



Faculty Center at California State University, Long Beach Annual Report 2023-2024

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Executive Summary

Over the past five years, the CSULB Faculty Center (FC) has developed, implemented, and facilitated programming that meet the following outcomes:

- a) *Faculty Teaching Outcomes*: A 2017 American Council of Education report, *Institutional Commitment to Teaching Excellence: Assessing the Impacts and Outcomes of Faculty Development* (edited by Catherine Haras; Steven C. Taylor; Mary Deane Sorcinelli; Linda von Hoene), 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 are now staples in FC programming, with specific emphasis on social justice and on accessible, equitable, and inclusive pedagogical strategies.
- b) *Foundational Outcomes*: A longer-term goal is to institutionalize the above outcomes 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.
- c) *Operational Outcomes*: The eventual goal is 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, with the hope that most of the programming will become sustainable.

The CSULB Faculty Center focused its efforts in 2023-2024 on meeting faculty teaching and foundational outcomes to provide professional development (PD) opportunities 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 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 is valued.

To this end, the FC pledged to seek additional resources and funding opportunities that will enable the Faculty Center to provide larger space for faculty to collaborate as a cohort or community and engage in peer-to-peer discussions and self-development through the institution of Faculty Learning Communities (FLCs) or other sustained collaborative initiatives. This model, with sessions, discussions, and reflection activities focusing on specific themes, will provide the

platform not only for faculty be introduced to high-impact educational and mentoring experiences that are 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.

Moving forward, the FC will solicit resources to expand the capacity of the FC to be able to:

- Provide opportunities for faculty to engage in conversations, discussions, and PD sessions as a means of advancing student success through equity, engagement, and evidence.
- 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.

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 proposed goals for AY 2024-2025.

Summary of Attendance at Faculty Center Events

Summary of Faculty Participation in Faculty Center Events in AY 2023 – 2024			
Series or Theme	Initiative, Workshop, Learning Community, Information Session	Semester/Academic Year	Attendees
Faculty Teaching & Foundational Outcomes	Inclusive Excellence in Pedagogy FLC	2023-24 AY	27
	Student Success Collaborative Learning Community, Using Data	Fall 2023	20
	Accelerating Student Success & Equity in Teaching	Summer 2023; Winter 2024; Summer 2024	(16+19+39) = 74
	Building Transformational Cultures of Data Use for Student Success	Fall 2023	20
	Faculty Formative Feedback Project	2023-24 AY	48
	BMAC Sessions	2023-24 AY	5
TOTAL			194
Faculty Impactful Scholarship	Grant Development Workshops (ORED)	Fall 2023	41
	Publishing Chapters & Textbooks	Fall 2023	24
	Summer 2024 Writing Institute	Summer 2024	14
TOTAL			79
Faculty Retention & Advancement Initiatives	New Faculty Academy	2023-24 AY	14
TOTAL			14
Empowering Students & Improving Success	Advancing Inclusive Mentoring	2023-24 AY	25
TOTAL			25
Promoting Belonging & Welcoming Environment	Coffee & Community Social	2023-24 AY	38
	Start with Why	Spring 2024	60
	Yoga at the Japanese Garden	2023-24 AY	32
	LGBTQ+ Student Resource Center: Supporting Queer /Trans Students Workshops	Fall 2023	15
	Accommodating Student Parents	Fall 2023	6
	Building Inclusive Climate for Lecturer Faculty	Summer 2024	15
TOTAL			166
OVERAL TOTAL ATTENDEES AT 2023-24 AY FC EVENTS			478

Faculty Teaching and Foundational Outcomes & Programming Impact

The FC was committed in summer and fall of 2023 and winter and spring of 2024 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 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 encounter.
- Accommodate our diverse and vulnerable student population.
- Create and offer courses that are accessible and inclusive of diversity.
- Implement equitable and inclusive practices 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:

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 AY 2023-2024 that acquainted faculty participants with best practices in developing and navigating an equitable, inclusive, and accessible classroom. PD opportunities focusing on diverse, equitable, and inclusive pedagogical practices included the following:

Inclusive Excellence in Pedagogy Faculty Learning Community: Using Data to Support Culturally Responsive Teaching, Universal Design for Learning, and Social Emotional Learning

The Examining and Incorporating Inclusive Pedagogy in Higher Education Faculty Learning Community (also known as the Inclusive Excellence in Pedagogy FLC) was designed to engage faculty members in learning and implementing student-centered, evidence-based teaching practices aimed at enhancing student success. Participants received support and resources to deeply reflect on their teaching practices, explore the science of learning, and apply inclusive, high-impact pedagogical methods in their courses to improve student success in identified DFW courses (courses in which a large number of students (about 20% or higher) are assigned a non-passing grade – a D, an F, or an Unauthorized Withdrawal). Participants were able to share their

best practices instructionally, as well as Social Emotional Learning (SEL) wellness from current or previous course curriculum. Participants further had 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 were able to examine their beliefs about diversity, equity, gaining knowledge, and understand the influence of these elements in higher education practices. Further, participants explored their personal and professional biases as they acknowledged a need to be more intentional about equity-minded instruction and developing culturally inclusive classrooms. The sessions specifically addressed best practices for teaching and working with ethnically diverse students, differently abled students, first-generation students, and students from low-income families. Participants were 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.

The FLC comprised 27 CSULB faculty members, divided into two groups. Both groups were facilitated by Dr. Lori Curci-Reed, Dr. Tiffany Brown, and Dr. Cecelia Smalls Griswold. The activities included:

- A Full-Day Symposium Workshop, which initiated the faculty learning community with a comprehensive workshop.
- Monthly/Bi-weekly Facilitator Meetings: Facilitators met regularly to establish focus, plan activities, gather resources, and plan the facilitation of monthly team meetings.
- Regular Communication: Facilitators maintained ongoing communication with participants to reinforce workshop expectations, answer questions, and guide further exploration of topics.
- Monthly Workshops: Four 90+-minute workshops were offered each semester for each group, focusing on student success strategies, culturally responsive practices, data analysis, microaggressions, and reflective instructional practices.
- Guest Presentations: This included presentations by Dr. Krzysztof Slowinski (Associate Dean, CNSM), Mary Nguyen (Director, BMAC), and Desdemona Cardoza (Special Consultant, CSU Chancellor's Office)

Participants were expected to submit the following deliverables:

- Revised syllabi incorporating inclusive pedagogy principles.
- Reports on their reflections and outcomes of applied teaching practices.
- Plans and matrices for implementing and measuring the impact of their newly learned strategies.
- Final reflections and insights gained from the FLC experience.

The FLC culminated in a poster presentation event at which participants detailed their experiences and outcomes. Participants further completed a feedback survey at the end of the academic year

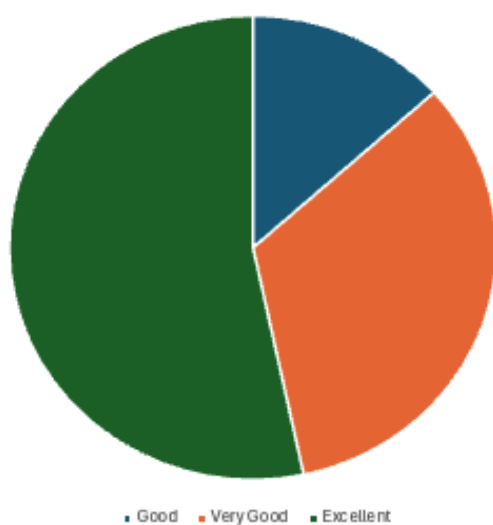
and were asked to provide quantitative feedback their overall experience, how the FLC influenced their teaching methods, their motivation to participate in the FLC.

Motivation for Participation (%)

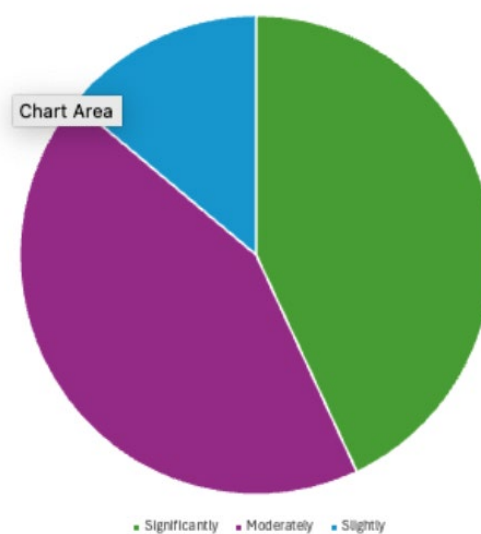


Overview of Participant Survey Data:

Overall Experience



My participation in the FLC influenced my teaching methods...



The participants were motivated to participate in the FLC for a variety of reasons, including, primarily, the desire to enhance their teaching skills, to improve student success, to collaborate with their peers, and to experience growth in their professional development. A large segment of the participants considered their overall experience very good or excellent. An overwhelming number their participation influenced their teaching methods moderately or significantly.

Qualitative feedback indicated that the participants found the FLC beneficial in several ways. In general, they appreciated the opportunity to engage in purposeful dialogue on inclusive pedagogy with colleagues as well as the opportunity to learn how to navigate and interpret student success data from various databases. They further believe that the FLC created an environment for them to share ideas and experiences with like-minded faculty in a safe and supportive environment. See the Appendix for detailed and representative comments by participants on aspects in which they found the FLC beneficial.

Participants' narrative responses and testimonials also indicated that they appreciated the scope of the subject matter and its practical applications and how to navigate student success dashboards and how to utilize the data to help students succeed. See the Appendix for details of participants' testimonials.

Based on the feedback received by the facilitators, the following adjustments are planned for future offerings:

- *Incorporate more interactive and hands-on activities during workshops to enhance practical application.*
- *Provide more discipline-specific examples and case studies to help participants relate better to their contexts.*
- *Increase opportunities for peer-to-peer collaboration and sharing of best practices.*

The facilitators shared that this FLC made significant strides in supporting faculty members to adopt and implement inclusive teaching practices. The program's structured activities, collaborative efforts, and comprehensive support positively impacted participants' teaching strategies. Continuous feedback will be solicited from participant, and modifications, based on feedback, will be made to further enhance the program's effectiveness in future iterations.

