

**Faculty Center at California State University Long Beach**  
**2022-2023 Annual Report**  
**Prepared by Dr. Nancy Dayne (Interim Faculty Center Director)**

Success of a Center that caters to faculty needs is built and developed on key short/medium-term and long-term outcomes. The CSULB Faculty Center (FC), since summer 2019 has focused on meeting the following outcomes:

**Faculty Teaching Outcomes:** A 2017 American Council of Education report (Institutional Commitment to Teaching Excellence: Assessing the Outcomes and Impacts of Faculty Development) encourages faculty centers to identify a set of teaching competencies that support student learning and develop faculty development programming in support of these. The report recommends six key areas of expertise to be incorporated into faculty development programs: course design; curriculum design; effective learning activities and assignments; assessment of student learning; inclusive and ethical learning environments; instructor growth, improvement, and evaluation. These recommended areas have been incorporated in programming at the FC with emphasis on social justice and on accessible, equitable, and inclusive pedagogical strategies.

**Foundational Outcomes:** A longer-term goal is to institutionalize the above outcome and promote and develop a campus culture of teaching and learning, student mentoring, and other student success initiatives that are compassionate, equity-minded, and inclusive.

**Operational Outcomes:** The goal to build a robust FC that meets the needs of the faculty, using the Beta Faculty Development Matrix developed by the American Council of Education in 2017.

The CSULB Faculty Center focused its efforts in 2022-2023 on meeting faculty teaching and foundational outcomes to provide professional development (PD) opportunities or initiate or support initiatives that focused on:

Building a campus culture of providing sustainable faculty professional development 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.

An overarching operational outcome is to eventually establish a robust faculty center that will:

Establish a campus culture of engaging the campus community in discussion about inclusive mentoring and teaching and learning and to highlight the different ways in which they contribute to student success.

Amplify and celebrate the outstanding and innovative teaching and professional development about teaching that faculty are doing on campus.

Meet the needs of the faculty and institution by creating a welcoming environment for faculty to seek both support and community and developing and promoting initiatives for faculty, especially diverse faculty, to thrive in various capacities.

All Faculty Center programming was open to all instructional faculty, and some were also open to CSULB Staff and Teaching Associates. This report presents information on programming that was guided by these outcomes and the progress made towards achieving them and proposes goals for AY 2022-2023.

## **Faculty Teaching & Foundational Outcomes**

The FC was committed 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.

## **2022 – 2023 Faculty Center Events & Programming**

### **Fall 2022**

#### ***Programming/Event***

#### **1. New Faculty Foundations Program - Orientation**

- a. **Overview:** This welcome event is for new faculty (TT/T and lecturers) to feel welcomed as they start the new academic year. The event helps them meet other new faculty, includes important informational sessions related to hiring/benefits/etc. Likewise, the event includes deliberately designed discussions

with CSULB students, second year faculty, faculty Affinity Groups, and other members of CSULB to welcome new faculty and set a positive tone for the academic year, while also emphasizing equity, inclusion, and diversity in teaching, research, and service.

- b. **Facilitator(s):** Multiple (See Agendas)
- c. **Dates:** August 17 & August 18
- d. **Attendees:** 78

## 2. Beach Mentor Program

- a. **Overview:** This program works towards that goal by providing a learning experience where mentors refresh and reaffirm inclusive mentoring practices. The program includes videos featuring faculty and staff members from around the campus who share tips and ideas on best practices in mentoring, along with re-enactments (actors and animation scenes) of student/professor scenarios that are based on real mentoring stories collected from the CSULB campus community. The AIM/Beach Mentor Program shares key mentoring practices that, when used by CSULB faculty and staff members, can help students on our campus feel welcomed, empowered, supported- and geared for success.
- b. **Facilitator:** Kevin Valenzuela
- c. **Dates:** September 15, September 22, September 29, October 6, October 13, October 20 (Compact work week) & October 27
- d. **Attendees:** 5

## 3. Bob Murphy Access Center (BMAC) Workshops

### **BMAC - Disability Identity & Services Overview, Navigating Accommodations, and Universal Design Best Practices Workshops**

- a. **Overview:** BMAC would like to present an opportunity for faculty to learn more about our programs and services, as well as provide faculty a chance to meet/greet with BMAC's Accommodations & Retention Counselor team and engage in a Q+A session. Within this workshop, BMAC will additionally present on intersectionality and Universal Design as it relates to disability services and accommodations in the higher education space.
- b. **Facilitator(s):** Cheetah Chin, Austin Soto, & Ivan Medina
- c. **Dates:** November 2 & November 8
- d. **Attendees:** 2

### **4. BMAC - How to Work with Interpreters & Real-Time captioners in Post-Secondary Academic Settings Workshops**

- a. **Overview:** This event is to acquaint faculty members with how to work with ASL interpreters and real-time captioners within their unique post-secondary classes. Processes will be explained in detail enabling faculty to be equipped in fostering an inclusive & engaging classroom climate. Resources will be provided for faculty to

utilize for future needs or support when working with ASL interpreters & real-time captioners.

