



Faculty Center for Professional Development California State University, Long Beach Annual Report 2024-2025

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Executive Summary

In the 2024-2025 Academic Year, the Faculty Center experimented with promoting faculty wellbeing across different sectors of faculty life, focusing on fostering greater inclusion, equity, and wellbeing among our diverse body of faculty with varied workshops and initiatives designed to address their holistic identity as faculty. This is essential because if our faculty are more engaged, included, and effective, our student success will be amplified. Our guiding principles have been:

- a. Enhancing Teaching and Mentoring* by offering programs that help faculty reflect on their experiences in mentoring and teaching our diverse Beach community
- b. Building an Inclusive Climate for Lecturer Faculty* to consciously engage with and support our non-tenure line colleagues
- c. New Faculty Initiatives* designed to welcome new faculty to the Beach and prepare them by introducing key strategies for success
- d. Promoting Equity in Retention, Tenure, Promotion, and Evaluation* by offering workshops designed to help faculty to promote equity and inclusion in their departments and Colleges
- e. Supporting faculty Research, Scholarly and Creative Activities (RSCA)* to enhance job satisfaction, build community, and smooth the RTP process
- f. Promoting Belonging, Wellbeing and Campus Culture* by offering community-building and social events, and hosting conversations on challenging subjects
- g. Community Outreach* that brings CSULB faculty and their students into connection with underserved area high school populations.
- h. Pedagogy groups* that bring together faculty cohorts in high-impact, dynamic learning environments centered around student success
- i. Community groups* that foster mutual connections, support, and networking among faculty constituencies (while remaining open to all)

The CSULB Faculty Center focused its efforts in 2024-2025 on meeting the varied needs of our diverse faculty, to provide professional development (PD) opportunities and improve the campus climate by focusing 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.
- Working to build a welcoming faculty community at CSULB that recognizes and honors the many differences of our faculty while seeking to promote greater inclusion for all

- Assisting faculty with support in processes essential to their work performance and wellbeing, specifically in RTP/Lecturer Evaluations and in faculty scholarly work
- Creating a safe and welcoming space for new faculty (defined as pre-tenure tenure-track (TT) faculty and Lecturers in their first five years on campus)

To this end, and given the current budget outlook, the FC hopes to continue programming with a similar budget allocation for the upcoming academic year. This will allow 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 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.

All Faculty Center programming was open to all instructional faculty, regardless of their identity or status. This report presents information on programming that was guided by these outcomes and the progress made towards achieving them and proposed goals for AY 2025-2026.

Summary of Attendance at Faculty Center Events

Series	Event Title	Semester	Dates	Attendance
Enhancing Teaching & Mentoring				
Beach Mentor (BUILD/AIM)	Beach Mentor 6-session program	Fall 24	9/17, 9/24, 10/1, 10/8, 10/15, 10/22 (2024)	Registered: 13 Completed: 9
	Beach Mentor Lunch	Fall 24	11/6/2024	18
	Beach Mentor 6-session program (facilitated by Dr. Uli Piña)	Spring 25	2/10, 2/17, 2/24, 3/3, 3/10, 3/17 (2025)	Registered: 14 Completed: 7
	Age-Inclusive Pedagogy	Fall 24	10/29/2024	17
Artificial Intelligence in College Pedagogy	Artificial Intelligence in College Pedagogy	Spring 25	2/26/2025	23
	Artificial Intelligence in College Pedagogy (offered in hybrid format)	Spring 25	3/26/2025	25 in person 32 on zoom 7 waitlisted
Bob Murphy Access Center Workshops	Creating Inclusive Classrooms Through Universal Design for Learning	Spring 25	3/17/2025	17
Supporting Faculty RSCA				
Scholarly Writing Institutes	Summer Writing Institute	Summer 24		
	Winter Writing Institute	Winter 25		
Workshops	Publishing in Academic Journals	Spring 25	4/8	
Building an Inclusive Climate for Lecturer Faculty				
	Lunchtime Focus Group	Summer 2024	8/15/2024	20
	Programs & Policies Workshop	Fall 2024	11/12/24	11