Collaborative Learning Community: Building Transformational Cultures of Data Use for Student Success

The primary goal of this learning community was to create a collaborative learning community that would: 1) provide the opportunity for faculty to develop a better understanding of who their students are; 2) introduce faculty to using data to support student success and retention; provide strategies that can be used in participants' courses that facilitate success by supporting students where they are while considering the used of student-related data; and assist faculty in making changes to their instruction based on the students in their classrooms and the data. The FLC was

offered in fall 2023 (5 sessions) facilitated by Faculty Center Interim Director, Dr. Nancy Dayne, and 20 faculty participated in the FLC. In response to a question on what the participants enjoyed the most about this learning community, Dr. Dayne reported shared the following representative comments:

- *I enjoyed the way the training was facilitated, the variety of resources shared, and the community of faculty peers and others coming together.*
- *I really enjoyed learning data driven approaches to support student success.*
- *I greatly enjoyed the interdisciplinary learning experience that normally would not be possible.*

Accelerating Student Success and Equity in Teaching (ASSET) Program

History of the ASSET Program

In spring 2021, a group of CSULB faculty participated in the CSU Chancellor's Office Student Success Analytics Program, which focused on how data and analytics from the CSU Chancellor's Office Student Success Dashboard can be used to promote student success. A subset of that group of CSULB faculty had the privilege to attend a professional development workshop, the Cultural Curriculum Audit (CCA), hosted by Long Beach City College (LBCC) in summer 2021. The Cultural Curriculum Audit is a faculty-led project in which LBCC faculty developed a training program that would invite full-time and part-time faculty to redesign their courses for student equity and success. The CCA includes an examination of course-level student success data, revisions of syllabi, reviewing the Course Outline of Record (the California Community College equivalent of a CSULB Standard Course Outline) through an equity lens, and creating culturally relevant curricula.

After attending both workshops, CSULB faculty members Nielan Barnes (Sociology) and Adam Kahn (Communication Studies) wanted to bring these insights onto the CSULB campus so our faculty could participate in a similar initiative, and thus ASSET was born with the assistance of CSULB faculty who participated in the LBCC Cultural Curriculum Audit and/or CSU Chancellor's Office Student Success Analytics Program. With the support of the Division of Academic Affairs, they were able to obtain approval and funding for this program to launch on our campus in summer 2023. The ASSET founders were Nielan Barnes and Adam Kahn.

Program Description

ASSET is a peer-facilitated 3-week intensive, hands-on program combining six synchronous Zoom meetings along with asynchronous activities and deliverables. 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 to close equity gaps and improve student success.

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. The three-week Online ASSET Workshop is a pragmatic experience. The program merges elements of the LBCC Cultural Curriculum Audit, the CSU Chancellor's Office Student Success Analytics Program, and the Quality Matters Rubric with LBCC's dynamic Equity Building Blocks (e.g., Welcome our students, build Partnerships in our classes, Demystify college processes, etc.). Content draws from the growing body of research, literature, and presentations specific to student equity and online teaching. The inaugural cohort participated in this program in summer 2023 and cohorts 2 and 3 participated in the program in winter 2024 and summer 2024. A combined total of 74 faculty participated in all three sessions.

Final Deliverables

Approximately three months after the conclusion of the synchronous meetings, six required and one optional final deliverable are due. We asked participants to target a course being taught at least one full semester after completing ASSET. Summer 2023 participants were asked to focus on a course they were teaching in spring 2024. Winter 2024 participants were asked to focus on a course they were teaching in summer or fall 2024. The seven deliverables are as follows:

1. Equitized Syllabus – A revised course syllabus with substantive changes to some or all the following aspects of the course: course content (e.g., readings, topics, etc....), classroom activities, assignments, grading structure, language, class policies.
2. Welcoming Home Page and Orientation – A “front page” in a Canvas course that students see as soon as they log in, which will contain redesigned formatting, content, and images as well as a Canvas module/pages or a written-outline for an Equity-Minded Class Orientation module (for either a synchronous or asynchronous class).
3. Culturally Relevant Content Page – Create and/or revise a Canvas Content Page and/or lecture slides to be more culturally relevant. This can be a new or updated Page in Canvas with changes to content, formatting, images, videos, etc. Participants may choose any topic they wish as it applies to their course curriculum but take special care that it aligns with the class’s learning objectives.
4. Transparent Assignments – Two or more new or revised assignments using the transparent assignment template and equitable grading practices.
5. Active Learning Activities – An explanation of two or more newly designed active learning activities (synchronous or asynchronous).
6. Course Improvement Plan – A plan for improving their courses using the principles and strategies provided during the workshop.
7. Highlights PowerPoint (optional) – A short PowerPoint presentation highlighting the changes they made to their class.

The ASSET workshops combined synchronous Zoom learning with asynchronous guided activities via Canvas. Each week had two 90-minute Zoom meetings featuring peer presentations, discussions, and breakout activities. The asynchronous content included Canvas Pages with multimedia presentations, Discussions, Assignments, and feedback surveys.

The Office of Faculty Affairs administered an independent anonymous survey to faculty who participated in the past three iterations of the ASSET program (summer 2023, winter 2024, and summer 2024). Fourteen participants completed the survey and following is a breakdown of their responses to 9 questions. The average rating for all 9 questions, out of a maximum of 5 points on a Likert scale, was 4.40 or higher.

1.
How helpful was this workshop
4.79
Average Rating
2.
Relevant material was covered
4.64
Average Rating
3.
Session provided useful information/ handouts to attendees
4.64
Average Rating
4.
Presenter(s) / Facilitator(s) provided hands on learning during session
4.43
Average Rating
5.
Presenter(s) / Facilitator(s) were knowledgeable about the subject matter
4.50
Average Rating
6.
Sessions provided inclusive & safe space for discussion/conversations among participants
4.93
Average Rating
7.
I was satisfied with this session
4.50
Average Rating
8.
I will recommend this session to other faculty
4.64
Average Rating
9.
I will consider attending another Faculty Center/Faculty Affairs/Information/Workshop/FLC
4.86
Average Rating

The Faculty Affairs feedback survey also included the following questions that elicited open-ended responses:

- 1) What contributed most to your learning in this workshop/FLC?
- 2) What was your overall experience for this workshop/FLC?

Common responses to include: 1) new approaches to developing or redesigning a more inclusive and equitable syllabus; and active learning assignments and interactions with facilitators and colleagues that made understanding the concepts easier; 2) the opportunity to reflect on and improve teaching and grading practices. Open-ended responses were also solicited through a separate survey administered by the facilitators. Responses indicated that faculty participants believed that the program was very helpful in preparing them to become more equitable and inclusive in their syllabus and course design, assessment policies, and student engagement. Please see participants' detailed testimonials and open-ended responses to both surveys in the Appendix.

In general, participants appreciated the opportunity to learn and discuss the significance and benefits of creating an equitable syllabus, employing equitable grading policies, and engaging students and addressing their needs. The overarching goal was for them to be able to make a difference in addressing high DFW rates in their classes.

Feedback from summer 2023 participants informed substantial revisions made prior to Winter 2024 in terms of moving some synchronous material to Canvas and increasing active learning in the synchronous meetings. Feedback from Winter 2024 resulted in minor changes made prior to summer 2024 in terms of moving information around. Future modifications include converting assignment instructions to the transparent assignment template to ensure participants fully understand the purpose and task of the weekly assignments/deliverables.

The Faculty Formative Feedback Project (FFFP)

The Faculty Formative Feedback Project (FFFP), a program currently housed under the Faculty Center and led by a team of three faculty, provides training and ongoing support to a group of faculty Partners who work with faculty participants. Within the semester of participation, faculty participants work with a trained faculty Partner (an FFFP mentor) from outside of their department to improve student learning and engagement through a consultation and collaboration process using formative student survey data and class observations. The project goals include the following:

1. Provide instructional faculty a safe and nonevaluative space to receive formative feedback on their teaching practices.
2. Support instructional faculty with research-based tools (e.g., periodic check-in survey and peer observations) and campus-specific resources to increase student engagement in online, hybrid, in-person classes.

The program offers two levels of involvement for faculty participants to choose from:

- Level 1: Quick check-in with faculty Partner, student engagement survey, and data analysis.
- Level 2: Deep dive with faculty Partner, self-reflection, student engagement survey, observation of a synchronous class lesson, and data analysis.

The program, which is open to all faculty (lecturer, tenure-track, and tenured), provides 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 (Mentor) for this work, and this partnership allows instructional faculty to collect valuable data from students during the semester that allows the immediate application to the classroom. The program provides the opportunity for instructor and student engagement behaviors to offer formative, actionable feedback, and the opportunity for instructors to implement any desired changes before the semester ends. 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. The program was offered in both fall 2023 and spring 2024 and was facilitated by Kristin Stout, Dr. Jen-Mei Chang, and Kerri Knight-Teague.

The FFFP and the Faculty Center organized a session (facilitated by Dr. Vesna Terzic) for faculty on the benefits of participation in the FFFP program and enhancement of student engagement in their classrooms.

Since the initial launch of the FFFP in spring 2021, the program has developed 20 Partners (FFFP Mentors) across five academic colleges and 18 departments who provide one-on-one support with formative feedback for faculty enrolled in the program. To-date, the project has directly supported 168 distinct faculty (45 have participated at least twice) who have served roughly 20,000 students during the semester of their participation.

The project served 18 participants in fall 2023 and 30 Participants in spring 2024 totaling 48 participants in the 2023-24 academic year. Of those, 26 participated in Level 1 and 22 in Level 2. Since the primary goals of FFFP are to improve: (1) faculty instructional practices and (2) student engagement, the primary measure of success is participant perspectives on their teaching and engagement in their course of focus. Additional data on project reach via participant courseload is also included below. Data is also collected on partner perspectives as a measure of project improvement.

Participant demographic data. (FFFP collected the following data for the purpose of evaluation. Participants and partners are asked to complete anonymous surveys voluntarily at the end of each semester).

