

**Faculty Center (2021-2022 Annual Report)**  
**Prepared by Dr. Nancy Dayne (Interim Center Director)**

The mission of the Faculty Center (FC) is to cater to needs of all faculty (Lecturer, Tenure-Track, & Tenured Faculty) at all stages of professional careers by creating a welcoming environment for faculty members to seek professional, social, and emotional support and community.

Activities of the FC were closely aligned with and guided by the Chancellor's Office Graduation Initiative 2025, to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps and by CSULB BEACH 2030 Values and Priorities (as the year prior). Both quantitative and qualitative feedback was solicited from faculty who attended the workshops/sessions that were directly developed and/or offered through the Faculty Center. A total of **130 faculty** cumulatively participated in the different offerings during the 2021/2022 AY.

**Faculty Teaching & Foundational Outcomes**

The FC was committed in Fall of 2021 and Spring of 2022 to providing faculty PD opportunities that addressed issues of equity, access, and inclusivity in teaching, mentoring, and advising students in effort to promote success for all students regardless of backgrounds, affiliations, and levels of ability or preparedness. FC initiatives focused on:

- Building a campus culture of providing sustainable faculty professional development (PD) opportunities that will address issues of equity, access, and inclusivity in teaching, mentoring, and advising students in effort to promote success for all students regardless of backgrounds, affiliations, and levels of ability or preparedness.
- Promoting rigorous, relevant, and impactful intellectual achievement and scholarship and to build and support a compassionate community, characterized by a strong sense of belonging, where everyone's voice and well-being and valued.

**I-A. Building Culture of Sustainable Professional Development Opportunities Addressing Issues of Equity, Access, & Inclusivity in Teaching**

The initiatives scheduled under this outcome were designed to motivate and enable faculty to:

- Learn more about our students and become mindful of challenges that they continue to encounter, especially in alternative mode of instruction during the pandemic.
- Accommodate our diverse and vulnerable student population.
- Create and offer courses that are inclusive of diversity.

- Implement equitable and inclusive practices in generating conversation, promoting interaction, and assessing students' performance in the classroom.

There were workshops/presentations under two main areas of focus in faculty teaching outcomes that were designed to help faculty identify a set of teaching competencies that support student learning and promote student success in general:

### **I-A-1. Acquainting Faculty with Equitable and Inclusive Pedagogical Practices**

There is the continued need for PD opportunities to address issues of diversity, equity, access, and inclusivity in the classroom. The FC provided opportunities in summer and fall of 2020 and in winter and spring of 2021 that acquainted faculty participants with equitable and inclusive practices in designing courses, developing course objectives and outcomes, generating conversation, promoting interaction, and assessing students' performance in the classroom. PD opportunities focusing on diverse, equitable, and inclusive pedagogical practices included the following (multiple sessions were offered in summer, fall, winter, and spring to manage capacity and accommodate faculty demand):

#### **I. Operational Outcomes & Faculty, Staff & Students Wellbeing**

One of the BEACH 2030 priorities is to promote rigorous, relevant, and impactful intellectual achievement and scholarship and to build and support a compassionate community, characterized by a strong sense of belonging, where everyone's voice and well-being are valued. The FC implemented, facilitated, coordinated, sponsored or co-sponsored, and/or supported initiatives in 2022-21 that focused on three general themes.

### **Faculty Center Workshops and Initiatives**

#### **Fall 2021 Workshops and Initiatives**

##### **1) Faculty Professional Development Learning Community on Inclusive, Accessible, and Equity-Minded Instructional and Classroom Management Strategies**

**Description:** The purpose of this Faculty Learning Community is to introduce faculty members to best practices in teaching and interacting with students of diverse backgrounds as well as to practices that support meaningful and accessible learning for all students. Sessions will encourage participants to examine their beliefs about diversity and equity, and gain knowledge and understanding about how diversity and identity influence higher education practices. Participants will further explore their biases in ways that help them become more equity-minded in their instruction. The sessions will particularly address best practices for teaching and working with ethnically diverse students, differently-abled students, first-generation students and students from low-income families. Interactive sessions and assignments will help participants:

- Create inclusive classrooms by recognizing the diverse strengths and abilities that students bring to the classroom and incorporating their diverse experiences, prior knowledge, and cultural knowledge/skills into our curriculum and instruction.
- Develop strategies that foster equity and inclusivity in teaching, interaction, and assessment in the classroom environment.
- Learn about how race, identity, and culture mediate student development and how everyday racism shapes the experiences of diverse students in the classroom.
- Understand the intersecting identities of our students and how they can be used to facilitate learning in the classroom.
- Understand the nature of micro-aggression and micro-affirmations and how instructors can manage them in the classroom.
- Develop inclusive, learning-centered syllabi, transparent assignments, active learning techniques, and classroom assessment techniques.
- Learn about challenges and strategies of safeguarding student mental health in various modes of instruction.
- Learn about how faculty members could more mindful and resilient individuals in their daily lives, which will help them become more aware and focused instructors in the classroom.
- Learn how to create an accessible learning environment and support students with varying abilities within the classroom.
- Build community, so that once the program is completed, participants will have a cohort with whom they can remain connected personally and/or professionally.

Kick off institute plus eight two-hour monthly meetings (4 in fall 2021; 4 in spring 2022).