	Lecturer Orientation	Winter 2025	1/24/2025	43
	New Faculty Foundations Program	Summer 2024	8/20/2024 & 8/21/2024	(Requested attendance data from FA staff)
Promoting Belonging, Wellbeing, and Campus Culture				
Coffee and Community	Coffee & Community: Student Union	Fall 24	9/9/2024	7
	Coffee & Community: Shark Lab	Fall 24	10/7/2024	31
	Coffee & Community: Kleefeld Museum	Fall 24	11/18/2024	25
	Coffee & Community: Carpenter Center	Fall 24	12/6/2024	4
Faculty Yoga	Faculty Yoga at the Japanese Garden	Spring 25	1/27/2025	13
Workshops	Trauma Healing for Educators of Color (open to all)	Spring 25	2/27/2025	13
	Beach Time: Strategies for Managing Workload	Spring 25	3/4/2025	18
Promoting Equity in Retention, Tenure, Promotion & Evaluation				
Workshops	Cultural Taxation, Service, and Your File	Fall 24	9/16/2024	16
	Cultural Taxation: Creating Rubrics for Candidates and Evaluators	Fall 24	11/13/2024	9
	Considering Race-Related Cultural Taxation at CSULB Findings from the Summit (Zoom session)	Spring 25	4/30/2025	16
	Ideas for Equity in Department RTP Policies	Fall 24	11/7/2025	25
	Ideas for Equity in Department RTP Policies	Winter 25	1/30/2025	20

	Ideas for Equity in Department RTP Policies (Zoom session)	Spring 25	2/5/2025	9
New Faculty Initiatives				
New Faculty Orientation	New Faculty Foundations Program	Summer 2024	8/20/2024 & 8/21/2024	(Requested attendance data from FA staff)
New Faculty Academy (Zoom program)	New Faculty Academy: Engaging Classroom Teaching	Fall 24	9/9/2024	86 faculty registered for academic year
	New Faculty Academy: Advising and Mentoring Students	Fall 24	10/7/2024	31
	New Faculty Academy: Fostering Your Research Agenda	Fall 24	11/18/2024	25
	New Faculty Academy Happy Hour @ Acapulco Restaurant (pay your own way)	Fall 24	12/6/2024	4
	New Faculty Academy: Managing Service	Spring 25	1/27/2025	13
	New Faculty Academy: Surviving Faculty Politics	Spring 25	2/27/2025	13
	New Faculty Academy: Achieving Work-Life Balance	Spring 25	4/9/2025	15
	New Faculty Academy Lunch	Spring 25	4/30/2025	16
New Faculty Breakfast with President	New Faculty Breakfast with President Conoley	Spring 25	5/1/2025	47
Community Outreach	College Bridge: Arts Education	Spring 25	4/8/2025	

Faculty Center Pedagogy Groups				
	Faculty Formative Feedback Program	2024-2025	various	55
	Inclusive Excellence in Pedagogy Faculty Learning Community	2024-2025	various	20
	ASSET	2024-2025	various	95
Faculty Center Community Groups				
	WOCA (Women of Color in Academia)	2024-2025	various	89

Faculty Center Programming

Enhancing Teaching & Mentoring

CSULB is a student-centered university, and everything our faculty and our Faculty Center do is ultimately connected to student success. Faculty Center programming reflects those values, as well as the innovative pedagogical approaches of our campus colleagues. Our pedagogy programming includes Advancing Inclusive Mentoring (AIM) initiatives; groundbreaking workshops on reaching the 55 and up student population; collaborations with Academic Technology Services on faculty perspectives on Artificial Intelligence in Higher Ed; and a sponsored zoom session on inclusive classroom design that better suits the needs of our diverse student population.

Beach Mentor

A home-grown program with successful expansion into other CSU campuses, the Beach Mentor (Advancing Inclusive Mentoring, or AIM) program was created by Dr. Kelly Young, Director of Faculty Retention, CNSM. It centers on promoting student success through refreshing and enhancing faculty mentoring skills. The program is based on a 6-lesson video series, which registrants watch independently. They complete a short review assignment and then join the cohort for a live Zoom session. Modules include:

- Communicating with your Mentee
- Inclusive Mentoring
- Cultivating Mentee Growth & Development
- Facilitating Mentee Health & Wellbeing
- Mentee-Centered Mentoring
- Mentoring Toolbox
-

Those who successfully complete Beach Mentor training receive a certificate, a digital badge, a lapel pin, and a door decal.

In Fall 2024, Interim Director Emily Berquist facilitated the Beach Mentor session. 9 faculty completed the course. All were Assistant Professors or Lecturers, representing CNSM, COE, CLA, COTA, COB and CED.