	Fall 2023 Participants	Spring 2024 Participants
Number of Participants & Level of Participation	N = 18 Level 1 = 7 Level 2 = 11	N = 30 Level 1 = 19 Level 2 = 11
Distribution by College	CBA: 1 CED: 2 COE: 2 CHHS: 5 CLA: 5 CNSM: 1 COTA: 2	CBA: 3 CED: 1 COE: 3 CHHS: 4 CLA: 10 CNSM: 7 COTA: 2
Rank	5 Lecturers 10 Assistant Professors 2 Associate Professor 1 Professor	16 Lecturers 12 Assistant Professors 2 Associate Professor 0 Professor
Years Experience	8 @ 1-3 years 2 @ 4-6 years 4 @ 7-10 years 1 @ 11-15 years 3 @ >15 years	17 @ 1-3 years 4 @ 4-6 years 4 @ 7-10 years 1 @ 11-15 years 4 @ >15 years
Demographic Data of Race/Ethnicity & Gender	N reported = 7 2 Asian/Asian Indian 1 Black/African American 0 Hispanic/Latinx 4 White 0 Prefer not to respond 3 Men 0 Prefer not to say 4 Women	N reported = 22 4 Asian/Asian Indian 3 Black/African American 2 Hispanic or Latinx 11 White 2 Prefer not to respond 10 Men 1 Prefer not to say 11 Women

Applicants for the program were asked to provide a brief description of their goals for participation, and the most common themes capturing the stated goals were:

- 1) Increase student engagement.
- 2) Improve teaching skills.
- 3) Access partnership with other faculty.

End-of-semester feedback surveys for both fall 2023 and spring 2024 cohorts revealed the following:

Percentage of Participants who endorsed effectiveness. Twenty-two Level 1 and 26 Level 2 Participants responded to the survey. The percentages represent the portions of faculty participants who selected “agree” or “strongly agree” across specific items by domain.

Theme & Item Statement	Level 1	Level 2
Goals attained		
I feel I met the personal goals I set for this project	89.5%	77.8%
Time efficiency		
The activities took a reasonable amount of time	94.7%	88.9%
The information I gained was valuable given the time I spent	89.5%	88.9%
Usefulness		
The discussions with my FFFP Partner were useful	89.5%	88.9%
The data from the Student Engagement Survey were useful	84.2%	100%
If a Lesson Observation was completed, I found the feedback to be useful	NA	88.9%
Reviewing data with a Collaborative Partner yielded greater insight and understanding than reviewing data on my own	89.5%	77.8%
Improved teaching		
My teaching has improved this semester	100%	77.8%
My confidence in my teaching has improved this semester	94.7%	88.9%
Improved student engagement		
The level of student engagement in my course has improved	94.7%	66.7%

Both quantitative and qualitative feedback from the participants indicate that most faculty who completed the survey agreed or strongly agreed that they met their project goals and that information gained from participation was time efficient and useful for improving their teaching and student engagement.

Participants' open-ended responses to questions eliciting feedback on their perspectives on FFFP highlighted their commitment to improving their teachings and the opportunity to receive comprehensive feedback from faculty mentors in a safe, nonthreatening, and nonjudgmental environment. Feedback specifically included the following:

- *The opportunity to learn from other professionals and experts on how best to evaluate student learning and development and elicit helpful feedback from students on their teaching.*
- *Develop the ability to apply better instruction and engagement strategies.*
- *The opportunity for personal and professional growth and develop strategies to improve their pedagogical approaches.*

The faculty Partners (Mentors) also completed a feedback survey and provided open-ended responses that were immensely positive. They found the experience beneficial in helping faculty participants become better instructors in the classroom. They advocate continued support for the program and reaffirmed their commitment to empower junior faculty and lecturers to apply strategies in the classroom that will lead to student success. These responses are an indication that the Partners (Mentors), like the faculty participants, found their FFFP involvement meaningful.

Representative open-ended feedback by participants and faculty mentors are included in the Appendix.

Preparing Faculty to Better Accommodate Diverse, Vulnerable & Differently Abled Student Population.

There is continued need for professional development opportunities that acquaint faculty participants with equitable, inclusive, and accessible practices to prepare and empower instructors to better accommodate our diverse, vulnerable, and differently abled CSULB student population. PD opportunities focusing on these issues included the following:

Bob Murphy Access Center (BMAC) Workshops

These sessions were specifically geared to faculty who work with students with varying abilities or wished to learn more on how to support such students within the classroom. Participants learned how to create an accessible learning environment and support students with varying abilities in the classroom, especially in remote instructional mode. The sessions provided information that addressed the following questions: How can I engage, support, and retain my students in an online environment? How can I adjust my online instruction to accommodate students with disabilities? How can I get my course materials remediated to meet ADA compliance? Individual sessions presented included:

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

BMAC provided the opportunity for faculty to meet/greet with BMAC's Accommodations & Retention Counselor team to learn more about their programs and services and engage in a Q&A session. Within this workshop, BMAC additionally provided information on intersectionality and Universal Design as it relates to disability services and accommodations in the higher education space. Two sessions were offered in fall 2023, facilitated by Cheetah Chin, Austin Soto, and Ivan Medina. There were only 4 attendees.

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

This event was to acquaint faculty members with how to work with ASL interpreters and real-time captioners within their unique post-secondary classes. Processes were explained in detail enabling faculty to be equipped in fostering an inclusive and engaging classroom climate. Resources were provided for faculty to utilize for future needs or support when working with ASL interpreters and real-time captioners. One session was offered in fall 2023, facilitated by Sonia

Acosta, Austin Soto, Mignon Richardson, Cheetah Chin, and Jericho Padilla. Unfortunately, there was only one attendee.

Faculty Impactful Scholarship

Grant Development Workshop (ORED)

The Office of Research and Economic Development implemented a workshop designed to help faculty seek funding opportunities, strengthen grant submissions, and learn more about the resources ORED offers in support of grant submissions. The session was offered in fall 2023 and facilitated by Dr. Karl Freels, ORED's Grant Development Specialist. Twenty-six faculty attended this session.

Pre-Award/Grant Submission Workshop (STEM Focus) (ORED)

The Office of Research and Economic Development (ORED) offered a workshop for faculty to learn more about the resources and support ORED offers to CSULB faculty while submitting to grant opportunities. An overview of the grant process (with a STEM focus) was provided, and faculty had a chance to meet, listen, and ask questions to the Pre-Award Team. Session was offered in fall 2023 and facilitated by Dr. Karl Freels and Nora Momoli, ORED's Pre-Award staff. The session was attended by 15 faculty.

Publishing Chapters and Textbooks

This was a session by Dr. Roudi Roy (Professor in Department of Family and Consumer Science, College of Health and Human Services) to discuss the joys and process of publishing a book or authoring a chapter in one. Participants had the opportunity to hear her journey in publishing and believed they needed to know! The session provided information on the editing process and offered advice on the writing process as well. Two sessions were offered in fall 2023 and a total of 24 faculty attended these sessions.

Summer 2024 Writing Institute

Interim Faculty Center Director, Dr. Emily Berquist, organized a two-day summer writing institute during which faculty had the opportunity hear from representatives (Senior Grant Development Specialist Dr. Karl Freels and Senior Director Crystal Trocadero) from the Office of Research and Economic Development (ORED). They did two presentations, one providing general research-related information and the other focusing on grant development. Faculty also had the opportunity to work on research and grant proposals with feedback from ORED during the institute.

Faculty from five colleges (CLA, CHHS, COTA, CNSM, and CED) and from different ranks (lecturers, assistant professor, associate professor, full professor) participated in this institute. Participants completed a feedback survey in which they were asked to rate the institute (maximum five stars) by responding to the following questions:

Question	Average Rating (out of 5)
Was the Summer Writing Institute useful to you?	4.93
Was the presentation from the Office of Research and Economic Development useful to you?	4.00
Was the workshop a safe and inclusive space?	5.00
Were you satisfied with your decision to attend this workshop?	5.00

Fourteen participants completed the survey and 13 out of 14 found the institute useful. All 11 participants were also satisfied with their decision to attend the institute and considered it a safe and inclusive space to focus on their research. Twelve of the 14 participants responded “yes” to a prompt asking if they would attend another event hosted collaboratively by the Faculty Center and ORED. Eleven participants provided the following open-ended comments in response to the prompt “Add any other comments or suggestions here.”

ID	Responses
1	If there's a presentation, give us a few minute warning to wrap up what we're working on. Or have us get lunch to eat while watching the presentation to optimize time.
2	Bravo! I found out because of the Canvas notification.
3	I have been looking for this space since I first arrive to CSULB in 2021. I suggest also running it once or twice during the semester. Thank you!
4	It would be great to make these regular events, or even permanent spaces (though I understand that would mean no catering). It was a wonderful opportunity to have scheduled writing time with no distractions, and to be able to get information and help from ORED people
5	Any chance to come together and focus and cowork is welcome. I was so productive. I got a final draft of article done and I finished supporting documents to submit.
6	I value the writing workshops. Thank you for sponsoring them.
7	Thanks for the great writing community. I would attend this weekly even if it wasn't catered!
8	When professional development workshop information is shared, it would be helpful to know who the organizers are. It seems that often the titles of the sessions are similar and I get nervous about signing up for a repeated offering.

9	Secure multiple rooms in case faculty would like to use the writing retreat for collaboration. It felt quieter than a library in there!
10	I would also attend during the semester (Friday workshop) as it provided a distraction-free environment away from office and home distractions. I got a LOT accomplished in just the first day.
11	I appreciate this kind of event where we get a quiet, professional space to work, and all while being fed! It is also wonderful meeting new colleagues this way. Thank you so much.

These responses indicate for the most part that participants found the institute helpful and productive.

Faculty Recruitment, Retention, & Advancement Initiatives

New Tenure Track & Lecturer Faculty Foundations

The FC in collaboration with Faculty Affairs organized and delivered the New Faculty Foundations and Onboarding in August 2023. The event provided an opportunity for new faculty to meet and interact with other new faculty. It also included informational sessions by different campus constituents (including the Payroll & Benefits Office, Academic Senate, Academic Technology Services (ATS), Bob Murphy Access Center (BMAC), Office of Sponsored Research & Programs, Campus Safety, California Faculty Association, Faculty Affairs (on Employee Basics). New faculty also had a virtual tour of ATS/BMAC facilities. The presentations were followed by a Q&A session with new faculty. The event also included the opportunity to meet with 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.