**Inclusive Excellence in Pedagogy Institute: Friday, August 27, 2021, 1:00 – 4:00 PM and Monday, August 30, 2021, 2:00 – 4:00 PM.**

**Meeting 1: Friday, September 17, 2021, 1:00 – 3:00 PM**

**Meeting 2: Friday, October 15, 2021, 1:00 – 3:00 PM**

**Meeting 3: Friday, November 12, 2021, 1:00 – 3:00 PM**

**Meeting 4: Friday, December 3, 2021, 1:00 – 3:00 PM**

Spring 2022 meetings will be in-person and the session dates will be decided on by the group during the fall 2021 sessions.

**Facilitator:** Dr. Heather Macias is an assistant professor in the College of Education, Teacher Education Department. Her courses focus on preparing secondary teaching credential candidates to be culturally competent and socially aware educators who can address the strengths and needs of all students, particularly historically marginalized students. Current research interests include integrating culturally responsive pedagogy into higher education STEM classrooms, the role of secondary ethnic studies courses in closing the opportunity gap and exploring how teachers can integrate students' "dark" funds of knowledge into classroom learning. Dr. Macias is a researcher

for CSULB's Center to Close the Opportunity Gap and is participating on several teams for NSF grant proposals ranging from addressing racial equity in STEM gateway courses to using artificial intelligence for social good.

## **2) Equity Mindedness and Pedagogy Workshop Series**

Diversity, Equity and Inclusion of Academic Affairs, The Faculty Center, and Academic Technology Services are partnering to offer a workshop series on Equity Minded Pedagogy to support instructors to best serve diverse students at CSU Long Beach.

### **Session Descriptions & Schedule**

#### ***Session 1: September 24, 10am – 12 noon via Zoom***

##### Equity-mindedness in overall course design

This session will focus on building a course from the beginning while considering equity and serving racially/ethnically diverse students. Topics will focus on beginning of the semester course activities, structuring syllabi, and using technology/technological tools

#### ***Session 2: October 22, 10am – 12 noon via Zoom***

##### Introduction to pedagogical principles and teaching online

This session will introduce basic concepts of equity-minded pedagogy and AMI teaching online, including accessibility, transparent teaching and serving racially/ethnically diverse students.

#### ***Session 3: November 12, 10am – 12 noon via Zoom***

##### Creating Classroom Community & Handling Difficult Moments

This session will revisit some principles covered in the previous two session (but also beneficial for first time attendees) and talk about how to build classroom community among racially/ethnically diverse students. Session will further address to handle difficult moments in the classroom and recommend ideas for classroom discussion for racially/ethnically diverse learners.

**Facilitator:** Dr. Deborah Faye Carter, Associate Professor, School of Educational Studies at Claremont Graduate University, will offer this series. Dr. Carter is a higher education expert in postsecondary access and equity, transition to college, college student outcomes, race in education, mentoring, equity, and diverse learning environments in STEM. She is the former co-director of the Claremont Colleges Center for Teaching and Learning. She has held faculty appointments at Indiana University and the University of Michigan. Dr. Carter's scholarly work has been published in *The Journal of Higher Education*, *Higher Education: A Handbook of Theory and Research*, *Readings on Equal Education*, *Research in Higher Education*, and *The Sociology of Education*. Among her honors, Dr. Carter has won the Bobby Wright Dissertation of the Year Award in 1998 from the Association for the Study of Higher Education (ASHE), and she received the Harold Johnson Diversity Award in 2011 from the University of Michigan.

### 3) NCFDD NEW FACULTY DISCUSSION GROUP

I am happy to inform you that CSULB has an Institutional Membership in National Center for Faculty Development & Diversity (NCFDD) organization. If you are not currently subscribed to NCFDD, please see attached Institutional Membership Flyer with instructions on how to activate your free membership account. I have also attached a copy of an Overview of the NCFDD Institutional Membership. If you have any technical questions, feel free to email NCFDD at [Membership@FacultyDiversity.org](mailto:Membership@FacultyDiversity.org). As Institutional Members, faculty have access to resources that faculty members, especially those in their probationary years, may find helpful. These include the NCFDD Core Curriculum, which is designed to teach 10 Key Skills that will help you develop and thrive professionally. The NCFDD additionally emails subscribers a weekly newsletter – “Monday Motivator” – that provides tips and strategies to increase productivity and work-life balance by reinforcing the skills and strategies presented in the Core Curriculum. This newsletter includes a series of “weekly challenge” suggestions related to topics addressed in the Core Curriculum. The NCFDD further offers several professional development and intensive mentoring programs.

To make full use of this membership, you are invited to participate in Discussion Group Sessions, organized by the Faculty Center, titled: National Center for Faculty Development & Diversity: A Discussion Group on Faculty Development & Diversity. This is an opportunity to get together to discuss skills and strategies offered through the Core Curriculum Webinars developed by the NCFDD and to solicit ideas from your peers. The webinars are designed to be particularly helpful to diverse faculty members as they navigate their way through their probationary period. The Discussion Group will discuss 8 Webinars/Modules in 4 ninety-minute meetings (2 webinars/modules per meeting). Following is the schedule for the Fall 2021 Discussion Group:

**Meeting 1: Adjustments to think about in teaching, scholarship, & service. Resources:**

Webinar/Skill # 2: How to Align Your Time with Your Priorities

Webinar/Skill #4: Mastering Academic Time Management

Additional Resources Provided on Classroom Management Strategies

**Meeting 2: Tips on Developing a Research & Scholarly Agenda**

Webinar/Skill #3: How to Develop a Daily (Weekly?) Writing Practice

Webinar/Skill #8: Overcoming Academic Perfectionism

Additional Resources Provided

**Meeting 3: Organizing network of support and accountability for scholarship**

Webinar/Skill #5: Moving from Resistance to Writing

Webinar/Skill #7: Cultivating Your Network of Mentors, Sponsors & Collaborators

Additional Resources Provided on Developing Connections & Relationships

## **Meeting 4: What keeps you from saying ‘no’; Strategies/techniques in saying ‘no’; Strategies in engaging in healthy, constructive conflict**

