail. We don't have university commonly distributed where I came from. So privilege has always been the notion, a forethought in my mind. So, to come to a place like this, the university, first of all to have had the privilege of studying and later on to work in a university, I just could not run away from the instinct to be always in reverence of this very, very rich place. So, I would hope that my accomplishment has been in demonstrating to my faculty, colleagues, staff, and students that my concern has always been about what it is that we do to make the university a better place and a place that never ever wanders far from all of the hallmarks that we expect to find in an institution of this sort.

MW: If you could have all faculty read one book this summer and then come together in the fall to discuss that book, what would be your choice?

KA: Yes, I have a title in mind. It is a very small book. It is a book that is being read right now in Long Beach. The name of the book is *Tuesdays With Morrie*. I don't know what spin people would put on a reading of that sort....

MW: Well, you could put whatever spin you want on it.

KA: After all of the obsessing, after all of the possessing, after all of the aggressing that one goes through in a lifetime, what really matters in the end is that one has that cupboard of recollections that one goes to as life becomes hard. But in that moment, whether it's illness or it's because of old age, when one sits by oneself, it would be good to know when friends are faded, and there is no one out there to whom to address the relevant question, that one can knock on oneself and find the answer within.

MW: That's a poetic answer.

KA: Well, I didn't mean to be poetic.

MW: Do your years following life at CSULB include writing your own book, lecturing, involvement in community activities, lots of USC football games, or what?

KA: In a few months there will be no more audience, so

there will be no lectures. It will be the writing. There are issues about which I would like to provide comment, and by and large having to do with things academic. At that time, I will be unfettered, you know, no more affiliation and with a lot of opportunity to speak my mind. I would like to do that. I have a collection of books that have been awaiting my leisure time, but the problem is that my library keeps growing and my eye sight is dimming. So it's going to be quite tantalizing for me, so much to read, so much time in which to read it, but the light in the eyes grows dim. I like travel. I am sort of captured by the notion of standing on a street corner someplace, miles away, and seeing how different patterns are and yet how similar patterns are, to be washed by streams of experiences. The ebb and flow of that in a place far away from home, that is a rich tonic to me. So, lots to do and chances are I may not do as much as I think that I'm going to do, but opportunity abounds.

MW: What advice would you offer your successor?

KA: That he or she surround himself with people who have sustained my growth and development as an administrator. I have had the benefit of working with some incredibly devoted and committed, and talented people—staff and faculty for twelve years—some young people seldom seen by folks about on campus, and they keep this place in such high efficiency. They are a treasure. They ought to be treated well. So my successor comes in and respects the resources that we have and success will be assured.

MW: What hopes do you have for that individual?

KA: We still struggle with the chore, chore is the wrong word, I don't mean to use a negative term, but we really need to be more into demonstration of the teaching/learning environment. In a lot of ways, we still teach, teach, teach, teach. We need to look at the person on the other side of the desk and try to make sure that what we do becomes student-centered, student-related. The other concern—work to be done—has to do with an activity that is so much frustrated by a term that is not too popular, “assessment,” assessment of learning. Am I talking about assessment? Yes, I'm talking about assessment. But it's that one word “assessment” that sort of obscures a lot of good, meaningful activity. I want to know how students are doing, and I want to know about the effect of this stuff that I bring each day to my classroom. I can't really know that by simply reading students' five-word responses to a five-question quiz. There ought to be more engagement with the mind. To what purpose did I as a youngster have to struggle in the course of a

term with *Julius Caesar*, *Macbeth*, *The Taming of the Shrew* and all the rest of those works? Why did I have to read and commit to memory, the poem, *St. Agnes Eve*, “Oh bitter chill it was, the owl for all his feathers were a-cold” and what difference did it make that the poet, Thomas Hood, wrote “The Burial of Sir John Moore?” Would a quiz really have told my teacher back then who Anatol was, or what had become of him as a student in that learning process? I doubt it. So, my instructor back then and the instructor now, must find ways to determine how much growth and development of the mind is occurring in this class that I have convened. What a wonderful experiment that could be! Liberating assessment from the crippling connotation, beginning to do things that enable us to have a pretty good sense of the landscape of learning.

MW: That's well put. I agree that it would be nice if we could see assessment as a normal part of teacher reflection about our effectiveness in the classroom. I think that we do it anyway. It's just that we could do it more self-consciously.

MW: Any final words for faculty, at least “final” words spoken from your position as Provost?

KA: A few months ago, we opened our gates to a group of accreditors to come in and mix and mingle in the declarations that we made in our Self Study. We have made declarations about academic quality, environmental quality, and so on. Those accreditors, in due cause, will tell us about the strengths that they have seen here and they will tell us about some of the things we ought to do better. I believe that we as a campus community ought to put ourselves on the fast-track toward reading and understanding what they have seen about us and then do whatever we can, not solely in the interest of compliance with a rule or an expectation. But do so in the interest of creating this dynamic teaching and learning environment to which I have alluded during the course of our conversation this morning.