- b. **Facilitator:** Lauren Barbosa
- c. **Dates:** November 8, November 18 & December 2
- d. **Attendees:** 6

**5. Book Clubs** - *Faculty Center book clubs are facilitated by faculty based on the relevant interests and needs of faculty across campus. Participants can range from specific colleges (i.e., STEM), to specific levels (i.e., TT faculty). Topics are relevant to faculty teaching and supporting student success.*

#### **Book Club – Antonio Martinez**

- a. **Overview:** This book club explores the role of Minority Serving Institutions (MSIs) in a diverse science, technology, engineering, and mathematics (STEM) workforce. It is motivated by the realization that the United States is unlikely to maintain its competitive advantage in STEM without the contributions that these institutions are uniquely positioned to make. This book allows readers to better understand contributing factors to the success and challenges that MSIs face in recruiting, retaining, and graduating students of color who are prepared to enter the STEM workforce. Faculty will establish an inter-departmental learning community within the College of Natural Sciences and Mathematics with the goal of supporting the over 40% Latinx student population (and other marginalized groups). Learn about the series of findings, conclusions, and recommendations from the book that aim to support the expansion of effective and promising practices and brainstorm how these findings can be applied at CSULB.
- b. **Facilitator:** Antonio Martinez
- c. **Dates:** August 24, August 31, September 7, September 14, September 21, September 28, October 5, October 19, November 2, & November 9
- d. **Attendees:** 4

#### **Book Club – Brian Katz**

- a. **Overview:** This book club aims to build racial consciousness in STEM (especially white) faculty toward relinquishing that form of oppressive power. Section I of the book focuses on racial realism, helping readers understand how whiteness shapes STEM spaces. Section II is about problematizing some kinds of racial consciousness and Section III is about charting a path forward. The first goal is for STEM faculty to see and name the ways that whiteness often pervades and structures STEM spaces. Building from here, by the end of the semester, the goal is that participants are able to name whiteness in action in STEM classroom and departmental spaces in the moment and the beginnings of the habit of doing so throughout their work. Each participant will plan an intervention in their sphere of influence; given the focus of the book, these interventions will likely be about talking explicitly about whiteness with their STEM students.

- b. **Facilitator:** Brian Katz
- c. **Dates:** September 19, September 26, October 3, October 10, October 17, October 24, October 31, November 7, November 14, November 28, December 5 & December 12
- d. **Attendees:** 5

## 6. Coffee & Community

- a. **Overview:** These monthly gatherings are meant to help promote and create community between faculty across colleges. Too often, faculty do not get a chance to casually interact with colleagues from other colleges/departments; similarly, lecturers rarely have a chance to build community on campus. These events are meant to help change that. Different days will focus on different groups (lecturers, TT, etc.) and/or different foci (online teaching resources, integrating group work, getting to know your students) with resources to provide attendees via handouts or interactive activities and/or discussions.
- b. **Facilitator(s):** Heather Macias & Nancy Dayne
- c. **Dates:** September 21, October 19, November 16
- d. **Attendees:** 45

## 7. Effective Mentoring in Multicultural Settings Workshop Series

### Workshop 1: Cultivating a Culture of Inclusive Dialogue in Diverse Mentoring

#### Relationships

- a. **Overview:** The workshop discusses original research, demonstrating how faculty members can respond empathically in conversations with diverse students to cultivate compassion in university settings. With an empathy-based framework as a foundation, the session demonstrates how professors can respond humanely in conversations with members of different cultural groups, and thereby, promote ethical conduct, compassion, and proactive social change in academic communities.
- b. **Facilitator:** Jose Rodriguez
- c. **Dates:** October 24 & October 25
- d. **Attendees:** 7

### Workshop 2: The Structure of Effective Interactions During Mentoring Conversations

#### with Diverse Students

- a. **Overview:** This workshop examines novel scholarship, illustrating how professors can use sound principles of constructive dialogue to help students participate actively in conversations, cultivating the experience of inclusion in

university settings. With a student-centered framework as a foundation, the training session demonstrates how faculty members can encourage conversations with diverse students, and thereby, promote active dialogue, cultivate interactive exchanges, and develop proactive engagement.