Webinar/Skill 6: The Art of Saying ‘No’

Webinar/Skill: How to Engage in Healthy Conflict

Additional Resources Provided

**Facilitator:** Malcolm Finney (Director, Faculty Center)

### 4) The Misty Jaffe Early Leaders Program (ELP):

The 2021/2022 Early Leaders Program is a 1-year cohort program designed for those seeking or serving in new leadership roles and is open to all tenure-line and lecturer faculty. Junior faculty and faculty from historically under-represented groups are strongly encouraged to participate. This leadership pathways initiative arose out of discussions about diversity and leadership development in our college, led by Faculty Council and delivered in partnership with the Dean’s Office and the Faculty Center. This leadership pathways initiative arose out of discussions about diversity and leadership development in the CLA and the entire campus community. The inaugural offering, in spring 2020, took the form of a facilitated reading group intended to as a pilot upon which the Faculty Center will build for future university-wide efforts. The program was designed for those seeking or serving in new leadership roles and was open to all tenure-line and lecturer faculty though underrepresented faculty and junior faculty were strongly encouraged to participate. Meetings will include discussion of selected readings from the texts *Strategic Diversity Leadership: Activating Transformation* (Damon A. Williams 2013) and *Reframing Academic Leadership* (Lee Bolman & Joan Gallos 2011).

### **Leadership topics will include:**

- setting goals and expectations
- exploring agency and empowerment
- advancing diversity and equity
- contextualizing leadership
- navigating leadership opportunities

### Meeting Schedule:

- Fall 2021: Fridays, 10AM-12PM (virtual) on September 17, October 8, October 29, November 19, & December 10.
- Spring 2022 TBA

**Coordinators:** Deborah Thien (Associate Dean, CLA); Malcolm Finney (Director, Faculty Center)

### 5) **Become a Bob Murphy Access Center (BMAC) Ally**

Description:

- This session provides information that addresses the following questions:

- What does the Bob Murphy Access Center (BMAC) do?
- How does BMAC collaborate with and support faculty?
- What is MyBMAC? What is my role in the accommodation process?
  - What does the *Faculty Notification Letter* mean?
  - How do I submit an *Alternative Testing Agreement (previously the Test Accommodation Form)* for my BMAC student?
- Can you help me understand my student's approved accommodations?
  - Zoom/Audio lecture recording
  - Alternative testing
  - Peer/assistive technology notetaking
- What are some accessibility best practices in the classroom?
- This workshop will guide and provide understanding to CSULB faculty who work and will work with students with disabilities, or for faculty who wish to learn more about how to support students with varying disabilities and needs within the face-to-face or virtual classroom. This is an opportunity for professional growth and development as part of CSULB's commitment to foster inclusive excellence through development and implementation of initiatives that address issues of equity and inclusion.
- Schedule: Identical sessions will be offered on the following days (TBD)
  - Wednesday: September 29, 2pm-3:30pm
  - Monday: October 4, 9:30am-11am
  - Tuesday: October 12, 2pm-3:30pm

**Facilitators:** Elisa Carrillo, Accessible Format Production Specialist, Accessible Instructional Materials (AIM) Center; Velma Martin, Assistant Director, Accessible Instructional Materials (AIM) Center; Jericho Padilla, Accommodations & Retention Counselor, BMAC

### **6) Collaborative Online International Learning (COIL) Initiative**

Please join us for an informational session on the Collaborative Online International Learning (COIL) initiative here at CSULB. The initiative is led by the International Education Committee of the CSULB Academic Senate in order to facilitate opportunities for students to engage in hands-on international collaborations through existing courses at CSULB. In an increasingly interconnected world, the ability to engage in cross-cultural collaboration is a skill that all students at CSULB benefit from developing, and COIL is a flexible strategy that can be adapted to your courses to enable this.

To learn more about COIL as a pedagogical practice and the initiative on campus, please join us for a COIL at CSULB information session.

Two identical sessions are scheduled on the following days:

1. Thursday, October 28, 3:30-5:00pm
2. Friday, October 29, 12:30-2:00pm

**Presenters:** Luke Wagner; Maria Aceituno. For more information about the COIL at CSULB initiative or the workshop series, please see the COIL website, <https://sites.csulb.edu/coil/>, or email the initiative at [coil@csulb.edu](mailto:coil@csulb.edu).

### **7) Information Session on Opportunities for International Exchange Grants, Fellowships, and Programs for your (Underrepresented) Student Mentees**

Do you know, mentor, or work with underrepresented and underserved students (Pell Grant recipients, students of color, first generation college-attendees, and veterans) who may be interested in securing competitive international grants or fellowships?

You are invited to join us for a workshop on how to enhance the competitiveness of student applications for nationally and internationally recognized grants and fellowships to participate in International Exchange Programs such as the US Fulbright program, Gillman Scholarship and Truman Scholarship.

The application and success rates of CSULB for competitive programs promoting international exchange are currently low. Such programs have historically favored applicants from R1 institutions. In the last decade, enormous efforts have been made to recruit applicants from underrepresented and underserved student populations at minority serving institutions. Helping CSULB students who might be thinking “this isn’t for me” secure these opportunities is a life-changing form of mentorship.