New Faculty Academy

The New Faculty Academy was designed for first year faculty and provided an avenue for participants to explore and develop skills that would support them as new faculty members at CSULB. Activities/Topics included navigating National Center for Faculty Development and Diversity, engaged teaching, research collaborations, soft skills, connecting with faculty and campus resources. Six sessions were organized throughout the academic year, and faculty members who completed all 6 sessions received a certificate. The sessions were facilitated by Interim FC Director, Dr. Nancy Dayne, and 14 new faculty attended all 6 sessions.

National Center for Faculty Development & Diversity (NCFDD)

The NCFDD is an independent professional development, training, and mentoring community of faculty, postdocs, and graduate students from over 450 colleges and universities and is dedicated to helping academics thrive in the Academy. The NCFDD partners with colleges and universities to provide professional development and training resources, and its programs and services are designed to help scholars increase their research productivity and work-life balance. The goal is to provide a safe, confidential space for our members to obtain independent peer support and mentoring without implications for their evaluation and reputation on campus. As an institutional member, CSULB faculty members have access to several resources that faculty members, especially those in their probationary years, have found to be helpful, based on feedback received from faculty annually. These include the NCFDD Core Curriculum, which is designed to teach 10 key skills (Every Semester Needs A Plan; Align Your Time With Your Priorities; Develop A Daily Writing Practice; Mastering Academic Time Management; Moving From Resistance to Writing; The Art of Saying ‘No’; Cultivating Your Network of Mentors, Sponsors and Collaborators; Overcoming Academic Perfectionism; How to Engage in Healthy Conflict; Strategies for Dealing with Stress and Rejection) that help faculty develop and thrive professionally. The NCFDD further offers several professional development and intensive mentoring programs, and some of our underrepresented tenure-track faculty have benefited from such programs (Faculty Success Summer Programs) over the past four years through the generous support of the Provost’s office. The Provost’s Office has funded three junior faculty each of the past three years to participate in the Faculty Success Summer Program. Feedback from these faculty has been overwhelmingly positive.

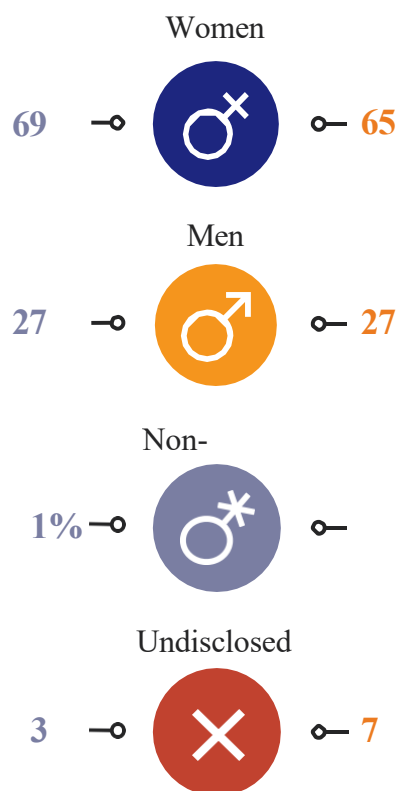
The NCFDD provides annual engagement reports for Institutional Member partners that includes highlights and key aspects of individual campus engagement with the NCFDD. The annual reports are generated in September and the most recent report (generated in September 2023) provides data on CSULB faculty engagement with the NCFDD during the 2022 calendar year. The September 2023 report highlights key aspects of CSULB’s faculty engagement with the NCFDD. In addition, the NCFDD created a comparison group of other institutions within the NCFDD’s pool of members to provide context for information within this report. The median value of the comparison group for important metrics is included alongside metric data for CSULB.

The demographic analysis provides contextual insight into the subaccount population at the NCFDD as compared to other NCFDD institutional members. Demographic breakdowns are segmented by gender, race/ethnicity, and academic title.

TOTAL SUBACCOUNTS FOR CALIFORNIA STATE UNIVERSITY LONG BEACH: 428

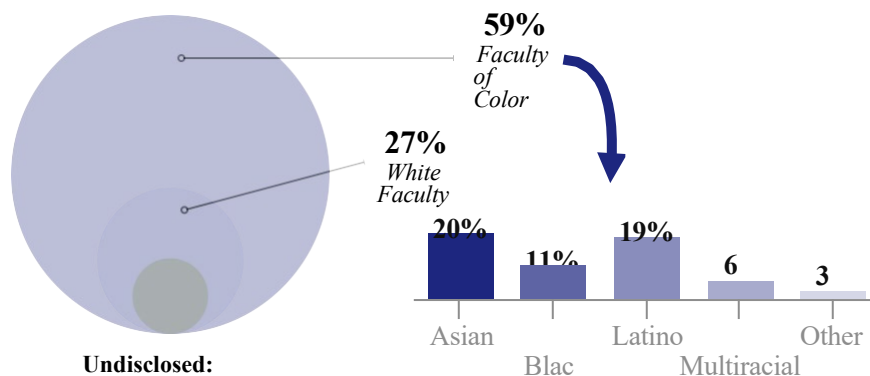
GENDER

California State University Long Beach NCFDD Institutional Members

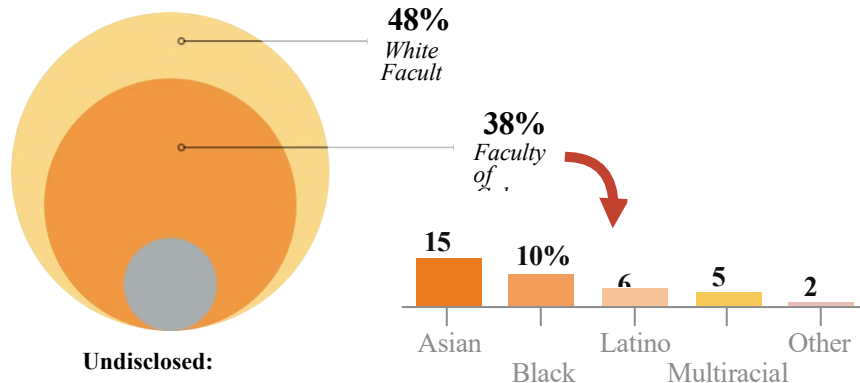


RACE/ETHNICITY

California State University Long Beach



NCFDD Institutional Members



NOTE: The bar charts above comprise a breakdown within the share of the faculty of color proportions as represented in overall race/ethnicity.

ACADEMIC TITLE: Faculty & Staff Graduate Student and Postdoc

California State University Long Beach

NCFDD Institutional Members



The September 2023 reports (as well as the reports for the previous two years) indicate that an overwhelming number of CSULB users are female faculty and minoritized faculty.

Faculty and graduate students utilize the NCFDD's extensive library of Core Curriculum, Guest Expert Webinars, and Multi-Week Courses for professional development and support. The most popular webinar titles and webinar registrations by type in 2023 were:

	California State University Long Beach	NCFDD Institutional Members
CORE CURRICULUM 	1. Every Semester/Summer Needs a Plan 2. How to Develop a Daily Writing Practice 3. How to Manage Stress, Rejection & the Haters in Your Midst	1. Every Semester Needs a Plan 2. How to Align Your Time with Your Priorities 3. How to Develop a Daily Writing Practice
GUEST EXPERT WEBINARS 	1. Pivot to Public Writing 2. How to Edit Scholarly Volumes: Lessons from the Presumed Incompetent Project 3. NCFDD Discussion Panel: "What I Wished I Would Have Known as a New Full-Time Faculty Member"	1. Indigenous Time Management 2. Rising Above Burnout 3. NCFDD Discussion Panel: "What I Wished I Would Have Known as a New Full-Time Faculty Member"
MULTI-WEEK COURSES 	1. Making the Case: Preparing Your Dossier for Promotion to Full Professor 2. How to Craft and Submit a Winning Book Proposal in 4 Weeks 3. Parenting and Productivity	1. Making the Case: Preparing Your Dossier for Promotion to Full Professor 2. Teaching in No Time: How to Prepare for a Stress-Free Semester 3. Building a Publishing Pipeline

The NCFDD Faculty Success Program (FSP) is designed to help tenured and tenure-track faculty increase research and writing productivity and propel work-life balance and personal growth by providing accountability, coaching, and peer support. Since the inception of this summer program in 2017, 25 CSULB faculty have participated in this program, including 4 (sponsored by the Provost's Office) in 2022.

CSULB faculty have in general considered the NCFDD helpful, especially in developing and implementing a research agenda, as they navigate their paths toward tenure and promotion. See the Appendix for a couple of select CSULB member testimonials/feedback shared by the NCFDD.

Building Culture of Empowering Students & Improving Student Success as Part of CSULB's Diversity, Equity, & Inclusion Initiative

An overarching operational outcome of the FC is to establish a robust center that will establish a campus culture of engaging the campus community in discussion about inclusive mentoring to highlight the different ways in which they contribute to student success.

Advancing Inclusive Mentoring Initiative

The Beach Mentor Program (BMP) was an initiative of the CSULB BUILD Program, which introduced 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 were posted on a Canvas Site created for each cohort of the BMP. Faculty members who complete the training received a Beach Mentor certification issued by the Faculty Center, a status that is recognized for specific internal grants on campus in the future.