- b. **Facilitator:** Jose Rodriquez
- c. **Dates:** November 15 & November 18
- d. **Attendees:** 4

## 8. Faculty & Staff Basic Needs Workshops

- a. **Overview:** This workshop focuses on supporting the needs of faculty and staff through resources and strategies, including health, mental health, economic well-being, overall COVID-stress management, etc.
- b. **Facilitator:** Deborah Hamm
- c. **Dates:** October 6 & October 7
- d. **Attendees:** 34

## 7. Faculty Formative Feedback Project (FFFP)

- a. **Overview:** The purpose of the Project (FFFP) is to provide instructors feedback on pedagogy allowing them to optimize the instructional experience for the diverse student population of the campus. Instructors are paired with an FFFP Partner for this work. This partnership allows instructional faculty to collect valuable data from students during the semester that allows the immediate application to the classroom. Faculty participation is voluntary and not tied to university or program evaluative measures, allowing instructors to gather information from a variety of sources through a system that is solely focused on support and opportunity for personal growth.
- b. **Facilitator(s):** Kristin Stout, Jen-Mei Chang, & Kerri Knight-Teague
- c. **Dates:** Various
- d. **Attendees:** 12

## 9. Gender, Race, & Immigration Status Bias in the Classroom Workshops

- a. **Overview:** 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.
- b. **Facilitator:** Pamela Lewis, Terri Armstrong, & Norma Salcedo
- c. **Dates:** November 4
- d. **Attendees:** 18

## **10. Health and Wellness at the Beach Workshops (CAPS)**

- a. **Overview:** This workshop is a presentation on mental health and wellness as it relates to students and staff/faculty. This presentation will provide context, tools and resources for students and staff/faculty as it relates to mental health and wellness. Presenters will focus on the student and staff/faculty experience. Normalizing mental health is a key part of CAPS and ensuring that the campus community knows how to address it. In addition, a number of resources will be offered that can be used by both students and staff/faculty.
- b. **Facilitator:** Amanda De Loera-Morales and Corrie O'Toole
- c. **Dates:** October 21 & November 1
- d. **Attendees:** 8

## **11. My Students Need To Research – And They Don't Know What To Do: CSULB Library Can Help Workshops**

- a. **Overview:** Learn of the wealth of resources CSULB University Library has for your classroom, your research, and your evaluation processes. Learn how innovative library technology can support high impact learning and other materials that would get you farther at the Beach.
- b. **Facilitator:** Kelly Janousek & Nicolette Brant
- c. **Dates:** October 18 & October 26
- d. **Attendees:** 8

## **12. New Faculty Book Club - Heather Macias**

- a. **Overview:** This book club is meant to help new instructors to understand, explore, and eventually feel comfortable to begin integrating Culturally Responsive Pedagogy (CRP) into their course teaching. Faculty will engage in reflections and discussions on personal assumptions, biases, and philosophies on teaching historically marginalized students to better create equitable and inclusive classrooms.
- b. **Facilitator(s):** Heather Macias
- c. **Dates:** September 2, September 23, October 7, October 21, November 4, & December
- d. **Attendees:** 5

## **13. Restorative Justice Approach to Academic Integrity Workshops**

- a. **Overview:** 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.

- b. **Facilitator:** Trace Camacho
- c. **Dates:** October 14 & October 28
- d. **Attendees:** 42

#### **14. Self-Care and Creating Healthy Boundaries for Faculty Workshops**

- a. **Overview:** This workshop will address strategies for self-care and for creating healthy boundaries in faculty work. We will discuss meditation practices focus on our “circle of control”. We will discuss how to navigate professional relationships while also setting parameters on faculty workload.
- b. **Facilitator:** Lindsay Pérez Huber
- c. **Dates:** October 17 & November 9
- d. **Attendees:** 17

#### **15. Continuing Cohort Series (From Spring 2022)**

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

- a. **Overview:** The purpose of this Faculty Learning Community (two cohorts continuing from Spring 2022) 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.
- b. **Facilitator:** Heather Macias
- c. **Dates:** Cohort 2 – Once a month meetings (Thursdays, 12pm to 2pm)  
September 8, October 13, November 10, & December 8  
Cohort 3 – Once a month meetings (Fridays, 1pm to 3pm)  
September 9, October 14, November 4, & December 9
- d. **Attendees:** 30