The purpose of the workshop is to acquaint faculty with information and strategies that will be beneficial to their student mentees in completing successful applications. Three main topics will be covered:

#### **1. Overview of opportunities:**

- What are these grants, fellowships, and programs?
- Where can I find information on these opportunities?
- How do these opportunities help students?

#### **2. Student applicant profile:**

- Which opportunity is right for which student?
- Eligibility basics

#### **3. Mentorship tools:**

- What do I need to know as a mentor?
- What general guidance should I provide my mentee?
- What are some practical tips I can give my students?

Two identical sessions are scheduled on the following days:

1. Tuesday, September 21, 12:30 PM – 1:30 PM
2. Friday, October 1, 10:00AM – 11:00AM



**Presenter:** Barbara Grossman-Thompson

### **8) Advancing Inclusive Mentoring Initiative**

The Beach Mentor Program (BMP) is an initiative of the CSULB BUILD Program, which introduces faculty (and staff who serve students in an advisory capacity) to best mentoring practices in working and interacting with students of diverse backgrounds to help them succeed as students at CSULB and in helping them prepare for their future careers. The Faculty Center, in partnership with the BUILD Program, now offers campus-wide online mentor training (the BMP) as part of the Advancing Inclusive Mentoring initiative. The online program includes a series of six online modules (Communicating with your Mentees; Inclusive Mentoring; Cultivating Mentee Growth & Development; Facilitating Mentee Health & Wellbeing; Mentee-Centered Mentoring; Mentoring Toolbox) that focus on best mentoring practices for faculty and staff who work with students across all disciplines. The commitments include watching video snippets (about 5 – 6) addressing each module followed by one-hour online group discussions of each module (initial meeting is scheduled for ninety minutes), facilitated by the Faculty Center Director. Supplemental handouts and reading materials on the topics are posted on a BeachBoard Organizational Sites created for each cohort of the BMP. Faculty and staff members who complete the training receive a Beach Mentor certification issued by the Faculty Center, a status that will be recognized for specific internal grants on campus in the future.

#### FALL 2021 Schedule

Friday, September 17, 12 – 1:30 PM (General Introduction to Program; Module 1: Communicating with your Mentees)

Friday September 24, 12:00 – 1:00 PM (Module 2: Inclusive Mentoring)

Friday October 1, 12:00 – 1:00 PM (Module 3: Cultivating Mentee Growth & Development)

Friday October 8, 12:00 – 1:00 PM (Module 4: Facilitating Mentee Health & Wellbeing)

Friday October 15, 12:00 – 1:00 PM (Module 5: Mentee-Centered Mentoring)

Friday October 22, 12:00 – 1:00 PM (Module 6: Mentoring Toolbox)

**Facilitator:** Malcolm Finney (Director, Faculty Center)

### **9) Supporting Students in Peer-Engagement (Schedule TBD)**

*Description:* Facilitating a classroom community in which students engage deeply with their peers' ideas requires a different skillset than disciplinary expertise, and yet these kinds of classroom communities help students see themselves as generators of knowledge and meaning in the disciplines. In this session, we will discuss and model two frameworks for thinking about this facilitation work. Participants will reflect on these experiences as learners and as teachers so that they can apply these frameworks to their own teaching practice. We will model this work in the context of a remote session, but these skills will be useful when we return to in-person teaching as well.

**Facilitators:**

Amy Ricketts (Assistant Professor of Science Education). Teaches courses for future and practicing teachers on teaching and learning science. Research investigates how to best support teacher learning across the career span.

Brian P. Katz (Assistant Professor in Mathematics Education). Passionate about interactions between inquiry, epistemology, identity, authority, and justice as both a scholar and teacher, especially in the context of preparing teachers to lead student-centered and rehumanizing classrooms of their own.

Schedule: Two identical sessions will be offered on the following days (TBD)

### **10) Gender and Race Biases in the Classroom: Working with Different Intersecting Identities** (Description and schedule to be provided)

Schedule: Two identical sessions will be offered on the following days (TBD)

**Facilitators:** Pamela A. Lewis, Senior Director, Multicultural Affairs & Inclusion (& Staff of the Office of Multicultural Affairs)

### **11) Restorative Justice Approaches to Academic Integrity**

In a restorative justice approach, students are held accountable by having them accept and acknowledge responsibility for their actions, and to the best of their ability to repair the harm done and work to reduce the risk of offense. Come join the Office of Student Conduct and Ethical Development in learning about restorative justice and how it can be integrated into your academic integrity conversations and process with students.

Schedule: Two identical sessions will be offered on the following days (TBD)

**Presenters:** Trace Camacho, Interim Director, Office of Student Conduct and Ethical Development; Zion Smith, Associate Director, Student Conduct & Ethical Development)

### **12) Faculty and Staff Basic Needs**

Workshops (health, mental health, economic well-being, overall COVID-stress management, etc.) would be of interest. Faculty Wellness Advisory Committee (or Taskforce) proposal to Academic Senate.