Anonymous feedback received after the course included candid answers to the following questions:



11. What contributed most to your learning in this program?

6 Responses

ID ↑	Name	Responses
1	anonymous	The support from everyone involved. Emily was an excellent facilitator and encouraged some very helpful discussions.
2	anonymous	Facilitator was great! Did an amazing job of encouraging and guiding discussion and contextualizing the content.
3	anonymous	The Zoom sessions and the videos.
4	anonymous	The opportunity to share experiences with my colleagues.
5	anonymous	Weekly conversations with fellow participants. I learned a lot from listening to how other faculty approach different situations with students and mentees.
6	anonymous	The videos and PDF documents were great, but most helpful was having the facilitated Zoom sessions with other faculty for us to share our reflections and experiences.



13. What was your OVERALL experience with this program?

6 Responses

ID ↑	Name	Responses
1	anonymous	I had an overall positive experience and picked up a lot of great tips and tricks that I have begun implementing with my students.
2	anonymous	Very helpful and useful
3	anonymous	Wonderful. Emily is a great facilitator!
4	anonymous	I feel like I learned key strategies that I will adopt into my mentorship practices, which is of utmost importance to me.
5	anonymous	It was a very positive experience. I learned a lot!
6	anonymous	I appreciated the weekly sessions versus being more spread out. It helped keep the content front in mind and it was nice for building a connected learning community.

In Spring 2025, the Faculty Center offered a second Beach Mentor course, facilitated by Dr. Ulices Piña of History. 7 faculty completed the course, joining from CHHS, CNSM, and COTA. Anonymous faculty feedback solicited afterwards included:

13. What does being a Beach Mentor mean to you? How do you envision it impacting your teaching, mentoring, and work on campus?

3 Responses

ID ↑	Name	Responses
1	anonymous	To me it means being able to help the next generation of scholars and mentors get to where they need to be.
2	anonymous	First it made me aware of how some of my prior mentors would need this training ASAP. Then, this training adds to my empathetic and supportive academic setting students need to achieve their full potential while learning how to love research.
3	anonymous	Having a supportive mentor is an invaluable resource for students navigating the real life scenarios they will encounter in the future

Beach Mentor Lunch

On 11/6, the Faculty Center partnered with Dr. Kelly Young to host the Beach Mentor Lunch on the CNSM patio. This event was planned by Dr. Nancy Dayne, the prior Interim Director, for the 23-24 academic year, but it had to be carried over. Unfortunately, it was extremely windy that day so we could not host the lunch on the patio as intended but had to move it indoors to a hallway location. 18 faculty were in attendance. (Humorous) feedback from participants noted:

11. What contributed most to your learning in this program?

5 Responses

ID ↑	Name	Responses
1	anonymous	This was literally just sandwiches in a hallway.
2	anonymous	Nice to be in community and to be fed a yummy lunch.
3	anonymous	Nice atmosphere the day after the election, people could share how students are doing, the mix of views
4	anonymous	The opportunity to share experiences with faculty across numerous departments.
5	anonymous	Being able to hold space and conversation with faculty and staff across disciplines. Hearing from other faculty about their specific issues and coming together to offer multiple examples of how one can approach a solution. The course shell will be a recourse that I continue to access.

Age-Inclusive Pedagogy

Facilitated by Dr. Maria Carpiac from Gerontology, this lunchtime workshop was held on 12/29/2025 in the Academic Senate Conference Room. Dr. Carpiac shared approaches and best practices for creating an age-inclusive classroom for students aged 55 and up. 18 faculty were in attendance.

9 faculty completed our anonymous post-event survey. Feedback included:

11. What contributed most to your learning in this program?

8 Responses

ID ↑	Name	Responses
1	anonymous	Information was presented in a manner that was easy to follow and understand.
2	anonymous	opened my eyes to issues of ageism
3	anonymous	I really loved getting to know what other participant's perspectives were coming into this meeting and feeling like a campus community. Really loved that ATS was invited to be able to share this knowledge in the future. Also feeding us was a huge bonus.
4	anonymous	Maria was very engaging and passionate about the subject matter, and responded well to questions.
5	anonymous	Everything
6	anonymous	Engagement from the participants to give specific examples from their own experiences that applied to the discussion
7	anonymous	Reflection opportunity (engaging in any writing always helps)
8	anonymous	Providing new vocabulary about my teaching approach, specifically realizing I have been implementing andragogy and gerogogy and calling it pedagogy all along.