##### **- Drop-Fail-Withdraw (DFW) Project**



- a. **Overview:** The purpose of this Faculty Learning Community (two cohorts continuing from Spring 2022) is to bring together faculty members who are interested in learning about and using student-centered, evidence-based teaching practices, to work on a teaching project designed to improve student success in a course identified as a high DFW course. Examining student data serves as a starting point for faculty to understand how equity-minded teaching practices and pedagogies can better serve students of diverse backgrounds to 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 as a way to begin improving students' academic achievement in their courses. The sessions will particularly address best practices for teaching and working with ethnically diverse students and first-generation students.
- b. **Facilitators:** Lori Curci-Reed, Oscar Navarro, Cecelia Smalls-Griswold, &  
Nancy Quam-Wickham
- c. **Dates:** Cohort 1 & Cohort 2 – Once a month meetings
- d. **Attendees:** 27

## 16. BMAC Meet & Greets

- a. **Overview:** These meet and greets are designed to help BMAC reach out to faculty to increase communication and answer any questions about BMAC.
- b. **Facilitator:** Mary Nguyen & Jessica Wood
- c. **Dates:** As Needed
- d. **Attendees:** 22

## Spring 2023

### *Programming/Events*

#### 1. Beach Mentor Program

- a. **Overview:** This program works towards that goal by providing a learning experience where mentors refresh and reaffirm inclusive mentoring practices. The program includes videos featuring faculty and staff members from around the campus who share tips and ideas on best practices in mentoring, along with re-enactments (actors and animation scenes) of student/professor scenarios that are based on real mentoring stories collected from the CSULB campus community. The AIM/Beach Mentor Program shares key mentoring practices that, when used by CSULB faculty and staff

members, can help students on our campus feel welcomed, empowered, supported- and geared for success.

- b. **Facilitator:** Nancy Dayne
- c. **Dates:** January 31, February 7, February 14, February 21 (Compact work week), February 28, March 7 & March 14
- d. **Attendees:** 11

## 2. Coffee & Community

- a. **Overview:** These monthly gatherings are meant to help promote and create community between faculty across colleges. Too often, faculty do not get a chance to casually interact with colleagues from other colleges/departments; similarly, lecturers rarely have a chance to build community on campus. These events are meant to help change that. Different days will focus on different groups (lecturers, TT, etc.) and/or different foci (online teaching resources, integrating group work, getting to know your students) with resources to provide attendees via handouts or interactive activities and/or discussions.
- b. **Facilitator(s):** Nancy Dayne
- c. **Dates:** January 27, February 15, March 22, & April 19
- d. **Attendees:** 33

## 3. Faculty Formative Feedback Project (FFFP)

- a. **Overview:** The purpose of the Project (FFFP) is to provide instructors feedback on pedagogy allowing them to optimize the instructional experience for the diverse student population of the campus. Instructors are paired with an FFFP Partner for this work. This partnership allows instructional faculty to collect valuable data from students during the semester that allows the immediate application to the classroom. Faculty participation is voluntary and not tied to university or program evaluative measures, allowing instructors to gather information from a variety of sources through a system that is solely focused on support and opportunity for personal growth.
- b. **Facilitator(s):** Kristin Stout, Jen-Mei Chang, & Kerri Knight-Teague
- c. **Dates:** Various
- d. **Attendees:** 12

## 4. Dream Success Center – DocuAlly Training

- a. **Overview:** UndocuAlly trainings at CSULB are an effective tool to provide administrators, faculty, staff, and students tools to support our undocumented students. This training provides the CSULB community tools

on how to best support our students, and what services and resources are available to our students. This training allows us to provide real-life, real-time information for our allies to better prepare allies to help in addressing the cognitive, social, and institutional factors that affect undocumented students' success.

- b. **Facilitator(s):** Norma Salcedo & Jordi Conde Mendez
- c. **Dates:** March 15 & March 16
- d. **Attendees:** 13

## **5. LGBTQ+ Student Resource Center: Supporting Queer and Trans Students Workshops**

- a. **Overview:** Faculty members will be educated about LGBTQ+ culture and issues students experience on campus and how to support them.

The speaker will cover LGBTQ+ student culture at CSULB and LGBTQ+ current trends in the U.S. The speaker will educate faculty members on how to support LGBTQ+ students and receive resources to refer students to. In addition, faculty members will learn about proper use of pronouns and how to share them in their classes.

- b. **Facilitator(s):** Brenden Cashatt
- c. **Dates:** January 31 & February 1
- d. **Attendees:** 6

## **6. Restorative Justice Approach to Academic Integrity Workshops**

- a. **Overview:** 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.