**Organizers:** Deborah Hamm, Kristina Lovato, Corrie O'Toole

### **13) Women of Color in Academia @ CSULB (On Going)**

Instituted 2018 to provide structural, institutional, communal support for women of color faculty. Maintaining community of peers, collaborators, and mentors aligns with university's goal to increase faculty diversity by recruiting/retaining faculty from underrepresented groups. Group provides recognition of impact of intersectionality of gender, race, & ethnicity on professional experience of faculty women of color on campus; increases institutional support to

promote success of faculty women of color. Membership, about 40, comprises faculty varied by rank & department

### **Spring 2022 Workshops and Initiatives**

- 1) Faculty Professional Development Learning Community on Inclusive, Accessible, and Equity-Minded Instructional and Classroom Management Strategies
- 2) Become a Bob Murphy Access Center (BMAC) Ally
- 3) Information Session on Opportunities for International Exchange Grants, Fellowships, and Programs for your (Underrepresented) Student Mentees
- 4) Advancing Inclusive Mentoring Initiative
- 5) Supporting Students in Peer-Engagement
- 6) Gender and Race Biases in the Classroom: Working with Different Intersecting Identities
- 7) Restorative Justice Approaches to Academic Integrity
- 8) Faculty and Staff Basic Needs
- 9) Women of Color in Academia @ CSULB (On Going)

### **Additional Initiatives**

#### **Workshop Series on Diversity, Equity & Inclusion in the Classroom**

The purpose of this Faculty Workshop Series is to introduce faculty members to best practices in teaching and interacting with students of diverse backgrounds as well as to practices that support meaningful and accessible learning for all students. Sessions will encourage participants to examine their beliefs about diversity and equity, gain knowledge and understanding about how diversity and identity influence higher education practices. Participants will further explore their biases and become equity-minded instructors. Upon conclusion of the Workshop Series, participants will be equipped to implement culturally responsive pedagogy in their instruction. This is a philosophy of teaching that is imbued with multicultural knowledge and is embedded in issues of social justice. This teaching approach recognizes cross-cultural identities and dimensions and honors and respects these differences. The sessions will particularly address best practices for teaching and working with ethnically diverse students, first year students, first-generation students and students from low-income families

Interactive sessions and online assignments will help participants

- Create inclusive classrooms by recognizing the diverse strengths and abilities that students bring to the classroom and incorporating their diverse experiences into our curriculum
- Develop strategies that foster equity and inclusivity in teaching, interaction, and assessment in the classroom environment in support of student success.

- Learn about how students best interact with and respond to each other in the classroom
- Learn about how race and culture mediate student development and how everyday racism shape the experiences of diverse students in the classroom
- Understand the intersecting identities of our students and how they could be used to facilitate learning in the classroom
- Understand the nature of micro-aggression and micro-affirmations and how instructors can manage them in the classroom
- Develop inclusive, learning-centered syllabi, transparent assignments, active learning techniques, and classroom assessment techniques

Another goal of this workshop series is to build community among faculty, so that once the program is completed, they still have a cohort with whom they remain connected personally or professionally.

## **Spring 2022 Workshops and Initiatives**

### **A. COHORT BASED**

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- Learn about how faculty members could more mindful and resilient individuals in their daily lives, which will help them become more aware and focused instructors in the classroom.
- Learn how to create an accessible learning environment and support students with varying abilities within the classroom.
- Build community, so that once the program is completed, participants will have a cohort with whom they can remain connected personally and/or professionally.

### Cohort 2

- Inclusive Excellence in Pedagogy Institute: Institute: Thursday, January 27, 2022, 12:00 – 2:00 PM and Monday, January 31, 12:00 – 1:30 PM.
- Meeting 1: Thursday, February 10, 2022, 12:00 – 2:00 PM
- Meeting 2: Thursday, March 10, 2022, 12:00 – 2:00 PM
- Meeting 3: Thursday, April 14, 2022, 12:00 – 2:00 PM
- Meeting 4: Thursday, May 12, 2022, 12:00 – 2:00 PM
- Meetings 5-8 in Fall 2022: Meetings will be in-person and the session dates will be decided on by the group during the spring 2022 sessions.

### Cohort 3

- Institute: Friday, January 28, 2022, 1:00 – 3:00 PM and Monday, January 31, 2:00 – 3:30 PM.
- Meeting 1: Friday, February 11, 2022, 1:00 – 3:00 PM
- Meeting 2: Friday, March 11, 2022, 1:00 – 3:00 PM
- Meeting 3: Friday, April 15, 2022, 1:00 – 3:00 PM
- Meeting 4: Friday, May 13, 2022, 1:00 – 3:00 PM
- Meetings 5-8 in Fall 2022: Meetings will be in-person and the session dates will be decided on by the group during the spring 2022 sessions.

**Facilitator:** Dr. Heather Macias is an assistant professor in the College of Education, Teacher Education Department. Her courses focus on preparing secondary teaching credential candidates to be culturally competent and socially aware educators who can address the strengths and needs of all students, particularly historically marginalized students. Current research interests include integrating culturally responsive pedagogy into higher education STEM classrooms, the role of secondary ethnic studies courses in closing the opportunity gap and exploring how teachers can integrate students’ “dark” funds of knowledge into classroom learning. Dr. Macias is a researcher for CSULB’s Center to Close the Opportunity Gap and is participating on several teams for NSF grant proposals ranging from addressing racial equity in STEM gateway courses to using artificial intelligence for social good.

