

## **Newsletter Items from the Associate Dean for Faculty Affairs and Research Fall 2022**

### **We have a new Faculty Equity Advocate!**

Faculty Equity Advocates (FEAs) assist the tenure track hiring committees with ensuring that review of applications is fair and unbiased. They are part of the University's actions around increasing the diversity of our faculty. More specifically, the overarching goals include FEA representatives from each college working with their college to:

- (1) tailor best practices to the college to increase equity and diversity in hiring;
- (2) improve equity in retention and advancement for faculty – consistent with the needs and disciplines represented in the college.

They are funded by the Office of Faculty Affairs and CHHS is fortunate to have two of them in our college. Alex Washington, Professor of Social Work, will complete his three-year term in December 2022. Pei-Fang Hung, Chair of Speech Language Pathology was our second FEA until this summer. Dr. Hung resigned her position as FEA because she will be working full-time as the Chair of the Academic Senate. Roudi Roy, Associate Professor of Child Development and Family Studies in the department of Family and Consumer Sciences has graciously agreed to complete Pei-Fang's term, which also ends in December 2022.



Alex Washington



Roudi Roy

### **Update on new RSCA rubric for AY 2023-2024 awards**

For the past two academic years, the Faculty Council (FC) has worked on a new rubric for scoring RSCA proposals to be transparent and helpful for all faculty interested in internal

funding for their research. The final rubric was approved by the Faculty Council in May 2022 and can be found at the top of the Faculty Governance webpage.

<https://www.csulb.edu/college-of-health-human-services/faculty-governance-representatives>

Below are the total proposals submitted, including number and amount of the funding request, as well as the total number of proposals funded, the percentage of successful proposals, and the total number of dollars invested in our faculty through the RSCA mechanism. As always, the competition for the coming academic year will be posted in InfoReady by September 2022 with a due date of November 2022. Many thanks to the Faculty Council, the RSCA subcommittee of the FC, and the valuable input provided by the Research Committee!

**RSCA Proposals Submitted and Awarded (2017-2022)**

<b>Year of Submission (Year Award to be Used)</b>	<b>Total Proposals Received</b>	<b>Total Proposals Awarded</b>	<b>Total \$ Proposed</b>	<b>Total \$ Awarded</b>
2017-2018 (2018-2019)*	56	51 (91%)	\$289,118	\$254,140
2018-2019 (2019-2020)**	74	65 (88%) 2 <sup>nd</sup> competition=4 add'l funded; 69/74=94%	316,000	\$316,000
2019-2020 (2020-2021)***	66	58 (88%)	\$450,580	\$314,392
2020-2021 (2021-2022)****	62	58 (93%)	\$715,706	\$310,785
2021-2022 (2022-2023)	65	65 (100%)	\$390,061	\$316,901

Notes: \*CHHS did not have a sufficient number of proposals scored as meriting funding to spend our entire allocation of funding and turned \$\$ back into the campus.

\*\*Because of previous year's turning funding back to the campus, two competitions were held to spend the entire CHHS funding allocation.

\*\*\*First year that faculty could submit for either 3 WTUs or 6 WTUs or FSG; majority of proposals for assigned time were for 3 WTUs.

\*\*\*\*Second year that faculty could submit for either 3 WTUs or 6 WTUs or FSG. Almost every proposal for assigned time was for 6 WTUs, highlighting the continuing need for guidance on how to score the merits of 6 WTUs versus 3 WTUs.