- b. **Facilitator:** Trace Camacho
- c. **Dates:** February 17 & March 22
- d. **Attendees:** 9

## **7. Bob Murphy Access Center (BMAC) Workshops**

- a. **Overview:** BMAC would like to present an opportunity for faculty to learn more about our programs and services, as well as provide faculty a chance to meet/greet with BMAC's Accommodations & Retention Counselor team

and engage in a Q+A session. Within this workshop, BMAC will additionally present on intersectionality and Universal Design as it relates to disability services and accommodations in the higher education space.

- b. **Facilitator(s):** Cheetah Chin, Austin Soto, & Ivan Medina
- c. **Dates:** March 2 & March 8
- d. **Attendees:** 11

## **8. CRSP 101: An Introduction to Culturally Responsive Pedagogy and Teaching**

- a. **Overview:** This session is part of the Faculty Center CRSP Series. The purpose of the workshop is to provide participants opportunities to explore and examine key aspects of CRSP. Participants will be able to examine CRSP from a historical perspective, review and explore the academic framework of CRSP from an asset-based pedagogy, unpack the meaning of being a culturally responsive educator, investigate the benefits of CRSP in a learning community while reflecting on individual cultural practices in classrooms for further development and enhancement. The workshop aligns with the Faculty Center's vision, mission, and goals, which honors fostering inclusive pedagogy, scholarship, service, embracing diversity, equity, and inclusion as an asset, and promoting faculty social emotional, wellbeing and building communities.
- b. **Facilitator(s):** Cecelia Griswold
- c. **Dates:** February 22 & March 24
- d. **Attendees:** 10

## **9. CRSP 202: Culturally Responsive & Sustaining Pedagogies: Advancing Racial and Social Justice Education**

- a. **Overview:** CRSP 202 is part of the Faculty Center CRSP Series and builds from the teachings of CRP 101. The session will provide advanced 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 enhance their practice in racial and social justice education.
- b. **Facilitator(s):** Oscar Navarro
- c. **Dates:** April 26 & April 28
- d. **Attendees:** 16

## **10. CRSP Series: Bringing CRSP Activities and Strategies to Life in Our Learning Environments**

- a. **Overview:** This session is part of the Faculty Center CRSP Series as an opportunity to review practical application of strategies and instructional activities within our learning environments based on the principles of Culturally Responsive and Sustaining Pedagogies. This workshop will build on background knowledge and connections to CRSP as an opportunity to take what is understood about these tenets while bringing them to life within the variety of teaching and learning environments found in the university community. Prior background on CRSP is prerequisite to the deeper dive into how best to utilize what we know about our students to increase outcomes and guide application of tools to augment both curriculum and long-term learning experience.
- b. **Facilitator(s):** Lori Curci-Reed
- c. **Dates:** April 6 & April 14
- d. **Attendees:** 9

#### **11. CRSP Series: Reflecting on and Talking about Race and Privilege in University Classes**

- a. **Overview:** This session is part of the Faculty Center CRSP Series and is for colleagues who may be unsure how to begin classroom dialogues about (or teach content that centers on) issues of race, racism, and privilege...or who may not be sure why these conversations matter in their disciplines. The goal of this workshop is to begin conversations about how we can create cultures of inclusive dialogue as well as effective mentoring relationships with students.
- b. **Facilitator(s):** Noah Golden
- c. **Dates:** April 17 & April 20
- d. **Attendees:** 8

#### **12. CRSP Series: Integrating CRSP into course syllabi and course policies**

- a. **Overview:** This session is part of the Faculty Center CRSP Series and will focus on ways to integrate CRSP and humanizing pedagogy throughout the syllabus. Participants will see and review examples of accessible course syllabi that effectively integrate these principles and engage in small group discussion to reflect and apply concepts from the workshop into course syllabi.
- b. **Facilitator(s):** Nat Hansuvadha
- c. **Dates:** February 2 & February 14
- d. **Attendees:** 10

### **13. CRSP Series: How Transparency Can Create More Equitable Classrooms**

- a. **Overview:** Are you interested in building a deeper sense of community in the classroom? In this session we will talk about the idea of community care in the classroom, drawing on student perceptions of real life teaching examples and pedagogical approaches. This session is part of the Faculty Center CRSP Series.
- b. **Facilitator(s):** Darryl Yong
- c. **Dates:** February 10 & April 5
- d. **Attendees:** 23