### **15) Workshop Series on Diversity, Equity & Inclusion in the Classroom**

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meaningful and accessible learning for all students. Sessions will encourage participants to examine their beliefs about diversity and equity, gain knowledge and understanding about how diversity and identity influence higher education practices. Participants will further explore their biases and become equity-minded instructors. Upon conclusion of the Workshop Series, participants will be equipped to implement culturally responsive pedagogy in their instruction. This is a philosophy of teaching that is imbued with multicultural knowledge and is embedded in issues of social justice. This teaching approach recognizes cross-cultural identities and dimensions and honors and respects these differences. The sessions will particularly address best practices for teaching and working with ethnically diverse students, first year students, first-generation students and students from low-income families

Interactive sessions and online assignments will help participants

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- Understand the intersecting identities of our students and how they could be used to facilitate learning in the classroom
- Understand the nature of micro-aggression and micro-affirmations and how instructors can manage them in the classroom
- Develop inclusive, learning-centered syllabi, transparent assignments, active learning techniques, and classroom assessment techniques

Another goal of this workshop series is to build community among faculty, so that once the program is completed, they still have a cohort with whom they remain connected personally or professionally.

### **Session 1 (Friday February 4, 10am – 12 Noon): All Facilitators & Malcolm Finney**

- Team Building: Getting Acquainted; Goal Setting (Including Laying groundwork for sessions & Brainstorming activity on what will be specifically useful to participants)
- Introduction to Workshop Series topics
- Discussion of pre-workshop survey.
- Expectations as participants

### **Session 2 (Friday February 18, 10am to 12pm): Primary Facilitator: Lindsay Pérez-Huber** Associate Professor, Social & Cultural Analysis of Education, College of Education

Session Theme: *“You’ve given me a name for my pain”*: Racial micro-aggression and racial micro-affirmations in higher education

This facilitation will provide an understanding of racial micro-aggression, the systemic, often subtle forms of everyday racism encountered by People of Color in higher education. Racial

micro-affirmations as a response to racial micro-aggression will also be addressed to examine the often subtle verbal and/or non-verbal strategies People of Color consciously engage that acknowledge and affirm each other's value, integrity, and shared humanity. Implications for Equity, Diversity, and Inclusion in higher education spaces will be discussed. Session will focus on race & ethnic studies and on social context of education and on culturally responsive strategies in the classroom.

**Session 3 (Friday March 18, 2021, 10am – 12pm): Primary Facilitator: Nina Flores**  
Assistant Professor, Social & Cultural Analysis of Education, College of Education

This session focuses on the relationship between power and pedagogy in the classroom, and assumes that instructor reflection about the power they hold is a key component of building an open class community. First, we will explore what it looks like to use a teaching approach based in engaged and critical pedagogies, and the implications for creating more equitable and inclusive class environments. Next, we will consider a range of strategies for sharing and building power with students at both undergraduate and graduate levels, as well as ways to increasing their sense of agency. Finally, we will discuss the ways in which these approaches can be reflected in content, from advocacy through OpEd and Infographic assignments to rethinking the role of guest speakers.

**Session 4 (Friday April 22, 10am – 12pm): Primary Facilitator: Nancy Quam-Wickham**  
Professor, History, College of Liberal Arts

Session will be based on assignment design using Transparency in Learning & Teaching (TILT) in Higher Education principle. TILT is an Inclusive Excellence pedagogical practice that helps students understand *how and why* they are learning course content in particular ways. Topics addressed will include:

- Authentic assessment for equity & learning improvement
- Strategies for active participation
- Giving clarity about expectations & providing faculty the tools to improve that clarity

**Session 5 (Friday May 6, 10am – 12pm): Primary Facilitator: Oscar Navarro**  
Assistant Professor, Teacher Education & Liberal Studies, College of Education

Session Theme: Culturally Responsive & Sustaining Pedagogies

The session will provide pedagogical, curricular, and instructional strategies that provide an affirming, equitable, and humanizing learning environment for racially and ethnically diverse learners. Participants will examine the tenets and application of culturally responsive and sustaining pedagogies and develop a plan of action to make their curriculum, classroom structures, and teacher-student relationships responsive to a diverse student body at CSULB.

**Wrap Up: 12 – 1pm**

**16) Advancing Inclusive Mentoring Initiative**

The Beach Mentor Program (BMP) is an initiative of the CSULB BUILD Program, which introduces faculty (and staff who serve students in an advisory capacity) to best mentoring practices in working and interacting with students of diverse backgrounds to help them succeed as students at CSULB and in helping them prepare for their future careers. The Faculty Center, in partnership with the BUILD Program, now offers campus-wide online mentor training (the BMP) as part of the Advancing Inclusive Mentoring initiative. The online program includes a series of six online modules (Communicating with your Mentees; Inclusive Mentoring; Cultivating Mentee Growth & Development; Facilitating Mentee Health & Wellbeing; Mentee-Centered Mentoring; Mentoring Toolbox) that focus on best mentoring practices for faculty and staff who work with students across all disciplines. The commitments include watching video snippets (about 5 – 6) addressing each module followed by one-hour online group discussions of each module (initial meeting is scheduled for ninety minutes), facilitated by the Faculty Center Director. Supplemental handouts and reading materials on the topics are posted on a BeachBoard Organizational Sites created for each cohort of the BMP. Faculty and staff members who complete the training receive a Beach Mentor certification issued by the Faculty Center, a status that will be recognized for specific internal grants on campus in the future.