## **Recognizing Our Top Grant Proposal Writers, Principal Investigators (2019-2022)**

<b>PI Name</b>	<b>Number of Proposals Submitted</b>	<b>Dept./Center</b>
Laura D'Anna, Ph.D.	25	Health Sciences/Center for Health Equity Research (CHER)
Ron Mark	22	Criminal Justice Research & Training
Melawhy Garcia, Ph.D.	13	Health Sciences/Center for Latino Community Health
Aili Malm, Ph.D.	12	Criminology, Criminal Justice and Emergency Management (CCJEM)
James Binnall, Ph.D., JD	11	Criminology, Criminal Justice and Emergency Management (CCJEM)
Rashida Crutchfield	10	School of Social Work
Amber Johnson	8	Health Sciences Dept.
Iveris Martinez	8	Center for Successful Aging
Jackie Dawson	7	Physical Therapy
Lucy Huckabay	7	School of Nursing
Melissa Bittner	7	Kinesiology Dept.
Mimi Kim	7	School of Social Work
Nancy Meyer-Adams	6	School of Social Work
Mary Sramek	5	Earl Burns Miller Japanese Garden
Judy Jou	5	Health Sciences Dept.
Kamiar Alaei	4	Health Sciences Dept.
Vennila Krishnan	4	Physical Therapy

### **Top Proposal Writers by Department/School/Center**

<b>Department/Center</b>	<b>Number of Proposals Submitted</b>
School of Social Work	29
Center for Health Equity	26
Health Sciences Dept.	25
Center for Criminal Justice Research & Training	22
Center for Latino Community Health	18
Criminology, Criminal Justice and Emergency Management (CCJEM)	15
Kinesiology	14
Physical Therapy	11
School of Nursing	8
Earl Burns Miller Japanese Garden	8
Family & Consumer Sciences	8

Center for Successful Aging	8
Health Care Administration	6

**Training for Faculty Reviewers on Lecturer Evaluations**

Every academic year 150-180 lecturers in CHHS undergo the lecturer review process. This process involves both chairs and faculty review committees, as well as the Associate Dean for Faculty Affairs and Research. It is an important part of providing lecturers with feedback on their teaching and overall performance. It is also required per the Collective Bargaining Agreement (CBA). As part of CHHS’s efforts to improve the process for lecturers and reviewers alike, the CHHS Faculty Development Committee undertook a survey of chairs and faculty who have participated in lecturer reviews to identify where improvements can be made and where additional training for lecturer reviewers would be helpful. Below are some of the results of this survey, which was conducted in the Spring of 2022. The results will be used to inform training for both lecturers and reviewers in AY 2022-2023.

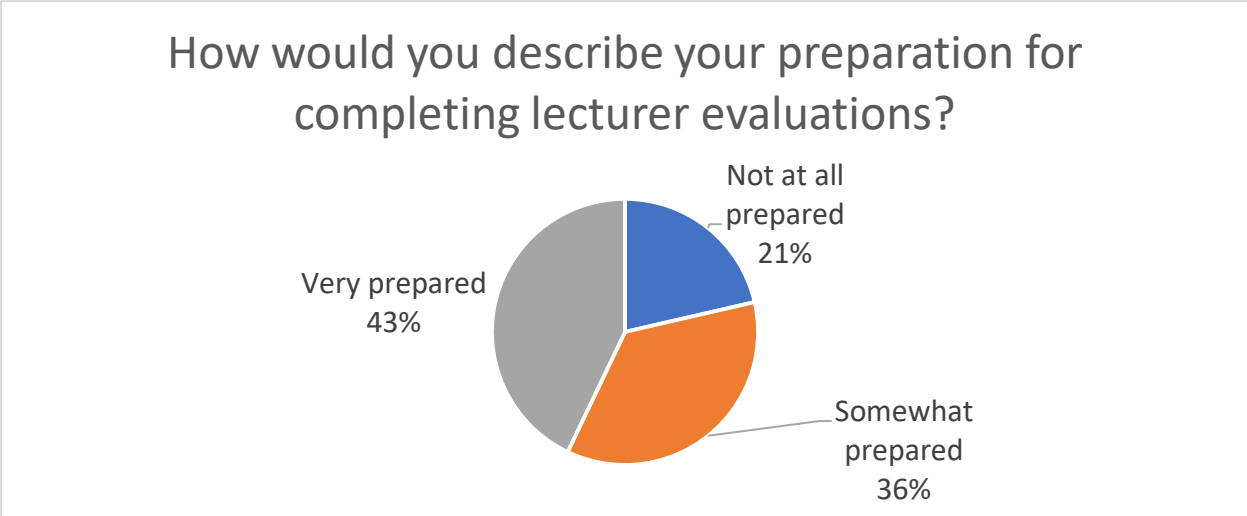


Figure 1. Less than half of all respondents felt they were very well prepared to conduct lecturer evaluations.