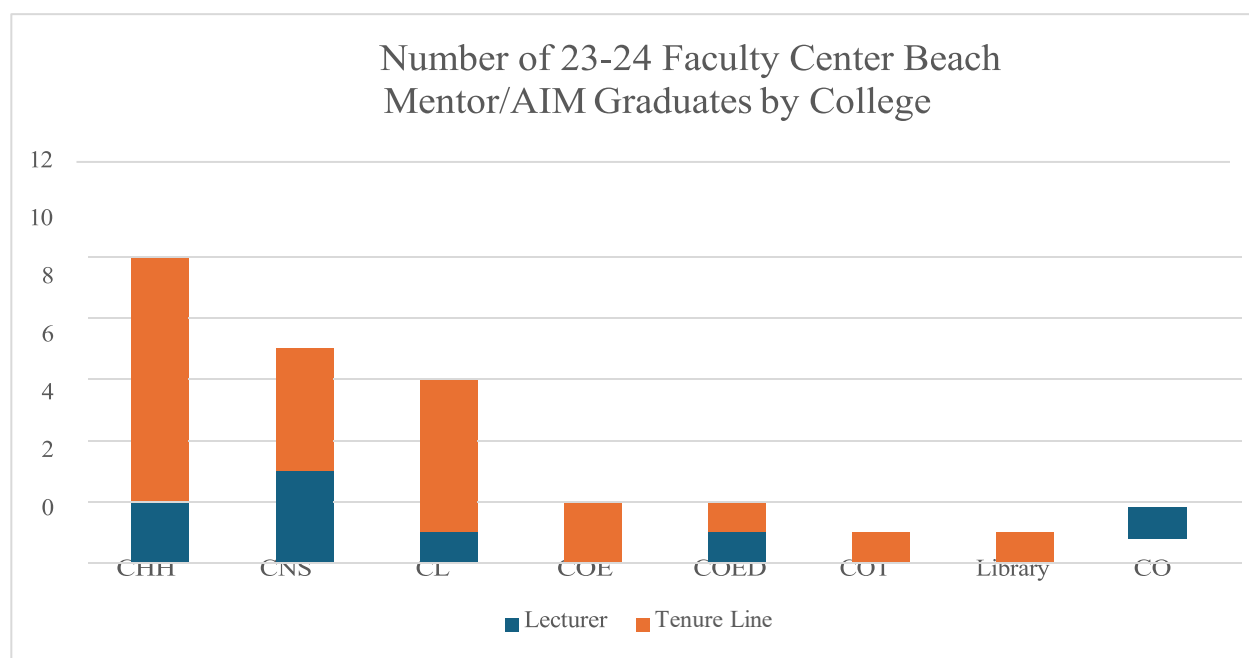
A cohort of 15 faculty completed the first offering of 6 sessions in fall 2023 and another cohort of 10 faculty completed the second offering in fall 2024. The Interim FC Director facilitated both offerings.

CSULB's Faculty Center has taken the lead in running the Beach Mentor program for faculty across campus, regardless of discipline and the Interim Faculty Center Director Dr. Nancy Dayne led three sessions of the Beach Mentor program in the 2023-2024 cycle, which included summer 2023, fall 2023, and spring 2024. Dr. Kelly Young, the AIM Director, in her 2023-2024 annual report on the program states:

Finally, in the 23-24 cycle, the Faculty Center sponsored the Beach Mentor Luncheon, a celebration of Beach Mentors across campus. This financial support, along with the expert and excellent leadership of Dr. Nancy Dayne, working for much of this cycle without administrative support has been critical to the success of the Beach Mentor program at CSULB. Positive and inclusive mentoring of our students engaged in high impact practices such as independent research, catalyzes student success. Through sponsoring and running the Beach Mentor faculty development program, Faculty Affairs, through the CSULB Faculty Center is categorically supporting inclusive student success.

A total of 30 faculty completed the training at the Faculty Center, coming from all seven academic colleges and our CSULB library (Figure 1). In the 2023-2024 cycle, 33% of participants were from CHHS, 23% from CNSM, 20% from CLA, 7% each from COE and COED, 4% each from COTA, COB and the CSULB Library. The ratio of tenure line faculty and lecturers differed by college (Figure 1).

Figure 1: A breakdown of the 30 Faculty Center Beach Mentor/AIM Participants in 23-24 by college and job title.



A total of 21 different Departments were represented by the Faculty Center 23-24 Beach Mentor cohorts, with Mathematics and Statistics (CNSM), Criminology (CHHS), Social Work (CHHS), Speech Language Pathology (CHHS) and International Studies (CLA) all enrolling more than one participant this year (Figure 2).

Operational Outcomes: Promoting Campus Culture of Belonging & Creating Welcoming Environment

Another major operational outcome of the FC is to establish programming that will 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. In accordance with this mission, the FC is dedicated to supporting initiatives that:

- Help build and support a compassionate community characterized by a strong sense of belonging among CSULB faculty, staff, and students, where everyone's voice and well-being are valued.
- Create an environment for faculty members (and staff) to seek professional, social, and emotional support and community.
- Celebrate diversity among faculty (staff and students) with the goal of recruiting and retaining faculty who embrace diversity, equity, and inclusion.

The FC facilitated, organized, co-coordinated or supported the following initiatives:

Coffee & Community (C&C)

These monthly gatherings were designed to help promote and create community among 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 were organized to help change that. Different C&C events focused on different groups (lecturers, TT, etc.) and/or different areas of interest (online teaching resources, integrating group work, library resources, getting to know your students) with resources to provide attendees via handouts or interactive activities and/or discussions. These events were organized by the Interim FC Director and 27 faculty attended the fall 2023 events and 11 attended the spring 2024 events.

Start with Why

Any person or organization can explain what they do. Some can explain how they are different from the rest. Very few can clearly articulate why. The WHY is what inspires us and those around us- with an Optimist Instructor from Simon Sinek's The Optimism Company, who facilitated this event in spring 2024. Sixty faculty attended the event.

Yoga at the Japanese Garden

Faculty members were invited to join colleagues for yoga! Two sessions were organized – one in fall 2023 and one in spring 2024. The sessions were open to all levels and beginners. It was a Zen class designed to melt all stress away as participants allowed the beautiful surroundings of the garden to heal and restore them into a natural state of balance and peace and relaxation. The classes included light breath work, easy to do flowing postures, and concluded with a guided meditation leading participants into a deep rest (savasana). Sessions were co-facilitated by a Yoga instructor and the Interim FC Director. A total of 32 faculty attended both sessions.

Women of Color in Academia @ CSULB

The Women of Color in Academia @ CSULB (WOCA) was instituted in 2018 to provide structural, institutional, communal support for women of color faculty. Maintaining a community of peers, collaborators, and mentors aligns with university's goal to increase faculty diversity by recruiting/retaining faculty from underrepresented groups. WOCA pledges to do so by continuing to 1) create awareness of the impact of the intersectionality of gender, race, and ethnicity on the professional experience of faculty women of color on campus; 2) increase institutional support to promote the success of our faculty women of color (a group with one of the highest attrition rates among tenure-track faculty); and 3) to create a support network for WOCA across the university through mentoring and highlighting accomplishments. At the start of AY 2023-2024, the group had more than 120 members spanning across all university colleges. The Faculty Center provides publicity, logistical, and other forms of support for this group.

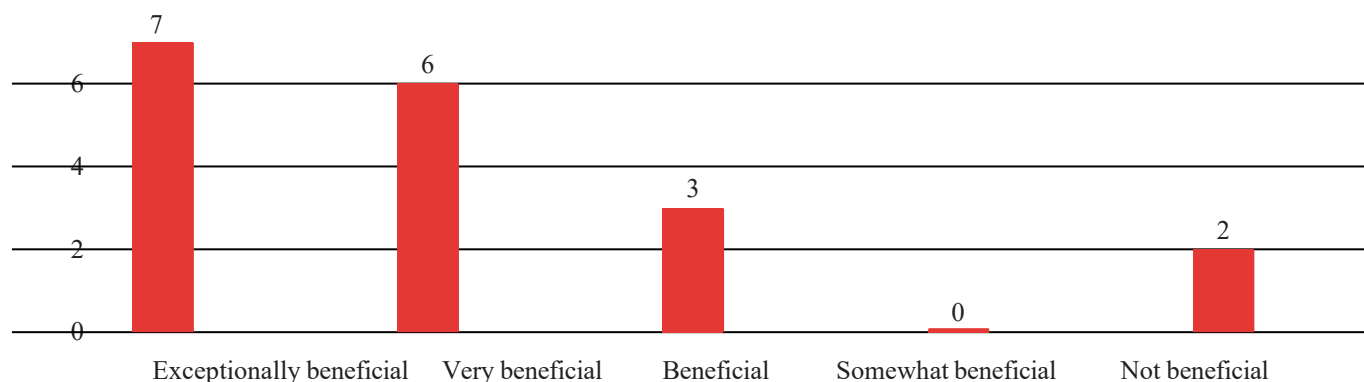
The group hosted 9 in-person events in 2023-2024, highlights of which included:

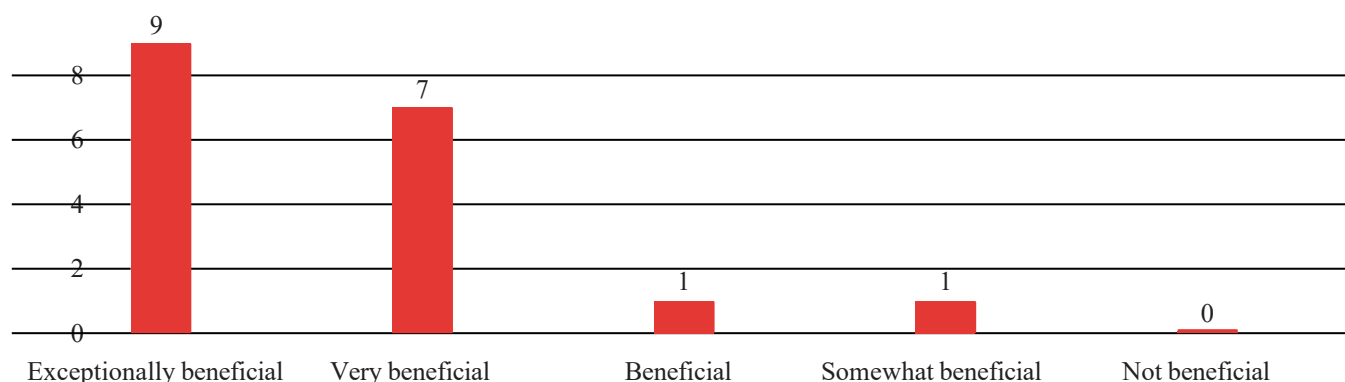
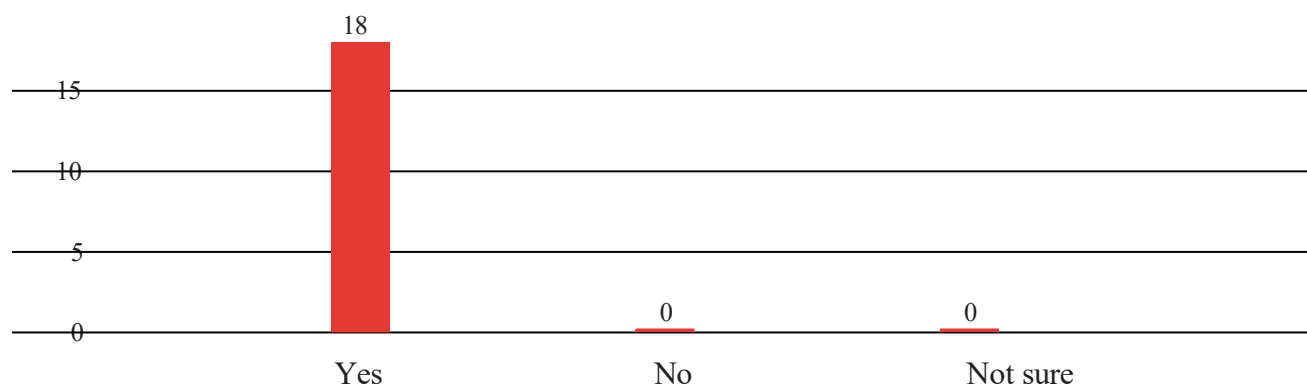
- Coordinating Social Hours for building community, especially with relatively newer faculty.
- Mentoring Sessions.
- Information Sharing panel on retention, tenure, and promotion and for lecturer career development.
- Book Publishing workshop.
- End-of-year Wellness Retreat for members to reflect on the group's past and future goals.