### Spring 2022 Schedule

Wednesday, February 9, 2 – 3:30 PM (General Introduction; Module 1: Communicating with your Mentees)

Wednesday February 16, 2:00 – 3:00 PM (Module 2: Inclusive Mentoring)

Wednesday February 23, 2:00 – 3:00 PM (Module 3: Cultivating Mentee Growth & Development)

Wednesday March 2, 2:00 – 3:00 PM (Module 4: Facilitating Mentee Health & Wellbeing)

Wednesday March 9, 2:00 – 3:00 PM (Module 5: Mentee-Centered Mentoring)

Wednesday March 16, 2:00 – 3:00 PM (Module 6: Mentoring Toolbox)

**Facilitator:** Malcolm Finney (Director, Faculty Center)

### **17) The Misty Jaffe Early Leaders Program (ELP)**

The 2021/2022 Early Leaders Program is a 1-year cohort program designed for those seeking or serving in new leadership roles and is open to all tenure-line and lecturer faculty. Junior faculty and faculty from historically under-represented groups are strongly encouraged to participate. This leadership pathways initiative arose out of discussions about diversity and leadership development in our college, led by Faculty Council and delivered in partnership with the Dean's Office and the Faculty Center. This leadership pathways initiative arose out of discussions about diversity and leadership development in the CLA and the entire campus community. The inaugural offering, in spring 2020, took the form of a facilitated reading group intended to as a pilot upon which the Faculty Center will build for future university-wide efforts. The program was designed for those seeking or serving in new leadership roles and was open to all tenure-line and lecturer faculty though underrepresented faculty and junior faculty were strongly encouraged to participate. Meetings will include discussion of selected readings from the texts *Strategic Diversity Leadership: Activating Transformation* (Damon A. Williams 2013) and *Reframing Academic Leadership* (Lee Bolman & Joan Gallos 2011).



**Leadership topics include:**

- setting goals and expectations
- exploring agency and empowerment
- advancing diversity and equity
- contextualizing leadership
- navigating leadership opportunities

**Meeting Schedule:**

- Fall 2021: Fridays, 10AM-12PM (virtual) on September 17, October 8, October 29, November 19, & December 10.
- Spring 2022: Fridays, 10AM-12PM (virtual) on January 28, February 18, March 11, April 8. A fifth meeting will be scheduled separately for April 29, on campus.

**Coordinators:** Deborah Thien (Associate Dean, CLA); Malcolm Finney (Director, Faculty Center)

**18) Spring 2022 Reading Group/Book Club for New Faculty on Micro Intervention Strategies**

This is an opportunity for new faculty to get together and learn from the readings as well as from the facilitators and each other. There will be four one-hour scheduled meetings during which participants and facilitator will engage in an interactive book study of *Micro-Intervention Strategies: What You Can Do to Disarm and Dismantle Individual and Systemic Racism and Bias* (by Derald Wing Sue, Cassandra Z. Calle, Narolyn Mendez, Sarah Alsaïdi, Elizabeth Glaeser, December 2020). Assigned readings will explore individual and institutional micro-interventions strategies in combating micro and macro-aggressions targeted at marginalized groups (racial/ethnic minorities; LGBTQ groups, women, those with disabilities; etc.) and reducing impact of sexism, heterosexism, ableism, and classism in the academic community. This is in line with CSULB's effort in institutionalizing culturally inclusive practices in the campus community. Faculty will participate in reflective discussions to push their thinking and sharpen their equity lens by examining key principles of micro-intervention strategies in confronting individual and institutional manifestations of oppression.

Two sections of the Reading Group/Book Club will be offered as follows:

Section 1: Facilitator: Dr. Cecelia Smalls Griswold. Dr. Smalls Griswold currently works as a Lecturer and University Supervisor in the Department of Teacher Education and Liberal Studies. She has a passion for working with the underserved/underrepresented student population in areas of recruiting, teaching, and mentoring. She has over 35 years' experience as Job Training and Employment Director, Management/Manpower Quality Civilian Officer, administrator, curriculum leader and teacher in grades K-12.

Session 1-----Thursday, February 17th @12:00-1:00pm

Session 2-----Thursday, March 17th @12:00-1:00pm

Session 3-----Thursday, April 21st @12:00-1:00pm

Session 4-----Thursday, May 5th @12:00-1:00pm

Section 2: Facilitator: Prof. Sabrina Landa. Professor Landa gladly serves as a Lecturer in Accountancy with seven years of teaching experience covering a broad array of undergraduate and graduate courses. As an accountant with 15+ years of career experience including controller and chief operations officer roles, she guides the learning process with both current academic research and practical insight. She also advises the Association of Latino Professionals for America (ALPFA) student organization and is actively engaged in leading student success workshops, community service, and various research projects. She earned a BS in Accounting and a BS in Finance from Chapman University and an MBA from Brandman University.

Session 1-----Wednesday, February 16th @2:00-3:00pm

Session 2-----Wednesday, March 16th @2:00-3:00pm

Session 3-----Wednesday, April 20th @2:00-3:00pm

Session 4-----Wednesday, May 4th @2:00-3:00pm

Detailed information on the framework and learning outcomes will be shared in the next few weeks.

## **B. ONE-OFF THEME-BASED SESSIONS**

### **1) Become a Bob Murphy Access Center (BMAC) Ally**

This session provides information that addresses the following questions:

- What does the Bob Murphy Access Center (BMAC) do?
- How does BMAC collaborate with and support faculty?
- What is MyBMAC? What is my role in the accommodation process?
  - What does the *Faculty Notification Letter* mean?
  - How do I submit an *Alternative Testing Agreement (previously the Test Accommodation Form)* for my BMAC student?
- Can you help me understand my student's approved accommodations?
  - Zoom/Audio lecture recording
  - Alternative testing
  - Peer/assistive technology notetaking
- What are some accessibility best practices in the classroom?

This workshop will guide and provide understanding to CSULB faculty who work and will work with students with disabilities, or for faculty who wish to learn more about how to support students with varying disabilities and needs within the face-to-face or virtual classroom. This is an opportunity for professional growth and development as part of CSULB's commitment to foster inclusive excellence through development and implementation of initiatives that address issues of equity and inclusion.