MW: It has been a pleasure interviewing you and it has been a pleasure knowing you.

KA: Well, certainly. You have asked me some questions that have sort of rattled through the cages of my head, but very, very good, it is appreciated.

Assessment *Cont'd*

tion about each of these award programs:

http://www.csulb.edu/~senate/assessment/assessment_RFP.html

- **Individual and Group Consultations on Assessment-Related Work**

Susan Nummedal currently is serving as Assessment Coordinator. You can contact her with your assessment questions and issues at the Assessment Office: 526 Lib-West, phone: 5-9315, fax: 5-5721, E-mail: snummeda@csulb.edu

- **Assessment Talent Bank**

On the Assessment Website, you will find a list of campus colleagues who have identified themselves as having expertise in assessment and who are willing to help others with their assessment work. You may contact them directly or seek assistance from the Assessment Coordinator.

Strengthening Support for Assessment

- **Accountability Goals**

The University's Accountability Goals are described above. The Assessment Committee is charged with gathering campus data relating to several of the dimensions. Next year, 2002-2003, the campus must submit a report indicating our status and progress towards meeting the goals. To learn more about the accountability goals or to provide feedback on your department's progress toward a goal visit the following Website:

http://www.csulb.edu/web/projects/planning/Acct_Goals_2001.htm

- **Self-Study and the Program Review Process**

The Assessment Committee, the Graduate Council, and the Program Review and Planning Council have been working together to learn more about how departments and programs currently carry out the self study process and to develop support needed to improve the process. A survey of current practices and needs has been distributed to all departments and academic programs with process. A survey of current practices and needs has been distributed to all departments and academic programs with a request that it be completed and returned by April 30th. The survey is available at:

<http://www.csulb.edu/~senate/assessment/SelfstudySurvey.html>

For more information about Assessment, please contact the Assessment Coordinator (x59315 or snummeda@csulb.edu) or go to the Assessment Website:

<http://www.csulb.edu/~senate/assessment/index.html>

New Service from the Faculty Center S.G.I.D.

Small Group Instructional Diagnosis (S.G.I.D.) is a process whereby instructors can receive student feedback about their teaching while those classes are still in progress. Here is how the process works. The faculty member consults with the Center Director (or faculty consultant) and together generate a list of questions to which the faculty member would like students to respond. On an agreed upon date, the Director visits the instructor's classroom at which point the instructor leaves. In small groups, students respond to each question on the list. These small groups then share answers with the rest of the class, while the Director takes note of similarities and differences in their responses. Soon after this meeting, the Director and the faculty member meet again to discuss the findings. The instructor can then use these results in any way he or she see fit.

Small group instructional diagnosis allows instructors the opportunity to change what is happening in their classrooms while their courses are still in progress and there is time to address student concerns. The process is entirely anonymous. There are no names attached to student responses, and the discussions between the faculty member and the Director are completely confidential. For further information about this service, please contact the Faculty Center Director at extension 55260 or through E-mail at mwiley@csulb.edu.

Lecturer Support at the Faculty Center

Half of the faculty in the CSU are Lecturers, ranging from faculty members newly hired to teach one class to those who have taught a full load of classes for many years. Whether full or part-time, Lecturers have temporary appointments and often feel marginalized from the academic community and the professional life of the faculty on campus. Far more than on other campuses, however, the 1,100 Lecturers at Cal State Long Beach are part of the academic community and have a voice in their professional life because the administration on our campus has supported programs such as the Lecturer Project at the Faculty Center for Professional Development.

The Lecturer Project began seven years ago with the support of President Maxson, Provost Anatol, and Associate Vice President Gary Reichard. All three have come to Project meetings, met with Lecturers, and listened to their concerns. These meetings have become a forum, unique in the CSU, at which Lecturers have worked with representatives from the administration, the Academic Senate, and the California Faculty Association to solve problems.

This supportive environment has had a positive impact on the professional lives and working conditions of Lecturers on our campus. For example, the Collective Bargaining Agreement mandates that campuses develop a “range elevation policy” so that Lecturers with five years of service in a salary range can continue to advance on the salary schedule. Through the Lecturer Project, Lecturers on this campus have provided input to the Lecturers on the Academic Senate. As a result, we have a fair policy and procedures.