### **14. CRSP Series: Student Perceptions on Building Community Care in the Classroom**

- a. **Overview:** In this 90-minute session, part of the Faculty Center CRSP Series, participants will learn concrete strategies for being more transparent with their students about their goals and expectations for them. Recent research by Dr. Mary-Ann Winkelmes and others show that these few simple steps toward greater transparency can enhance students' learning in our classes and boost retention, all while having disproportionately large benefits for first-generation students. Participants will examine examples of assignments that have been redesigned to be more transparent for students and then engage in peer review of each other's assignments.
- b. **Facilitator(s):** Nina Flores
- c. **Dates:** February 16
- d. **Attendees:** 8

### **15. BMAC Faculty Welcomes**

- a. **Overview:** The BMAC Accommodations & Retention Counselor team and BMAC Directors wish to meet/greet with faculty at the beginning of the Spring 2023 semester. During this Welcome, faculty are invited to learn more about BMAC's programs and services, as well as engage in a Q+A session about reasonable classroom and campus disability accommodations.
- b. **Facilitator:** Cheetah Chin, Austin Soto, Ivan Median, Mary Nguyen & Jessica Wood
- c. **Dates:** January 23 to 26, January 30-31, February 1-2, & February 6-9
- d. **Attendees:** 28

### **16. ORED Research Mixer**

- a. **Overview:** End the Week of RSCA (Research, Scholarly & Creative Activities) with an opportunity to share your research and connect.
- b. **Facilitator:** Simon Kim & Nancy Dayne
- c. **Dates:** April 21

d. **Attendees:** 25

## **17. Beach Mentor Program Mixer**

- a. **Overview:** All CSULB Beach Mentors (250) are invited for an outdoor celebration luncheon to celebrate all that mentor have accomplished. They are encouraged to meet fellow Beach Mentors in person and have lunch on us.
- b. **Facilitator:** Kelly Young & Nancy Dayne
- c. **Dates:** April 21
- d. **Attendees:** 48

## **Summer 2023** ***Programming***

### **1. Beach Mentor Program**

- a. **Overview:** This program works towards that goal by providing a learning experience where mentors refresh and reaffirm inclusive mentoring practices. The program includes videos featuring faculty and staff members from around the campus who share tips and ideas on best practices in mentoring, along with re-enactments (actors and animation scenes) of student/professor scenarios that are based on real mentoring stories collected from the CSULB campus community. The AIM/Beach Mentor Program shares key mentoring practices that, when used by CSULB faculty and staff members, can help students on our campus feel welcomed, empowered, supported- and geared for success.
- b. **Facilitator(s):** Nancy Dayne
- c. **Dates:** May 30, June 1, June 6, June 8, June 13 & June 15
- d. **Attendees:** 15

### **2. The 2023 Summer Writing Institute**

- a. **Overview:** Have any scholarly activity (ranging from a new idea to polishing a near-complete project)? Join the FC this summer and spend some time working on it! There will be 4 days available to sign up for. We will have breakfast and lunch and a space where you can work and build community with other faculty.
- b. **Facilitator(s):** Nancy Dayne
- c. **Dates:** June 2, June 9, June 14 & June 16
- d. **Attendees:** 50

### 3. ASSET Program

Accelerating Student Success and Equity in Teaching (ASSET) is a peer-facilitated 3-week intensive, hands-on program combining six synchronous Zoom meetings along with asynchronous activities and deliverables. ASSET is unique in that it blends use of the CSU/CSULB student success dashboards and data with the model of culturally responsive pedagogy (CRP) and equity-minded teaching practices. Asset is peer-led by CSULB faculty who have had demonstrated success with using student equity data and CRP to transform their pedagogy. The purpose of the ASSET program is to assist faculty in making their courses more culturally inclusive with an attention to equity-minded practices and equity metrics so as to close equity gaps and improve student success.

Cohort 1: July 25-August 10, 2023

Participants: 20

### Workshop Survey Responses 22/23

Title	Workshop Session Attended	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
	Workshop Session Attended:	1 being "Strongly Disagree" and 5 being "Strongly Agree". Please circle your response - 1. Relevant material covered in workshop	1 being "Strongly Disagree" and 5 being "Strongly Agree". Please circle your response - 2. Provided useful information/handouts to attendees	1 being "Strongly Disagree" and 5 being "Strongly Agree". Please circle your response - 3. Provided "hands-on" learning during workshop	1 being "Strongly Disagree" and 5 being "Strongly Agree". Please circle your response - 4. Satisfied with this workshop	1 being "Strongly Disagree" and 5 being "Strongly Agree". Please circle your response - 5. I will recommend this workshop to other faculty	1 being "Strongly Disagree" and 5 being "Strongly Agree". Please circle your response - 6. I will consider attending another Faculty Center workshop
Basic Needs_Fa22	10/6, 10/7	3.4	3.4	2.6	3.6	3.6	3.6
Gender_Fa22	4/4, 4/10	5	4.5	4.2	5	5	19
My Stu_Library_Fa22	10/18, 10/26	5	4	2.5	5	5	4
Restorative Justice_Fa22	10/14, 10/28	5	5	4.3	5	5	5
Self-Care_Fa22	10/17, 11/9	5	4.5	4.5	4.8	4.8	4.8