The events were organized by the group leaders: Teresa Puente, Jeannette Acevedo Rivera, and Yuping Mao

The WOCA leadership administered an end-of-year feedback survey of its membership, and the following are responses to key questions (unfortunately, response rate was very low – 18).

How beneficial were these events for your professional development at CSULB?



How beneficial were these events for building community at CSULB?**Are you interested in attending WoCA events in the future?**

Sixteen of the 18 members who responded to the survey found the events and activities of the group beneficial for their professional development. This includes 13 respondents who considered the activities very or exceptionally beneficial. All 18 respondents considered the events and activities beneficial for community building (including 16 who found them very or exceptionally beneficial). All 18 respondents expressed interest in attending WOCA events in the future.

Building an Inclusive Climate for Lecturer Faculty: Lunchtime Focus Group

This focus group met in summer 2024. It was designed so a diverse group of Lecturer Faculty from across the university could share their experiences, opinions, and ideas about how to create a more inclusive climate for CSULB. After the workshop, the Faculty Center can use this valuable feedback to shape our agenda for the upcoming year. In addition, participants will have the opportunity to build cross-campus connections and foster supportive community with other faculty. The focus group conversation was facilitated by Dr. Raven Pfister (Lecturer, Communication Studies) and Dr. Emily Berquist Soule (Interim Director, Faculty Center).

Nine lecturer faculty from 4 colleges (CED, COE, CHHS, CLA) participated in this initiative. Seven faculty identified as having a three-year contract, one as a full-time lecturer, and one as working “semester to semester.”

Question	Average Rating (Maximum of 5)
Was the content of the discussion relevant to the program description?	4.89
Was the information you learned useful to you?	4.89
Were the workshop facilitator(s) engaged with the attendees & the material?	5.00
Were the workshop facilitator(s) knowledgeable about the subject matter?	5.00
Was the workshop a safe and inclusive space?	4.78
Were you satisfied with your decision to attend this workshop?	5.00

Average ratings to questions about the workshops ranged from 4.78 to 5.0. Participants found the focus group conversation extremely useful based on these ratings. Eight of the 9 lecturers stated that attend future sessions on building an inclusive climate at CSULB. All 9 lecturers would recommend this session to other lecturers.

Responses to open-ended questions revealed key issues that lecturers would like the campus to address. They included:

Question: In your opinion, what are the most pressing issues facing Lecturer faculty at CSULB?	
ID	Responses
1	Creating a transparent and cohesive lecturer experience at csulb. It is apparent from these gatherings that colleges and departments handle lecturer appointments differently. If lecturers had a better sense of how classes are distributed and a clear path toward full-time status, that would go a long way.
2	Given respect for the work they do, Reduce isolation
3	Compensation for work other than teaching and job security. Other issues are addressed by the Faculty Center.
4	Work load and politics
5	Lack of a voice and representation across the Colleges.
6	Orientation, mentorship, inclusion
7	The consistency and depth of support and inclusivity vary across colleges and departments. Some faculty and departments don't recognize lecturers as faculty, which negatively impacts support and inclusivity.
8	Equity among colleges in practices related to lecturers

Question: What would you most like to see the Faculty Center work on as part of this initiative?	
ID	Responses
1	Work with bargaining reps to have us protected/on track for tenure, full time promotions
2	A lecturer orientation (and I know you are currently doing this) that is not dependent upon the department chair's participation for access to lecturer hiring information. Also, that this

	orientation concludes by plugging lecturers into some kind of a department introduction to other lecturers. This introduction could pass the baton on to other lecturers to help new hires navigate the specifics of each department. I'm happy to be a contact for the history department.
3	Isolation reduction, with improved dignity and respect
4	Communicating what resources are currently available to lecturers.
5	Clarity on expectations for lecture faculty and equity in representation
6	Equity in the ways that tenure track get an orientation, laptop, office etc.
7	Any support is needed! It'd be amazing if someday there could be support for a Lecturer Advocate through Faculty Center.
8	Positively change campus cultural norms about lecturer faculty by conducting consistent check ins (e.g., focus groups) to strategize around the identified issues. Help set lecturer faculty up for success by offering helpful workshops on preparing for an evaluation. Offer spaces for non-Lecturers to learn more about lecturers.
9	"forum" or email communication between lecturers

Participants were asked to add any other comments or suggestions they had. These included the following 6 responses:

ID	Responses
1	It would be interesting to know how the profile of lecturer experiences change by college. I suggested that Lecturers from years 1-5 are different from career lecturers (Years 6 to death, apparently) in the CLA. That seems bound up with the expiration date of dissertation research and side-hustle fatigue. But I'm unsure how many lecturers in other colleges are PhDs or how they navigate their career experience.
2	The discussion reinforced my appreciation for the support of my colleagues, chairs, dean, and pretty much everyone I have worked with at the University. I learned that other lecturers may not be so fortunate. Thanks for the invitation.
3	I am sorry...I am not sure how to format my campus mailing address. Let me know if you need additional information.
4	Nope it was Awesome
5	Thank you for doing this!
6	Thank you for holding this space. Please offer consistent check ins with us because a one-time focus group of 20 only captures the tip of an iceberg. Thank you.

Empowering Faculty to be Proactive in Supporting Student Wellbeing

LGBTQ+ Student Resource Center: Supporting Queer and Trans Students Workshops

Faculty members were educated about LGBTQ+ culture and issues students experience on campus and how to support them. The workshop covered LGBTQ+ student culture at CSULB and LGBTQ+ current trends in the U.S. The speaker educated faculty members on how to support LGBTQ+ students and faculty participants received resources to refer students to. In addition, faculty participants learned about proper use of pronouns and how to share them in their classes. The session was facilitated by Brenden Cashett in fall 2023 and 15 faculty were in attendance.

Student Parents

Twenty-two percent of undergraduates are student parents. College students who are parenting must juggle work and family responsibilities, all while going to school. While a range of obstacles can impede their ability to graduate on time, student parents achieve higher grade point averages (GPA) than other students. This session was facilitated by Celia Mejia, Director of the Women's & Gender Equity Center WGEC, and participants learned more about this unique population, the faculty support it required, and the campus resources available. Six faculty attended this session in fall 2023.

Amplifying and Celebrating Outstanding and Innovative Teaching and Mentoring that faculty are doing on campus.

The FLC culminated in an Inclusive Excellence in Pedagogy reception and poster presentation session in May 2024, which showcased the collective work of the FLC. Participants shared how they used data, reflection, exploration, and collaboration to elevate student success through inclusive high-impact pedagogical methods.

All faculty who had completed the Advancing Inclusive Mentoring program by the end of AY 2023-2024 (250 Beach Mentors) were invited to a CSULB Beach Mentor program mixer – an outdoor celebration luncheon to celebrate all that mentor have accomplished – in May 2023. They were encouraged to meet and have lunch with fellow Beach Mentors in person. This luncheon was organized by Dr. Kelly Young, one of the BMP leaders and Dr. Nancy Dayne. Forty-three Beach Mentors had registered for the event, which, unfortunately, was rescheduled to fall 2024.

Programming Impact

Professional development opportunities that addressed issues of equity, access, and inclusivity in teaching constituted a major segment of the offerings by the Faculty Center (FC) in 2023-24 AY. Some of these offerings were one-session workshops and presentations. It was difficult to assess

the impact of these sessions, as attendance was in general low, and response rates to post-session feedback surveys were even lower. Based on the minimal responses, participants found these sessions helpful and did not offer suggestions for improvement. Many of the participants however stated that they would attend future FC initiatives. Several other initiatives (the FLCs, the FFFP, and the ASSET program) were provided the opportunity for participants to engage in discussions and activities with their peers and the facilitators over several meetings, and in the process, build a community of practitioners. Based on ratings on feedback surveys and open-ended feedback and testimonials, faculty members who participated in these initiatives found them beneficial and impactful for several reasons including:

- The opportunity to engage in purposeful dialogue with like-minded faculty and facilitators and the opportunity to share ideas and experiences, learn from each other, and develop camaraderie and build community.
- Being empowered to engage in and apply equitable and inclusive pedagogical strategies and mentoring best practices in interacting with our diverse students in and out of the classroom.
- Being a safe, supportive space for faculty to engage in meaningful dialogue with each other.
- The opportunity to make data-informed and research-based decisions that enhance student success.
- The opportunity to develop strategies to develop and nurture a meaningful relationship with students as instructor and faculty mentor.

Faculty were also provided the opportunity to engage in scholarship initiatives, including workshops offered by the Office of Research and Economic Development and a session on publishing chapters and textbooks. Unfortunately, feedback surveys were not administered at these events though the FC plans on doing so in 2024 AY and moving forward. A feedback survey was however administered to faculty who participated in the summer 2024 writing institute, and participants found the institute useful and were satisfied with their decision to attend the institute.