Schedule: Identical sessions will be offered on the following days:

- Monday, March 7, 2022 at 9:00 – 10:30 AM
- Tuesday, March 8, 2022 at 1:00 – 2:30 PM

**Presenters:** Elisa Carrillo, Accessible Format Production Specialist, Accessible Instructional Materials (AIM) Center; Velma Martin, Assistant Director, Accessible Instructional Materials (AIM) Center; Jericho Padilla, Accommodations & Retention Counselor, BMAC

### **Become a Bob Murphy Access Center Ally**

#### **2) Gender, Race, and Immigration Status Biases in the Classroom: Working with Different Intersecting Identities**

The presenters will engage participants in a critical conversation to understand biases towards individuals with intersecting identities in the classroom and provide strategies to improve student success and their college experience.

Schedule: Two identical sessions will be offered on the following days:

Monday, March 14, 1:00 – 2:30 PM

Thursday, April 7, 9:00 – 10:30 AM

**Presenters:** 1) Pamela A. Lewis, M.S., Senior Director, Multicultural Affairs & Inclusion  
 2) Dr. Norma Salcedo, Director, Dream Success Center  
 3) Joel Gutierrez, Director, Office of Multicultural Affairs

### **Gender, Race, Immigration Status Biases: Working with Intersecting Identities**

#### **3) Restorative Justice Approaches to Academic Integrity**

In a restorative justice approach, students are held accountable by having them accept and acknowledge responsibility for their actions, and to the best of their ability to repair the harm done and work to reduce the risk of offense. Come join the Office of Student Conduct and Ethical Development in learning about restorative justice and how it can be integrated into your academic integrity conversations and process with students.

Schedule: Thursday, March 24, 3:00 – 4:30 PM

### **Restorative Justice Approaches to Academic Integrity**

**Presenters:** Trace Camacho, Interim Director, Office of Student Conduct and Ethical Development; Zion Smith, Associate Director, Student Conduct & Ethical Development)

#### **4) Faculty and Staff Basic Needs Workshop Series: Mental Health & Emotional Well-being, Physical Well-being, and Financial Well-being**

Workshops (health, mental health, economic well-being, overall COVID-stress management, etc.)

- a) Promoting Mental & Emotional Wellbeing for Faculty & Staff
- b) Promoting Physical Wellbeing among Faculty and Staff
- c) Promoting Financial Wellbeing among Faculty and Staff

Schedule: TBD

**Organizers:** Deborah Hamm, Kristina Lovato, Corrie O'Toole

### **5) Responding to Student Disclosures of Sexual Misconduct and Dating Violence**

Over 40% of faculty report receiving disclosures of crime victimization from students (Richards et al., 2013), yet few faculty have received any training on how to respond to such disclosures. To fill this gap, the current training seeks to help faculty recognize disclosures of sexual misconduct and dating violence, respond in an empathetic and supportive way, adhere to CSU Executive Orders and California State Law regarding the reporting of such disclosures to the Title IX Office, and learn where to refer survivors both on and off-campus. Emphasis will be placed on discussion and problem solving in the context of different scenarios. The first 30 CLA faculty to RSVP will be eligible for a \$250 stipend to attend this one hour Zoom training. To RSVP, please send an email to [courtney.ahrens@csulb.edu](mailto:courtney.ahrens@csulb.edu). This training is sponsored by the CLA Dean's Office and Not Alone@The Beach which provides confidential support services to the CSULB community regarding sexual assault, interpersonal violence, stalking, domestic violence, sexual harassment and exploitation.

### **Presenters**

#### **i) Courtney Ahrens, Ph.D., Professor, Department of Psychology**

Courtney Ahrens is the faculty representative to the Title IX Office. She is also a contributing member of the Not Alone @ The Beach program and an active researcher in the area of sexual assault and intimate partner violence. Over the past 30 years, she has volunteered as an advocate, trainer, and program evaluator for community-based agencies responding to sexual assault and intimate partner violence. She has also published over 35 academic journal articles and book chapters, made over 140 professional presentations, and has served as an invited speaker or panelist for organizations such as the National Institute of Justice, the US State Department, and numerous local universities and organizations.

#### **ii) Julia Maclaren, B.A., Masters in Psychological Research Program**

Julia MacLaren graduated from the University of California, Davis, in 2019 with degrees in cognitive science and psychology. During her time at UC Davis she was an educator for the Center for Advocacy, Resources, and Education, where she provided trainings on sexual assault and bystander intervention. Here at CSULB, Julia works as a project assistant for Not Alone @ the Beach, assists with Leadership Academy trainings, and conducts research with Dr. Courtney Ahrens on various topics such as sexual assault, student disclosure, and intimate partner violence.

**iii) Jacqueline Urtez, B.A., Campus Confidential Advocate**

Jacqueline Urtez is a certified rape crisis counselor who is available to provide confidential support services to CSULB students who have been affected by sexual violence or misconduct. Jacqueline is affiliated with Student Health Services and Not Alone@The Beach. She can assist students by providing crisis intervention, advocacy, accompaniment, information, and referrals.

Schedule: Friday, April 8, 1:00 – 2:00 PM

Zoom: <https://csulb.zoom.us/j/81199197506> (passcode: 172259)

**During this time there was a transition in leadership, Dr. Malcolm Finney served as interim AVP of Faculty Affairs and Drs. Nancy Dayne and Heather Macias served as interim administration during Spring 22.**