

CALL FOR PARTICIPANTS
Inclusive Excellence in Pedagogy
Faculty Learning Community

*Using Data to Support Culturally Responsive Teaching (CRT),
Universal Design for Learning (UDL),
and Social Emotional Learning (SEL)
in University Learning Environments.*

Begins: Friday, September 12th, 2025
Continues through the 2025/26 Academic Year

PROPOSALS DUE: August 29th

PURPOSE:

The purpose of this Learning Community is to connect faculty members who are interested in teaching and learning, by utilizing student-centered and research evidence-based teaching practices to improve student success in identified DFW courses. Participants will be able to share their best/effective practices instructionally, as well as Social Emotional Learning (SEL) wellness from current or previous course curriculum.

Participants will have opportunities to learn and share in a collaborative learning community, all elements of Culturally Responsive Sustaining (CRSP) and Universal Design Learning (UDL) practices for students of diverse backgrounds, while supporting meaningful and accessible learning for all students.

Participants will be able to examine their beliefs about diversity, equity, gaining knowledge, and understand the influence of these elements in higher education practices. Further, participants will explore their personal and professional biases as they acknowledge a need to be more intentional about equity-minded instruction and developing culturally inclusive classrooms.

The sessions will specifically address best practices for teaching and working with ethnically diverse students, differently abled students, first-generation students, and students from low-income families. Participants will be provided the time, space, support, and resources necessary to deeply reflect on their individual teaching practices, explore the science of learning and inclusive instructions, and understand the effectiveness of high-impact pedagogical methods, and to work collaboratively with others.

Participants will have access to a Faculty-Student Success Dashboard that will allow them to be able to access disaggregated data for their individual courses, visualize equity gaps of previously taught courses, while examining the demographics of students in current classes.

The dashboard will include:

- a) Data on current students including first generation status; underrepresented status; parent educational level and student engagement in the course

- b) Course data overview of disaggregated data of GPAs in previous courses taught and a review of disaggregated data depicting equity gaps in previous courses taught

Participants are expected to commit engaging and building a community which promotes caring relationships, supports academic rigor, building and engaging in a community that focuses on research evidence-based teaching and learning principles that support all students to succeed in challenging courses and to implementing and assessing what they learn through this FLC in a course they teach in Spring 2026.

ELIGIBILITY:

All faculty members who will be teaching at CSULB in Fall 2025 and Spring 2026. Faculty teaching courses in which first-time first year and first-time transfer students are enrolled are particularly encouraged to apply.

INTENDED OUTCOMES:

By the end of this professional development and assessment of courses using a faculty student success dashboard (focus of this proposal), faculty will be able to...

- Recognize implicit biases related to underrepresented populations.
- Understand how biases and cultural blindness may have affected student outcomes
- Use cultural awareness to create inclusive classrooms by recognizing the diverse experiences, strengths, knowledge, and skills that students bring to the classroom and incorporating their cultural assets into their curriculum
- Identify the 'hidden curriculum' of higher education and understand how to support first generation students
- Integrate strategies that foster equity and inclusivity in teaching, interaction, and assessment in the classroom environment in support of student success
- Develop and integrate into their future courses inclusive, student-centered syllabi, transparent assignments and expectations, active learning techniques, and alternative assessments that embody the principles of CRP
- Positively impact campus culture to promote inclusion for historically marginalized student success
- Reduce DFW rates and equity gaps by 1 year, and eliminate by 5 years

BENEFITS OF PARTICIPATION:

- **\$1,000 per semester depending on successful completion of the FLC requirements;**
- A badge or certificate of completion for faculty members who attend the workshops, complete the homework, and submit the deliverables.
- Participation in a dynamic community with other faculty members.
- Time and support to work on special pedagogical projects; and
- Opportunity to participate in a variety of evidence-based, equity-minded learning experiences.

LEARNING COMMUNITY FORMAT:

- 1) A Kick-Off Inclusive Excellence in Pedagogy Institute Via Zoom on Friday, September 12th, 2025, 10:00am – 3:00pm (lunch break from 12:00-1:00). This institute will address the following:
 - Overview, Community Building & Developing Groundwork for Learning Community. Discussion of requirements and expectations, format, and deliverables.
 - What is the institute? Why are we here? What is equity-minded, accessible, & inclusive pedagogy? Introduction to FLC themes.

- Begin discussion of factors creating barriers to student success, including implicit bias, micro-aggression, stereotype threat, anti-racist, anti-sexist pedagogy, etc.
 - Introduce Universal Design for Learning (UDL) framework. UDL principles in adopting and engaging students in equitable and inclusive practices in designing courses, developing course objectives and outcomes, promoting interaction, and assessing students' performance in the classroom.
- 2) Eight one and half-hour monthly meetings (4 in Fall 2025; 3 in Spring 2026 + Final Event). The Learning Community is scheduled to meet Via Zoom as follows:

MEETING DATES: *Choose Group at Submission

Group 1: Thursdays @ 5:00-6:30pm

Fall 2025	Spring 2026
September 25th	January 22nd
October 23rd	February 19th
November 20th	March 19th
December 11th	

Group 2: Fridays @ 12:00-1:30pm

Fall 2025	Spring 2026
September 26th	January 23rd
October 24th	February 20th
November 21st	March 20th
December 12th	

Final Meeting/Event for Both Groups:

Friday, April 17th

Time: 1:00pm – 3:00pm

EXPECTATIONS OF PARTICIPANTS

- Attend Zoom Kick-Off Inclusive Excellence in Pedagogy Institute:
 - Friday, September 12th, 2025, 10:00am-3:00pm
- Attend four 90-minute additional meetings in Fall 2025, and three 90-minute meetings in Spring 2026.
- Devote 2-4 hours between each meeting to complete readings and course development activities, individually and/or in teams.
- Implement and assess an instructional change inspired by the learning community in Spring 2026.
- Prepare presentation of process and outcomes and share outcomes at a CSULB event on April 17th, 2026.
- Deliverables: Reflective Document, Planning Matrix, Final Presentation of Strategic Implementation and Outcomes, and Program Survey and Feedback.

HOW TO APPLY:

1. Please complete the registration form here: <https://forms.office.com/r/V3WgpeCtn5>
2. Please upload your statement of interest (about 1-2 pages) to our One Drive folder ([2025 Inclusive Excellence FLC Statements](#)), providing detailed information on why you are interested in participating in this Faculty Learning Community Workshop Series

Remember – the deadline is August 29, 2025.

Please email questions you may have to Emily.berquist@csulb.edu

Participants in the workshop series will be limited to Eighteen (18) per group; So, please submit your statement of interest early.