Through feedback from individual Lecturers and from a survey co-sponsored two years ago with CFA, the Lecturer Project has identified a broad range of problems and worked with the campus community to address these issues. For example, the Dean of the Library has made available a Faculty Work Lab for Lecturers and has ensured that Lecturers can check out library materials during the summer. The Associate Vice President for Instructional Technology has significantly increased the number of computer work stations in Lecturer offices and has worked with Academic Computing to establish a policy that extends Lecturer e-mail

accounts through a temporary break, in service. Just this month, the Vice President for Administration and Finance confirmed that the Lecturers who do not have an appointment during the summer but who are on campus to work on their scholarship and course preparation will have access to summer parking.

The Faculty Center continues to provide Lecturers with assistance and information. Check the Lecturer page on our website, join the Lecturer listserv (with on, or off-campus e-mail address), or contact one of the Lecturers assigned to the Center:

Betsy Decyk, Philosophy and Psychology

PEN Project Leader

bdecyk@csulb.edu x 5-4346

Elizabeth Hoffman

English, Lecturer Project Leader

ehoffman@csulb.edu x 5-5692

--Elizabeth Hoffman

The Professional Enhancement Network

THE PEN PROJECT

What has been your best teaching experience so far this semester? What made it so good?

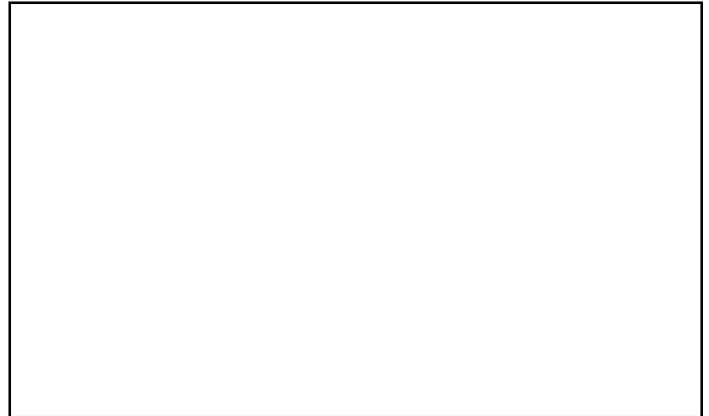
Participants at the first meeting of the Professional Enhancement Network (the PEN Project) in the fall of 1999 were asked to respond to these questions when they introduced themselves. Some people had been teaching for years; others had been teaching for only three weeks. Some of the stories were told humorously; others were told in complete earnest. All of the responses, however, revealed the deep dedication that we bring to our teaching: our enthusiasm for a field or a discipline, our concerns for students, our hopes to share our knowledge and to educate the next generation. It is the aim of the PEN project to recognize the common ground of shared values that unites faculty and to grow from this ground communities that will help faculty flourish.

The Professional Enhancement Network or PEN project is a program of the Faculty Center for Professional Development and is open to all faculty. In the PEN project, people work collaboratively to develop their academic skills and to enhance their professional lives. The primary focus of the PEN discussions has been to improve teaching and learning.

Given our busy lives, the PEN project was created to be both supportive and flexible. In its current configuration, there are both small group and larger group meetings. There are mentoring/peer coaching partnerships in which people meet in pairs, triads, or teams. The partners arrange their own meeting schedules and they decide how they will help each other. Some partners meet once every couple of weeks; some partners meet once a month or at even longer intervals. Some of the PEN teams have worked on joint curricular projects; some have read and discussed a book or an article together; some have done class visitations for each other. Mostly, however, the partners meet regularly over coffee or for lunch, sharing their experiences and insights.

In addition to these partnerships, the PEN project also offers larger group meetings. One does not have to be in a PEN partnership to attend these group meetings.

There are usually two to three PEN group meetings each semester. The topics are related to faculty lives and issues with a special emphasis on learning from each other about teaching. We have analyzed case studies of teaching situations and we have discussed issues of mutual concern. We have invited faculty members and guest speakers to share their expertise so that we can expand our professional repertoire. We have also offered brainstorming sessions and reflection sessions on the PEN project itself.



Elizabeth Hoffman, Lecturer Project Leader, and Betsy Decyk, PEN Project Leader

In the fall of 2001, for example, the PEN project offered two workshops on “Instructional Maps” as a way of visualizing the dynamics of a class and also the topology of its coursework. PEN also provided opportunities to respond to the instructional challenges of September 11th with two sessions entitled “Leading Classroom Conversations in Times of Crisis.” David Whitney (Psychology), Valerie McKay (Communication Studies and Faculty Center for Professional Development), Susan Rice (Social Work) and Tony Battaglia (Religious Studies) served as the faculty facilitators. Early in the spring semester 2002 Toni Aquino from the Faculty/Staff Assistance Center helped us to reconsider the commitments of our professional lives with a session on “Living an Authentic Life: How to Take Care of Yourself in Times of Stress” and later in the semester Julie Rivera (Chicano & Latino Studies) led a discussion “Plagiarism: Awareness, Prevention and Detection” using three case studies that she herself developed.