Artificial Intelligence in College Pedagogy

The Faculty Center and Academic Technology Services partnered on a workshop series in Spring 2025. Designed to foster discussion among faculty about the threats and opportunities of Artificial Intelligence in the Higher Education space, the series featured one Faculty Center designed and led workshop, and one designed and led by the ATS team.

The series began on 2/26 with "Faculty Perspectives on Artificial Intelligence in College Pedagogy." The workshop began with the 23 faculty and staff in attendance introducing themselves. Dr. Shariq Ahmed, Associate Vice President of ATS, then gave a quick 15-minute introduction to Artificial Intelligence. The panelists -- Dr. Kate Flach of History; Dr. Joshua Cotter of Kinesiology; and Casey Goeller of Gerontology -- chosen from ATS references and representing different disciplines and approaches to Artificial Intelligence. After they introduced themselves to the group, Interim Director Berquist moderated a discussion centered around the following questions:

- what are your thoughts on AI in college teaching?
- how have you incorporated AI into your pedagogy?
- have you had any negative experiences with your students using AI?
- have you altered any assignments or expectations for your courses because of AI?
- how do you see AI affecting your discipline/field?
- how do you see AI possibly changing the Higher Ed landscape?

Of the 8 faculty who filled out our anonymous feedback survey after the event, 6 chose 5 or "strongly agree" as the answer to "the program was enjoyable;" and 2 chose 4 or somewhat

agree.” All 8 gave a 5, or highest possible rating, for the question “the program provided an inclusive and safe space for participants.” This was particularly meaningful given that opinions are divergent and heated among our faculty when it comes to Artificial Intelligence.

Our follow-up event, “Artificial Intelligence in College Pedagogy: a Faculty-Led Practicum,” was held in the ATS classroom space on March 26, 2025. It was also made available as a zoom meeting. Designed and led by ATS, this workshop featured three faculty members who spoke about the ways they use AI in the classroom, while sharing concrete examples of how they did so. The faculty were E. Jann Harris of English, Stephen Adams of Education Technology, and Sam Anvari of Graphic Design.

Anonymous feedback received after the workshop included the following:

11. What contributed most to your learning in this program?

7 Responses

ID ↑	Name	Responses
1	anonymous	Other faculty experiences
2	anonymous	Examples of ways to integrate AI, knowledge of the campus tools available for support
3	anonymous	The examples and experiences shared by the panelists.
4	anonymous	Being aware of what applications to explore in regards to AI, and having a stronger understanding of how I may apply this in my classroom.
5	anonymous	The discussions amongst colleagues
6	anonymous	Seeing examples of how faculty are using AI in their classes.
7	anonymous	Helpful PowerPoints with details of assignments

13. What was your OVERALL experience with this program?

8 Responses

ID ↑	Name	Responses
1	anonymous	Useful
2	anonymous	Somewhat useful, but could have been a lot shorter for the amount of information presented, and more hands-on.
3	anonymous	Enjoyed it and learned about procedures and resources
4	anonymous	Overall, I was very pleased. I would love to see more faculty take advantage of these opportunities.
5	anonymous	Excellent, I've get a lot of these programs!
6	anonymous	Good! Lovely to connect with faculty across several disciplines.
7	anonymous	It is positive, and great to be in a space where everyone is learning, every day.
8	anonymous	10/10. I'm definitely attending future ones

The Faculty Center and ATS agreed to discuss and plan for similar collaborations in the 25-26 academic year.

[Creating Inclusive Classrooms Through Universal Design for Learning](#)

For this workshop, the Faculty Center assisted BMAC in publicity and registrations for this zoom session held on 3/17/2025. BMAC partners with Landmark College, the country's only college specifically geared towards students with disabilities, to put on this workshop. It helped faculty understand how to support students with Universal Design for Learning course design. The seminar lasted for 90 minutes, and was followed by 30 minutes of Q&A.

Supporting Faculty RSCA

The FC seeks to support all Beach faculty in vital points and areas of their career. As faculty RSCA outcomes are central to both success in the RTP process and the well-being of many of our faculty, who can at times be overburdened with teaching and service obligations, the FC made a special effort to help faculty to carve out time and find for their RSCA. FC Initiatives focused on:

Providing Faculty time, space, and community for RSCA

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

- Block out quiet time to work on scholarly and creative endeavors
- Offer a sense of community for faculty who seek one for motivation
- Demonstrate to faculty that the FC and CSULB support their RSCA

Our programming in this area centered on two main ideas: Writing Institutes and a workshop meant to acquaint faculty with the ins and outs of publishing in academic journals.