Title	Workshop Session Attended	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
		1 being "Strongly Disagree" and 5 being "Strongly Agree". Please circle your response - 1. Relevant material covered in workshop	1 being "Strongly Disagree" and 5 being "Strongly Agree". Please circle your response - 2. Provided useful information/handouts to attendees	1 being "Strongly Disagree" and 5 being "Strongly Agree". Please circle your response - 3. Provided "hands-on" learning during workshop	1 being "Strongly Disagree" and 5 being "Strongly Agree". Please circle your response - 4. Satisfied with this workshop	1 being "Strongly Disagree" and 5 being "Strongly Agree". Please circle your response - 5. I will recommend this workshop to other faculty	1 being "Strongly Disagree" and 5 being "Strongly Agree". Please circle your response - 6. I will consider attending another Faculty Center workshop
BMAC Disability_Fa22	3/8/23	5	5	5	5	5	5
BMAC Faculty Welcomes_Sp23 a	1/23, 1/24, 1/26, 1/30, 2/7	4.16	4	4.3	4.16	4.5	4.16
BMAC Faculty Welcomes_Sp23 b	1/23, 1/24, 1/26, 1/30, 2/7	4.6	4	4.3	4	4.5	4.16
Coffee & Comm_Sp23	3/22/2023	5	4.5	3	5	5	5
CRSP Celia_Sp23	3/24/2023						



CRSP Darryl_Sp23	2/10/2023	5	5	5	5	5	5
CRSP Nat_Sp23	2/14/2023						
CRSP Nina_Sp23	2/16/2023	4	4	4.5	4	4	4.5
DCS UndocuAll_Sp23	3/15, 3/16	5	4.5	2.3	4.8	4.8	4.8
Restorative Justice_Sp23	3/22/2023	4.7	4.7	4.3	4.7	4.7	5

## **The Faculty Center Advisory Board (FCAB)**

The Faculty Center (FC) strives to cater to the needs of all faculty at all stages of professional careers. It recognizes and acknowledges the broad range and depth of faculty's varied accomplishments, both individual and collaborative, and solicits ideas and suggestions for activities & initiatives for faculty professional development and social wellbeing. The FC collaborates with other stakeholders to:

Promote equitable, inclusive, and high impact practices in pedagogy, scholarly and creative activities, and service.

Enhance faculty's pedagogical skills to support student learning and engagement as well as faculty's knowledge of and strategies for working with diverse students.

Promote a campus culture of belonging and create a welcoming environment for faculty members to seek both support and community.

Create a collegial environment of shared purpose and mutual support, and promote a culture of campus collaboration in teaching, scholarship, and service.

Develop of programs to support different stages of faculty growth and development.

Connect faculty growth and development to the university's mission, goals, and strategies.

Encourage and support faculty in exploring new roles and developing new research and scholarly activities and services.

Celebrate diversity among faculty with the goal of recruiting and retaining faculty who embrace diversity, equity, and inclusion.

## **The Functions of the FCAB**

Advise the FC Director regarding the formulation and implementation of a wide range of programs designed to facilitate implementation of professional development services that build a community of faculty; assist faculty in enhancing teaching and student learning; facilitate faculty scholarly and creative activities; and promote an ethos of service and civic responsibility among faculty.

Provide recommendations that will generate activities in areas such as workshops, information sessions, and presentations on instructional improvement, innovative teaching, and syllabus and curriculum development.

Provide recommendations that facilitate development of programs and initiatives that will cultivate a culture of classroom innovation; foster an inclusive and engaging classroom climate; and expand access to learning for students of different backgrounds, experiences, affiliations, and abilities.

Review, assess and evaluate the effectiveness of FC programs and make recommendations on future programs where appropriate.

Encourage, assist and serve as liaisons with CSULB colleagues in enhancing faculty awareness and access of resources for faculty and program development.

The Advisory Board meets twice per semester (no more than once per month). Dates and times are decided by Board. Location is the Faculty Center (LIB 301).