The FC instituted or oversaw several initiatives designed to enhance faculty retention and advancement. Feedback was not solicited from faculty who attended the New Tenure Track and Lecturer Foundations program in August 2023 or the New Faculty Academy in 2023-24 AY. There are plans to solicit feedback for these events in 2024-25 AY. The FC has been coordinating CSULB faculty's participation in the initiatives of the National Center for Faculty Development and Diversity (NCFDD). The most recent CSULB report indicates active participation by female faculty and minoritized faculty in this organization, and CSULB faculty have found the NCFDD particularly helpful in developing and implementing their research agendas.

The FC established several events in 2023-24 AY designed to create a welcoming environment and to promote a campus culture of belonging. Several of these events were well attended but the FC did not solicit feedback from participants, which the Center plans to do moving forward. One initiative designed to promote a culture of belonging that the FC has been overseeing is the Women of Color in Academia @ CSULB (WOCA). Membership in this group has expanded tremendously from about 50 members at its inception in 2018 to more than 120 members. An overwhelming

number of current members who responded to a survey administered (18 out of 20) found the initiatives of the group to be beneficial (3), very beneficial (6), or exceptionally beneficial (7). The FC will strive to elicit more robust feedback on initiatives designed to promote a campus culture of belonging in 2024-25 AY.

The FC additionally prioritized building a culture of empowering students and improving student success as part of CSULB's DEIA initiative. The FC partnered with the Advancing Inclusive Mentoring (AIM) to implement an inclusive mentoring program that introduces faculty to best practices in mentoring diverse students. The FC Director facilitated two six-module sessions, one in fall 2023 and another in spring 2024. As the AIM Director acknowledged in the evaluative report, the FC has been critical to the success of this program, and that Faculty Affairs, through the FC is categorically supporting inclusive student success.

Based on participants' feedback, the FC strongly believes that programming currently offered through the Center has been beneficial to faculty, and we want to take this opportunity to thank the participants as well as the facilitators and presenters for making these sessions, workshops, and presentations successful.

Looking Ahead

The FC will continue to solicit resources and seek opportunities to expand the capacity of the FC to be able to:

- Implement professional development programming that will continue to acquaint faculty with evidence-based best practices that enhance their development as inclusive and equity-minded practitioners in their teaching and mentoring of our diverse student community.
- 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
- Support faculty in exploring new roles and developing new research and scholarly activities and services.
- Create and sustain an environment that will enhance faculty retention and promotion, especially for our diverse and underrepresented faculty population.

A short-term goal is the development of a Certificate or Badge upon completing sessions related to specific outcomes. The FC looks forward to collaborating with other campus constituents, including the Center for Community Engagement, to provide opportunities for faculty to be community engaged in their teaching, scholarship, and service.

Another goal of the FC is to develop and carry out a robust outcome assessment plan for our offerings that can be used to evaluate the success of our programming and challenges we need to address.

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 and 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 include:

- 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.

The FC is appreciative of the support it received from the FCAB during the 2023-2024 AY (members listed below) under the leadership of the Advisory Board Chair Dr. Tianjiao Qui and looks forward to continuing working with the Board in advancing the mission of the FC.

FACULTY CENTER ADVISORY BOARD (FCAB) ROSTER 2023-2024

Tianjiao Qiu
Marissa Hansen
Brian Katz
Ga-Young Suh
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Nancy Dayne
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Appendix

Open-Ended Responses and Testimonials by Participants of the Inclusive Excellence FLC

Key Benefits of the Inclusive Excellence FLC

- *Facilitation of Dialogue: The workshops facilitated purposeful dialogue with clear connections to set expectations for both learning and outcomes.*
- *Discussions in Meetings: Engaging discussions during meetings enriched their understanding of inclusive pedagogy.*
- *Camaraderie: Strong camaraderie developed between facilitators and participants, as well as among participants themselves.*
- *Peer Learning: Participants appreciated the opportunity to learn from and with colleagues.*
- *Collaboration: The sharing and collaboration among peer professors were highly valued.*
- *Networking: Meeting other professors who shared ideas and experiences was beneficial.*
- *Supportive Environment: The environment fostered a sense of support and understanding, promoting the exchange of practical ideas.*
- *Data Insights: Learning to navigate and interpret student success data from databases was enlightening.*
- *Sharing Ideas: Sharing ideas with colleagues from across campus was a highlight for many participants.*

Open-Ended Testimonials

- *“Thank you for a great experience. I really enjoyed learning from you and my peers. I think the poster session was particularly very valuable. I saw a couple of solutions I am going to “borrow” for my classes. I also loved the dashboards with information about our students.”*
- *“Thank you very much for leading a wonderful faculty learning community. I’ve been involved in a few FLCs and other trainings related to pedagogical issues of equity and inclusion but this has been best so far in addressing both the scope of the subject matter and its practical applications.”*
- *“All I can say is WOW! I enjoyed each FLC meeting, walking away with not only inspiration but practical ideas I could put to work with my students. As I continue to build for next year, I look forward to using what we covered this year to guide my planning and implementation to serve ALL my students.”*
- *“Can we do this again? What about a Year 2 FLC experience, or meeting every few months to just touch base? This experience has been both motivating and inspiring. So glad I took this on.”*
- *“Students have stated they feel more comfortable to come to me with questions and concerns related to course expectations.”*

- *“A yearlong commitment is difficult but worth it. Sustaining conversations over the entire academic year helped me build new connections with colleagues.”*

Open-Ended Responses to Feedback Survey Administered by Faculty Affairs to Participants of the ASSET Program

Question: What contributed most to your learning in this workshop/FLC?	
ID	Responses
1	This workshop provided the ability to analyze our materials from a student perspective. I now look at things with a new lens which is more open and friendly.
2	The interaction and discussions with peers from across different departments/colleges, the asynchronous assignments that helped us draft/build the deliverables, and the feedback from the facilitators were all outstanding and incredibly helpful.
3	Discussions, practice assignments and establishing goals for future.
4	The interactions with the facilitators and other students, as well as the frequent homework assignments
5	The hands on practice sessions and the explanations
6	I was given examples of other faculty members who have already implemented these practices.
7	Three main things: 1. the ability to test out the sofa and programs in Canvas while organizing my course 2. the opportunity to talk honestly with other faculty about our experiences with student learning 3. the structure of the course, with knowledge building across the weeks
8	Understand the students' profile as CSULB is a minority serving institute with more than 50% students are the 1st generation of college students.
9	New approach to inclusive syllabus, active learning activity, and transparent assignment
10	The discussion with others and the deliverables. I also really enjoyed learning how to navigate the university dashboards.
11	good information
12	The active learning assignments helped me solidify concepts. The instructors helped me create content that I was able to implement immediately into some of my courses and prepare additional content for future courses.
13	Active learning skill
14	I believe that the faculty facilitators were top notch; however, the format lent to "telling" verses "collaborating or learning"--it truly was the nature of the beast, so to speak. Relying on out of class/session contact to clarify for each individual versus answering questions for the entire group certainly was the only option given the 100+ in the Zoom room. That said, I have attended several similar training sessions, so I was already familiar with the format and the dashboard. Had that not been the case I do not believe I would have rated this course as highly as I did.

Question: What was your overall experience for this workshop/FLC?	
ID	Responses
1	Very positive experience.
2	Excellent. I felt hat it integrated a number of different teaching issues that I have been working on since the pandemic into one integrated workshop experience. The timing meant that I had time to work on individual issues/pieces on my own and then come back together to discuss (both synchronously on zoom and asynchronously in the discussion boards) with colleagues facing similar challenges.
3	This workshop improved my teaching and grading practices. I enjoyed participating in the workshop, both instructors were very knowledgeable, accessible and supportive.
4	I feel that it made significant differences in how I prepare my syllabus, canvas pages and assignments
5	Great
6	Great, I got really great ideas that I was able to implement right away into my courses.
7	Very positive. Thank you for organizing it.
8	Great experience with wonderful instructors and feedback comments to improve understanding!
9	Great! Enjoyed my time with mentors who put lots of efforts on the workshop.
10	I had a great experience. I learned a lot, enjoyed the discussions and was able to implement the things I learned immediately into my classes.
11	very great
12	Great!
13	good
14	I really like the facilitators and the participants. the materials were very good, and I have used the materials post course. I do feel the deliverables are over-the-top as many activities already requires hours beyond those needed to prepare for class and duplicated work already completed and "graded" (often a month or weeks after (feedback delayed is missed opportunity.). After the end of the session, I finally saw that a few assignments were incomplete. I did get a completed grade for those, but I am not sure if the grading was handled well. I had two or three graders, and my grader was not a regular partner and was unavailable for conference when I attempted to contact him. At the end of each session, it felt as if everything was rushed--because it was. The personal examples offered were tremendous; however, for sake of time the facilitators should be time aware. That said, I did appreciate the genuine and personal sharing and the professional wisdom tidbits! Great job, team ASSET!

Question: What suggestions/recommendations could make this a better experience?	
ID	Responses
1	This was beneficial via zoom, but I would recommend trying an in-person version to see if it has different levels of collaboration.
2	None. This was one of the best professional development experiences I have had in my 10 years at CSULB.
3	Please make ASSET program few days longer with more time to practice and discuss

4	I think offering an in-person option would be great, though I understand it may reduce the number of people who enroll.
5	More flexibility with the assignments - Some assignments were too time consuming
6	Potentially have groups of folks in the same discipline together.
7	It was very well organized and informative, and the feedback on assignments was very helpful.
8	Flexibility for attending the courses online may be a good option if it is video recorded.
9	Expand to Implementation stage
10	The system was a little tedious to navigate.
11	nothing
12	I learn better by meeting and working with colleagues in-person. The instructors did a nice job of engaging the class but I would have enjoyed in-person content.
13	the grading score is not clear and it takes a long time to see the grading result
14	State the specific deliverables in a timeline and have participants click off each one on a timeline rather than at the end--3 months after last meeting. Feedback on assignments was delayed always. And, the one thing discussed for student engagement was providing feedback in a timely manner. If the facilitators could not provide timely feedback or consistent feedback, I have some concerns whether the facilitators are all competent/on same page. Each facilitator should be able to answer all my questions. That the final pages were not active and some links were not functioning was certainly less than ideal. I did not complete all my deliverables as it seemed just too much for all the other work I already completed for the course. I did however use idea from this experience for a McNair Scholars project, so i do find that this experience was helpful for applied research using CSU dashboard.