Writing Institutes

Held in the Anatol Center in Summer 2024 (2 days) and Winter 2025 (1 day), these were designed to offer a concentrated opportunity for faculty to work on their RSCA. Breakfast and lunch were provided to participants. The main Anatol Room served as a silent co-working space. Faculty who wished to collaborate or to take phone calls or meetings were able to use the Anatol Patio room to do so. The Summer Writing Institutes were held on 8/12 and 8/13 2024 and had 24 and 21 faculty in attendance. It was generously sponsored by the Office of Research and Sponsored Projects. Interim Associate Vice President of Research Barbara Taylor and Senior Grant Development Specialist Karl Freels joined the group one afternoon to discuss how ORSP can help faculty with their RSCA.

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 minutes 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 co-work 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.

The Winter Writing Institute, held on 1/23/2025, had 40 faculty in attendance. Of the 47 faculty who registered, the largest contingent (25) came from the College of Liberal Arts. 40% of those who registered were Assistant Professors, 23% were Lecturer faculty, 19% were Associate

Professors, and 17% were full Professor. Anonymous feedback collected from our form after the event indicated that faculty appreciated the “food and quiet space to work,” and added that “It’s so rare to have on campus where there are proper vegetarian options, so this was much appreciated.” Another attendee noted they valued having “a dedicated space to come together and hold each other accountable on our never-ending task lists and writing projects!” A third added “love these writing institutes! Please keep providing them for us. They are much needed.”

Publishing in Academic Journals

This workshop brought together journal editors from CLA, CHHS, and CNSM to talk in an informal Q&A format about the process of submitting scholarly work to academic journals. It was especially appreciated by more junior faculty who have less familiarity with the process. Held on 4/9/2025, this workshop served 14 faculty members from across campus. It featured journal editors from CLA (Yuping Mao, CLA, Editor in Chief, *Communication Studies*; Bruno Pernet, CNSM, Editor in Chief, *Invertebrate Biology* and Roudi Roy, CHHS, Associate Editor, *Marriage and Family Review*.) We discussed the process of preparing and submitting a manuscript, the peer review process, Open Access publishing; Impact Factor; the revision and resubmission process; and common reasons for rejections. In addition, Karl Freels from ORED and Gabriel Gardner from the Library joined us to discuss CSULB’s Open Access publishing agreements, which allow our faculty to publish without fees in many scholarly journals. Faculty very much appreciated the workshop. Anonymous feedback included:

- “This was one of the best faculty center events I have attended (and I have been working here 10 years and periodically attending other offerings). You should put on something like this at least once every 2 years if not more frequently. I think our junior faculty really benefited from it.”
- “I found the perspectives from the editors’ point of view and the discussion on open access publishing really helpful.”
- “I attended the session as a representative of the library and to support Gabriel Gardner promote our transformational agreements that provide open access funding for faculty. I was pleasantly surprised about the session and the wealth of information provided to faculty from the Editors’ viewpoints. This is similar to hearing from RTP committees about their expectations. It was one of the best sessions I have attended on scholarship on this campus (I have been here 18 years and tenured long ago!).”

Building an Inclusive Climate for Lecturer Faculty

Building greater equity and inclusion for Lecturer faculty at the Beach was the Faculty Center's special initiative for 2024-2025. With 68% of CSULB faculty on non-tenure line appointments, working for greater equity and inclusion for Lecturers helps a broad and diverse contingent of our colleagues.

The Faculty Center is Uniquely Positioned to Support Lecturer Colleagues

Our experience in advocacy and organizing work on campus has shown that unfortunately, despite the best of intentions, work to improve Lecturer experiences and outcomes is usually put on the back burner because tenure-line concerns are often privileged. This situation is only worsened by the fact that the overwhelming majority of Lecturer faculty receive no compensation for service work as part of their contracts, so their voices and concerns are even less likely to be heard. The Faculty Center was uniquely positioned to devote our financial and time resources, and leverage our relationships across campus, to support Lecturer faculty. We did this by:

- Surveying Lecturer colleagues about their experiences on campus and finding out what they would value most in programs for greater equity and inclusion
- Presenting Lecturer colleagues with a suite of original proposals about possible ways to promote greater equity and inclusion for Lecturers
- Orchestrating the return of Lecturer-only orientation in January
- Planning a Lecturer specific community support group for 2025-2026