Next year the PEN project will go to kindergarten. The Professional Enhancement Network will be five years old from its original birth as an idea. Of

Faculty/Staff Assistance Program

Since starting its operation in June of 1999, the Faculty and Staff Assistance Program (FSAP) has successfully met the needs of faculty across a broad spectrum of areas of personal concern. The utilization rate by faculty has been consistent and strong.

It is important to note that the service is both free and confidential. Toni Aquino, L.C.S.W., a very experienced employee assistance program specialist and practitioner, provides the primary staffing of the program. Clyde Crego, Ph.D., Director of Counseling and Psychological Services, serves as FSAP Director.

Faculty appreciate the opportunity to discuss work-related issues that affect personal functioning as well as concerns not related to work. In fact, faculty often seek services to discuss ongoing changes in their personal lives.

FSAP is considering expanding its format to offer personal development/consultation groups in the fall. To schedule an appointment, please call extension 5-4001.

course, every year opens opportunities for growth, but five years provides a special opportunity. What might the PEN project do differently? What might the PEN project include? How do we create an even stronger professional community? Who will step forward to be the new leaders? We have already been gathering suggestions and we welcome new ideas.

In his book, *The Courage to Teach*, Parker Palmer identifies the solitude of teaching: that we teach in a classroom with students but, for the most part, behind closed doors. There are strong forces of individualism in our social/political life, and in our academic life as a microcosm of that larger life, which compel us to compete with each other.

There are, however, hopes and commitments that we share as professors and professionals. The dedication that we have as educators provides the ground for community and the energy for collaboration. As Tom Morris wrote in 1997,

“...collaboration is not the same thing as cooperation. Cooperation [is] a multiplication of hands to get a job done. Collaboration is a multiplication of heads as well.”

When you collaborate with others, you partner up; you bring the best of who you are and what you know to the table, as does your partner, and together you think and act in ways that might not have been available to either of you alone. The differences in your experiences and respective slants on the world will enrich immensely the thinking that results. At their best, collaborators don't think exactly alike, but are sufficiently in harmony with one another that their differences create new insight, and each is taught by the other.

What has been your best teaching experience so far this semester? What made it so good? What story would you tell? To whom on campus would you like to tell it?

For more information about the Professional Enhancement Network (PEN Project) please contact Betsy Decyk (bdecyk@csulb.edu or 562-985-4346) or visit the Faculty Center for Professional Development website at:

<http://www.csulb.edu/centers/fcpd>.

--Betsy Decyk

Mark Your Summer Calendars for The Sixth Annual GESI August 20-22

This year's GESI will span three days with a fourth day devoted solely to BeachBoard workshops offered through ACS. We will offer six strands, or themes, within which workshops and presentations will be organized. Participants can then select to attend all sessions within a particular strand or participate in sessions spanning several. The tentative list of strands is:

1. **Diversity**
2. **Literacy**
3. **Technology**
4. **Embedding Advanced Skills into Courses**
5. **Survival Essentials for the Teacher**
6. **Inquiry into Teaching and Learning**

The implicit overall focus at previous GESI's has always been on teaching and learning. This focus on teaching and learning will emerge more explicitly at this summer's event because we do not want to limit presentations and workshops at GESI solely to issues related to General Education. Instead, we want to blur the boundaries and highlight teaching and learning throughout the University. In fact, next year you may see a new name for this annual event: GESI may become SITL (The Summer Institute on Teaching and Learning).

Participating faculty will receive monetary rewards for attending the GESI. Registration materials will be appearing in your mailboxes soon, and updates on this year's GESI will appear regularly on the Faculty Center's web site. During the summer, check in periodically with us to learn more details as the full GESI program develops. We hope you can attend all, or at least, part, of the August event.

CALENDAR

May

May 7	Your Financial Health PEN Faculty Workshop
May 8	PEN Faculty Workshop
May 13	New Faculty, "End of Year Party"
May 14	Your Financial Health
May 21	Your Financial Health
May 28	Your Financial Health

June

June 4 Your Financial Health

Future Events

General Education Summer Institute
August 20, 21, 22

New Faculty Orientation
August 29



News and Views is published semi-annually for the faculty and friends of the California State University, Long Beach.

News and Views can be accessed at Website <http://www.csulb.edu/centers/fcpd>

Information for this newsletter should be submitted on a 3.5" disk using Microsoft Word to Faculty Center for Professional Development, Library West - Suite 500 or by e-mail to phousto1@csulb.edu. Submissions may be edited for length, style and appropriateness. Submission does not guarantee publication.