Have you received training for conducting lecturer evaluations?

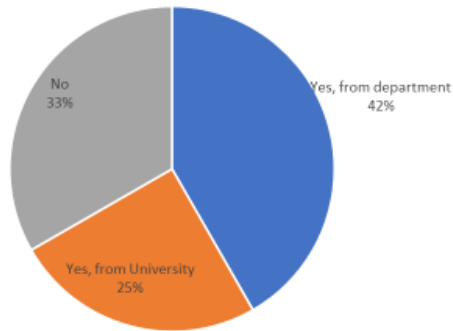


Figure 2. More than half of respondents had received some training at either the department or university level on how to conduct a lecturer evaluation.

How familiar are you with the lecturer evaluation requirements at each of the following levels?

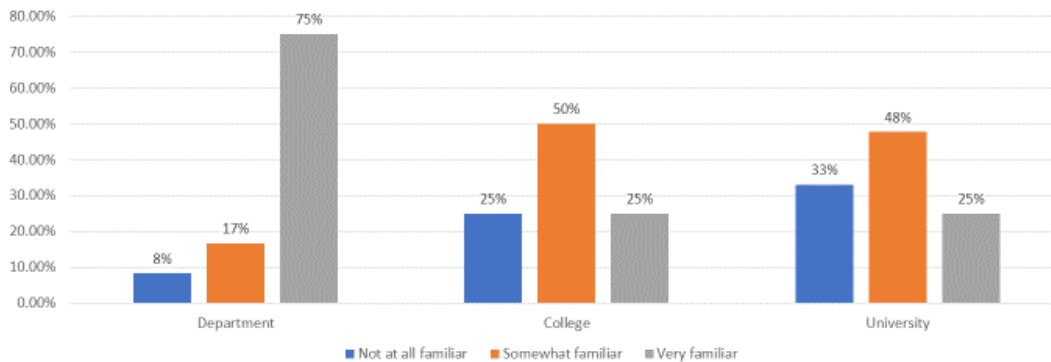


Figure 3. Respondents were most familiar with departmental requirements for lecturer evaluations and less familiar with college and university requirements.

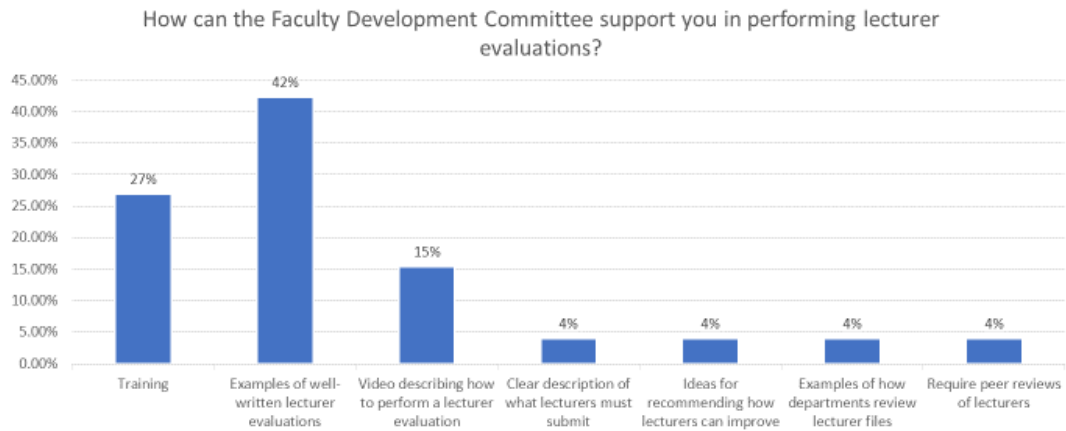


Figure 4. Respondents identified several ways in which the Faculty Development Committee can support them in performing lecturer evaluations.