Lunchtime Focus Group

In Summer 2024, we began this initiative with the Lecturer Lunchtime Focus Group held on 8/15, facilitated by Interim Director Berquist and her longtime Lecturer collaborator, Dr. Raven Pfister of Communication Studies. Emily and Raven had previously worked together on Lecturer equity, with a particular focus on Lecturer evaluations, in the COVID Equity for Faculty Evaluations Task Force (2021-2022) and the College of Liberal Arts Strategic Plan Leadership Team focused on RTP and Evaluations (2022-2023). This work had helped us to become familiar with some of the issues facing our contingent faculty colleagues. One of the things we heard most frequently was that Lecturers are frustrated with the lack of opportunity to have their voices heard. So that was the focus of our session. Participants shared their personal experiences with the understanding that these would be deidentified and anonymized in any materials developed by the Faculty Center.

The main areas of inquiry were as follows:

- What does it mean for Lecturers to feel "included" at CSULB?
- What experiences have CSULB Lecturers had with service work on campus, and do they feel they have been adequately compensated or recognized for this work?
- What are Lecturer faculty's experiences with periodic evaluations, and how might this process be improved?
- What are Lecturers' experiences with SPOT evaluations

We met in the Academic Senate conference room, which limited our attendance, but we went over capacity and invited 20 Lecturer colleagues from across campus, including Claire Garrido-Ortega (co-Vice President for Lecturers, CFA), Kristin Stout (co-facilitator, the Faculty Formative

Feedback Project) and Lori Curci-Reed (co-facilitator, the Inclusive Excellence in Pedagogy Faculty Learning Community). Faculty from COE, COTA, CLA, CHHS, CNSM, and CED were present. The feedback our colleagues shared helped us to shape our work for the remainder of the year.

Our Lecturer colleagues noted that they would like a Lecturer Evaluation policy first and foremost. They also suggested a Lecturer Learning Community, and a panel where Lecturers could hear from other Lecturers with longer experience on campus. They conveyed to us that all of these proposals were even more pressing given the university's increasing reliance on non-tenured faculty.

In addition, as a gesture of recognition of all the uncompensated service work so many of our Lecturer colleagues perform, we offered 25\$ Amazon gift cards to the Lecturers who were in attendance.

10 of the attendees filled out our post-event survey form. All 10 gave a 5 (highest rating) in response to the question: "were the workshop facilitators engaged with the attendees and the material?" All 10 gave the same 5.0 ranking to the question "were the facilitators knowledgeable about the subject matter?" All 10 said they were satisfied with their decision to attend, and all 10 said they would recommend colleagues participate in future Building an Inclusive Climate for Lecturer Faculty events.

The final survey question also produced interesting results that will guide future Lecturer equity & inclusion initiatives at the Faculty Center:

Question 15. In your opinion, what are the most pressing issues facing Lecturer faculty at CSULB?

ID	Name	Responses
1	anonymous	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	anonymous	Given respect for the work they do, Reduce isolation
3	anonymous	Compensation for work other than teaching and job security. Other issues are addressed by the Faculty Center.
4	anonymous	Workload and politics
5	anonymous	Lack of a voice and representation across the Colleges.

ID	Name	Responses
6	anonymous	Orientation, mentorship, inclusion
7	anonymous	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	anonymous	Equity among colleges in practices related to lecturers
9	anonymous	Lack of full-time employment opportunities.

Programs & Policies Workshop

The next event in this series, the Programs and Policies workshop, also facilitated by Drs. Berquist and Pfister, was held on 11/12/24 in the Anatol Center. Here the facilitators presented multiple proposals for greater lecturer equity and inclusion at the Beach and sought direct and written feedback from the participants. We made clear that these initiatives were proposals only – at this point nothing had yet been approved or decided on. We presented our proposals, then let participants travel around the Anatol and leave us written feedback on posterboards for each individual proposal. After that, the group came back together and verbally shared feedback.