Question: What other workshops/FLCs would you like to see offered?	
ID	Responses
1	How to incorporate student feedback into creating a positive learning environment.
2	teaching graduate students
3	More workshops on teaching practices, improving teaching, grading etc.
4	I'd like to see some mini-workshops that focus on specific growth areas such as evaluations, grading and feedback
5	Part 2
6	Potentially a series of workshops that cover some of these topics more in-depth or provides hands on mentorship around creating or editing existing course materials.
7	The mentoring workshop
8	None
9	NA
10	Navigating difficult discussions with students, equitable grading practices, effective teaching practices.
11	many more like this
12	Unsure at this point in time.

13	Not sure
14	research application--let's take this learning to the scholarly journals. Why not disseminate our learning? Let's develop a course that allows the participants to collaborate and publish research using the information provided (and, of course, more).

Open-Ended Testimonials by Cross-Section of Participants of ASSET Program

- *“Thank you for the opportunity to participate in the ASSET program. It was very well structured in terms of assignments that built on each other as we moved through the course. Discussions and assignments reinforced my sense of the importance of engaging students in their classes and showing them that their experiences and perspectives are valued. Concepts of equity and inclusiveness are already a focus in my discipline (anthropology), but the ASSET materials provided guidance on how to better make sure that students understood that these themes are important in my class and in society. My PPT shows some of the ways University integrated the ASSET building blocks into course materials into ANTH 314, a GE course which students across the university enroll in. Beyond this one course, I shared the idea of a needs survey with my colleagues, and we are currently finalizing a version of this that we intend to share with students in all of our classes to get a better sense of their situations — from physical needs (e.g. housing and food insecurity) to workload on campus and with employment, and their access to tools they need to succeed in classes (e.g., do they have a computer or WiFi access, and are they able to buy textbooks etc.). In sum, this course helped to me re-evaluate how I interact with students and led to important discussions in our department about how to better understand our students and their needs.”*

Testimonial by Full Professor, (summer 2023 participant)

- *“I am grateful for the opportunity to participate in the summer 2023 ASSET program. As an instructor within an ethnic studies department, I seek inclusive pedagogies, student-centered course plans, and strategies to foster environments of belonging. ASSET’s guidance in creating equitized syllabi, welcoming Canvas home pages, culturally relevant learning materials, and transparent assignments helped me construct materials that I could immediately implement in my classes. These new materials benefitted from achievable recommendations from Adam Kahn and Anita Fitzgerald via Zoom sessions, online discussion boards, and deliverable assessments. As I was under Anita’s sub-cohort, most of the feedback I received on my deliverables was from Anita, and I have continued to tap into Anita’s suggestions as I move further into pedagogies focused on student success. That is, ASSET is an experience that does not end at the program’s close but provides tools for ongoing transformations. The program emphasizes this point with our last deliverable, a course improvement plan that asks participants to consider future plans to use the Equity Building Blocks, upon which ASSET constructs. I must say that during my summer break I will be developing my 4-scale grading method, as championed by Adam during one of our most stimulating Zoom lessons. I look forward to putting a more just point system into practice in my upcoming semesters, and I thank ASSET, Adam, Anita, and my lively cohort for an inspiring exploration into equity in teaching. My students have already benefitted*

from the enhancements I have made in my courses, due to ASSET, and I look forward to supporting even more student success and emotions of belonging.”

Testimonial by Assistant Professor (summer 2023 participant)

- *“I would highly recommend the ASSET training for any faculty who wants to create a more inclusive and accessible learning environment for their students. The trainings were very practical and by the end of the sessions, I had a CANVAS course ready to go for my next semester's classes including an updated syllabus, new CANVAS page layout, class activities, rubrics and assignment guidelines that were equitable. Not only did it help with the practical application of equitable practices but the conversations I had with the other faculty members helped normalize and validate my experiences as a faculty member. The instructors were knowledgeable, passionate and very helpful.”*

Testimonial by Lecturer (Winter 2024 participant)

- *“I took ASSET because I was looking for some tips to improve my students’ learning outcomes, but the course gave me so much more than that. It pushed me to reflect on all aspects of my teaching - from the syllabus and choice of textbook, to the evaluation methods and classroom experience - from a student’s point of view. The ASSET facilitators modelled the kind of welcoming environment, rigorous expectations and support that I now strive to include in my own courses. After just one semester of implementing a few of the strategies I learned, I’ve found my students are more willing to come to office hours, persist more through difficult assignments, and my DFW rates have gone from about 15% to an average of about 5%. I highly recommend this program to professors of any level of experience who are interested in transforming the quality of their courses.”*

Testimonial by Assistant Professor (Winter 2024 participant)

Open-Ended Responses and Testimonials by Participants and Faculty Mentors of the Faculty Formative Feedback Project

Open-Ended Responses by Participants

- *“I have decided to include the information and insights gained from this process for my RTP submission because it provides (1) quantitative feedback that is more nuanced and complex than what the current SPOT evaluations offer and (2) it is vital to have evaluations of my teaching that come from other professionals and experts, not just students.”*
- *“I will include it [FFFP documentation] in my RTP process because I can show my commitment to improving my teaching and how I’ve taken concrete steps in learning better instruction and engagement strategies.”*
- *“The data is much more meaningful and informative from what I received at my SPOT . The details were comprehensive”*
- *“I think it is important to demonstrate reflective teaching practices as part of my RTP materials. Too often, teaching is not well-addressed in higher education settings, and I believe the FFFP process allows professors a more informal opportunity to develop their*

capacities as educators. Including the FFFP process shows my commitment to always growing and improving my teaching practices.”

- “The collaborative process not only yielded tips and tricks for eliciting student feedback, but also directed my attention to the need for developing and integrating additional skill-building activities in my course.”
- “I was made more aware of different student's priorities and made adjustments to the curriculum. I also received advice on dealing with some student issues that were helpful in resolving the problems.”
- “I am elated that I chose to do the course evaluation survey and the classroom observation. Getting to hold the feedback and insights provided by both, side-by-side is the most comprehensive feedback I have ever received as a teacher. To me, that is invaluable!”
- “I thought the program was well-designed, including that there are different levels of participation.”
- “This is a great process to use for personal growth as an instructor and as a way to augment your teaching and instructional materials for evaluations and RTP.”
- “The program provides a safe space to discuss ways to improve pedagogy without fear of judgment.”
- “As a junior faculty definitely be part of this project.”

Open-Ended Responses by Faculty Partners (Mentors)

- “Honestly, the most meaningful activity was my interaction with participants. More than anything else, I think both hearing ideas from and sharing ideas with them helped me to think about and improve my work as an educator.”
- “The discussions around pedagogical practices to improve student engagement were helpful to me not only as a partner, but also as an instructor myself. Our breakout room sessions with the purple partners was also great, since we were able to do a more step-by-step walkthrough of the L1 and L2 consultation processes.”
- “One of my favorite campus programs: organic, supportive and kind.”
- “This has been the most positive, well-structured experience I have had in instruction-related mentoring. When I felt unsure or lost, there was a clear path to figure out what I needed to do. When I had a question, chances were that week's meeting was already designed to answer it. Obviously, I am part of the project because I love getting to talk teaching with others, and so do the other partners. However, this is absolutely the most supportive and positive group I have been a part of in my ten years at CSULB. I've learned a lot this semester, and I look forward to further improving my work with participants next year.”
- “I really enjoyed the opportunity to be an FFFP partner! I wish the program were better publicized/utilized, since it's a great resource. Maybe reaching out to department chairs (especially those that require peer teaching observations for RTP) and having them recommend the program to their faculty could help increase participation? In any case, thank you for a great semester. 😊 (Sorry if this was submitted twice – I didn't get a submission confirmation the first time around and wasn't sure if it went through!)”

- *"This project is great. It really help instructors reflect on their teaching and enhance their performance. I wish every instructor on campus knows that, and get participate, so our students benefit the most."*

Qualitative Feedback and Testimonials by CSULB Faculty who Participated in the NCFDD Faculty Success Program

A couple of select CSULB member testimonials/feedback shared by the NCFDD include:

- *"I only recently found this resource and I've been so grateful for it. I struggled through most of my career because of competing demands on my time and never had the kinds of strategies or resources available that the NCFDD provides. My university joined this organization in the last year or so and it's opened up so many possibilities that I thought were closed to a full prof. Thank you!"*
- *"I was interested in participating in the NCFDD Faculty Success Program because I had been struggling with my research productivity since beginning my current position in fall 2020, immediately after finishing my PhD, and spent the entire 2020-21 and 21-22 academic years teaching virtually from home. As a result, I missed out on much of the normal institutional infrastructure for helping new faculty make the transition from PhD student to assistant professor. This relative professional isolation made it very difficult to build healthy working habits (e.g., avoiding last-minute binge-writing). I found myself spending far too much time on teaching and service, much to the detriment of my research activity (not to mention my work-life balance). Because there are so many different demands on our time and attention as faculty, I found myself prioritizing more immediate goals, such as lesson planning, rather than longer-term ones, such as writing. This struggle to prioritize research-related tasks is magnified even further by my ADHD. I was interested in FSP's regular writing accountability check-ins and progress tracking because I thought they would be extremely helpful for building a healthy regular writing habit and for learning to set appropriate (and feasible) goals. Thanks to the FSP, this summer was by far the most productive one I've yet had during my time as an assistant professor. I now have a much better understanding of how to organize and manage my time to support my scholarly and pedagogical priorities. I learned so much from my program mentor and my small group, and will continue to meet with my group members regularly throughout the semester for writing accountability. I now feel confident that I will be able to sustain a regular writing practice even as the teaching and service demands of the semester ramp up, and I have a much clearer sense of what I need to do over the next few years to be successful on the tenure track. The combined tools of the semester strategic plan and the weekly planning meeting make me feel like I can actually tackle this semester in a healthy and productive way."*