The FC is appreciative of the support it received from the FCAB during the 2022-2023 AY under the leadership of the Chair Dr. Tienjiao Qui and looks forward to continuing working with the Board in advancing the mission of the FC.

### **Looking Ahead to 2023-2024**

As the FC continues to grow, we pledge to maintain our dedication to empowering faculty and student success through our initiatives and activities. Moving forward, the FC will strive to continue to promote conversations, discussions, and PD sessions as a means of advancing student success through equity, engagement, and evidence. We also continue to solicit resources to support a vibrant and resourceful Center that will become the beacon of excellence that CSULB has always envisioned. The hope, looking ahead, is for the FC to continue to expand its capacity to be able to:

- Increase public discussion about teaching and learning on campus and to highlight the ways this focus on teaching contributes to student success;
- Amplify and celebrate the outstanding and innovative teaching and professional development about teaching that faculty are doing on campus; and
- Create and sustain an environment that will enhance faculty retention and promotion, especially for our diverse and underrepresented faculty population.

The FC believes that PD programming currently offered through the FC has been beneficial to faculty, and we want to take this opportunity to thank the attendees and facilitators and

presenters for making these workshops and presentations a success. However isolated (“one-shot”) workshop offerings – workshops/presentations offered once and independent of other offerings – do not have the same impact as a sustained program, such as a Learning Community. The impact of isolated offerings is limited for several reasons:

- Isolated offerings do not provide participants the opportunity to process information obtained from sessions attended, as there is little or no opportunity for participants to reflect on this information. As one-time offerings, participants are generally not expected to submit post-session deliverables that will compel them to reflect on information provided during each session. Faculty Learning Communities provide the opportunity for participants to reflect on key issues, as they are generally assigned reflective activities between meetings as well as at the end of the learning community.
- Isolated offerings do not usually change behavior. They can be tremendously beneficial in generating interest in a PD topic. They introduce participants to concepts they had not thought of before and gets them interested in learning more about the topic(s). Changing behavior is a process that occurs over time. Workshops have a stronger impact when sessions with related themes are offered as a package and in a sequence to the same participants, as is the case in a learning community. Workshops/presentations addressing similar themes (such as inclusive and equity-minded teaching) provides the opportunity for such themes to be repeated in subsequent sessions. Repetition leads to automaticity, which in turn leads to less cognitive load in processing the information. This enhances learning.
- Learning Communities also provides opportunities to build community since participants attend the same sessions, engage in the same discussions, and collaborate on the same assignments. The community created makes it more likely for introverts to participate more actively than they would in one-shot sessions.
- Learning Communities generally require participants to provide evidence of implementing what they have learned during the yearlong process. Participants typically have a project – based on teaching and learning – that they are all working on. This enables the FC to assess the impact of the Learning Communities on faculty pedagogical approach.
- Assessment: Participants in isolated workshops generally engage in first level assessment. They are generally asked to provide feedback on what they liked about the session, the format, and the facilitator’s presentation style as well as on what they believe can be done differently in a future session on the same topic. Learning Communities provides the opportunity for second level assessment. Feedback will include information not only on what the participants learned from participating in the initiative but also on what they could apply or implement in their classrooms.

The FC is hopeful that additional resources will be made provided, and larger space will be made available for faculty to collaborate as a community and engage in peer-to-peer discussions and self-development through the institution of Faculty Learning Communities (FLCs). FLCs, with sessions, discussions, and reflection activities focusing on specific themes, will provide the platform not only for faculty be introduced to high-impact educational experiences responsive to students' strengths, needs and aspirations but also for them to have the opportunity to engage, share knowledge with, and learn from other faculty colleagues.

The FC would also like to recognize faculty participating in multiple sessions in the future by having them earn a Certificate, Badge, or Letter of Completion upon completion of a series of workshops related to specific themes and submitting the reflective narrative report.

The FC is also looking forward to collaboration with other campus constituents, including the Center for Community Engagement in promoting and acquainting faculty with different aspects of community engagement (teaching, scholarship, & service). The FC further plans to expand its offerings to include PD sessions on the scholarship of engagement.

Some of the new workshops/events that the FC is looking at for the next academic year include: Book Publishing, Student Affairs Resources Lunch and Learn, Faculty Yoga at the Japanese Garden, Book Clubs on Teaching Engagement and Successful Faculty Member, Chat GPT panel, a Faculty Resource Fair, Beach Mentor Luncheon and more.

It was an honor and a pleasure to serve as the interim director of the CSULB Faculty Center.  
Nancy Dayne Ed.D