11 faculty engaged with us on thinking through the proposals that day, representing first-year Lecturers, full-time Lecturers, Program Directors, Associate Deans, and one Lecturer who had received 1-year contracts for the last 6 years. They represented CLA, COTA, CNSM, CHHS, and COE. We shared with them the following one-sheet proposals we had been working on for the past few years:

- University-wide Lecturer Evaluation policy
- Lecturer Evaluation of Lecturers
- Instructional Professor/Senior Lecturer Titles
- Assigned Time Awards for Lecturer Professional Development
- Lecturer Equity Advocates
- Lecturer Faculty Learning Community
- Lecturer Orientation
- Lecturer Community/Professional Development Group

The feedback we received can be summarized as:

- Lecturer faculty value titles that indicate greater experience or job recognition
- Lecturer faculty sought centralization at the university level for Lecturer policies
- Lecturer faculty were concerned about how student evaluations (SPOT forms) were used in their Evaluations
- Lecturer faculty wanted greater oversight over the Evaluation process

Anonymous feedback from a workshop attendee reflected the co-facilitators' goals for the event and the broader initiative:

"It is very satisfying to have the faculty center doing this work for lecturers. So often lecturers are doing a great deal of work without much recognition. It would be wonderful to have clear information and guidelines about lecturer opportunities, evaluations, and just standardized/transparent procedures for everyone. Most of us at the workshop noted that we would love the idea of being able to have title recognition, if possible, for senior teaching status and we would be happy to do service work and gain some assigned time as well, if possible. It's refreshing to simply be considered."

Lecturer Orientation

As Lecturer faculty indicated emphatic interest in a Lecturer-only Orientation day in the Programs and Policies workshop and the faculty center budget allowed it, the FC Interim Director decided to host a Lecturer Orientation on 1/24/2025, from 8:30-3:30 in the Anatol Center. The event was open to all faculty, but we particularly encouraged Lecturer faculty in their first five years on campus. 43 Lecturer Faculty attended (45 had registered, indicating that interest in this event was very high). We were joined by faculty from the following colleges:

- Health and Human Services
- Liberal Arts
- The Arts
- Business
- Natural Sciences and Mathematics
- Engineering
- The University Library
- Education

The day began with registration & continental breakfast. Associate Vice President of Faculty Affairs Patricia Pérez welcomed the faculty, who then heard from the California Faculty Association; Faculty Affairs; Payroll and Benefits. Before lunch, we hosted a Q&A panel with three outstanding Lecturer faculty (Elaine Bernal, Chemistry/CFA; Andrew Fogleman, History; and Sabrina Landa, Business). This idea was originally proposed by members of the Faculty Council Advisory Board, who pointed out that Lecturer faculty would benefit from considering what happens as their careers at CSULB advance. The day concluded with a workshop on "Understanding and Preparing Lecturer Evaluation files," facilitated by Assistant Vice President Malcolm Finney and Matt Menchaca of Faculty Affairs.

During lunchtime, we also held a Resource Fair on the Anatol Patio, which was the same as that held during NFFP. We invited the same list of Faculty Center partners who we collaborated with all year. We were joined by:

Academic Technology Services	Beach XP
Benefits & Payroll	Black Faculty & Staff Association (BFSA)
Bob Murphy Access Center (BMAC)	California Faculty Association (CFA)
Dream Success Center	Faculty Formative Feedback Project (FFFP)
The University Library	
Women's Gender and Equity Center (WGEC)	

Latinx Faculty and Staff Association (LFSA)
Queer Trans Faculty and Staff Association (QTFSA)

Breakfast and Lunch were provided by Jay's Catering, which is also used for New Faculty Foundations in August. In addition, we devoted a portion of the Faculty Center supplies budget to buying small tokens of appreciation for the Lecturers who attended: notebooks and pens. We followed up after the event with a One Drive file of all the resources and presentations our collaborators shared with us.

Anonymous feedback received after the event showed great enthusiasm for our efforts. Lecturer faculty provided the following answers when asked "what contributed most to your learning in this program?"

11. What contributed most to your learning in this program?

ID	Name	Responses
1	anonymous	Although I have been a part-time lecturer for 12 years, this was the first Lecturer Orientation I was aware of. I'm wish I'd known a lot these things long ago; this day was a real eye-opener for me and gave me a real sense of community beyond my own department!
2	anonymous	This was exactly what I needed. I learned so much about the big picture, as well as the details about employment at CSULB. It was wonderful to meet in person the many people I have been corresponding with via email. Most presenters were enthusiastic, and everyone was helpful and kind. For the sessions that had handouts, that was great too.
3	anonymous	The information about the benefits, pay, and some of the review information. I appreciated to the perspective from the 3 panelists who have been lecturers for a while.
4	anonymous	Be knowledgeable of CFA, lecturer contracts, and Benefits.
5	anonymous	I learned a lot about our rights as lecturers as well as our many benefits! I also appreciated the discussion of the evaluations
6	anonymous	The payroll and benefits information. The Q&A with the lecturers was great.
7	anonymous	knowledge of presenters
8	anonymous	Learning about HR, benefits, payroll, CFA.

ID	Name	Responses
9	anonymous	The opportunities for Q and A.
10	anonymous	Clear answers to questions
11	anonymous	Discussions with the Union stewards, other lecturers and faculty members whom are new to the campus and CSU system, the tabling conversations, and the presentations were all really helpful!

Promoting Belonging, Wellbeing, and Campus Culture

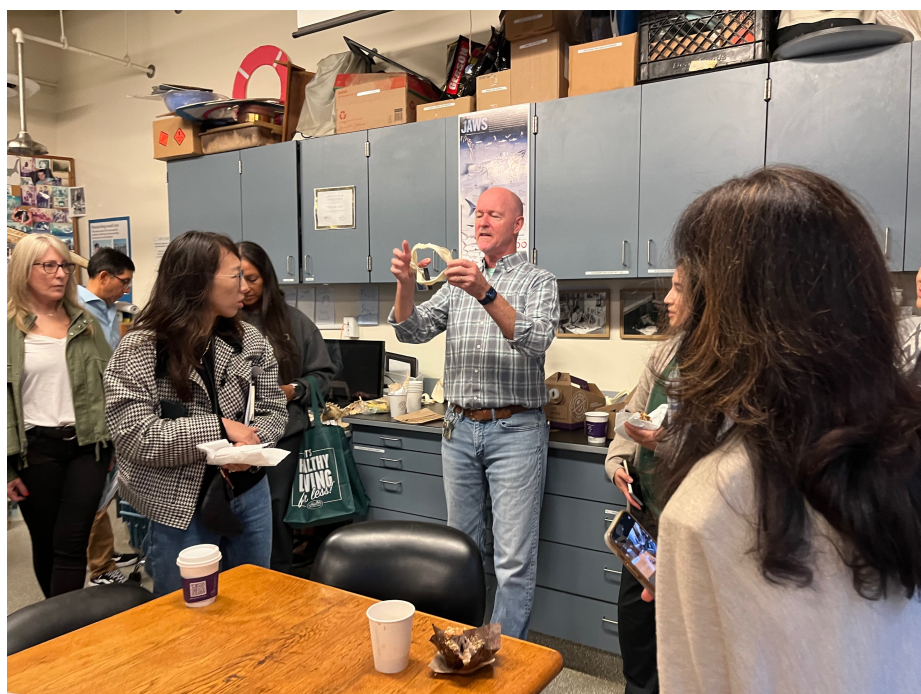
In times of unprecedented challenge to the values and agenda of higher education across the United States, the Faculty Center also hopes to contribute to the general sense of belonging, wellbeing, and campus culture that our faculty experience daily. These events were among our smaller for the year, but in their intimate style they allowed faculty from across campus to connect with one another and to learn more about the Beach community that we share.

These events were also important because both Coffee and Community and Faculty Yoga at the Japanese Garden were programs originally created by former Faculty Center Interim Director Dr. Nancy Dayne.

Coffee and Community

We held two Coffee and Community events each semester. Each was catered with coffee and pastries from the Coffee Bean, making them very affordable events that showcase the diverse resources on our campus. In Fall, we began the series with a farewell faculty tour of the University Student Union (which is now being reconstructed) on 9/18, from 9:30-11:00. The faculty in attendance were given a tour by Taylor Buhler-Scott, the Associate Director of Programs for Associated Students, Inc. 7 faculty from across campus joined us that day.

On 10/15 we held the most well-attended Coffee & Community of the year, at the Shark Lab on CSULB campus. Shark Lab Director Dr. Chris Lowe led the tour which was attended by 40 faculty from across campus. We learned about how sharks sleep, how the lab's researchers track them, and how work done at CSULB is vital to both the National Oceanic and Atmospheric Association (NOAA) and the Los Angeles County Lifeguards.



Dr. Chris Lowe of the CSULB Shark Lab leading the tour

In Spring semester, we kicked off the series with a Coffee and Community at the Kleefeld Museum on campus. Held on 2/25/2025, the event was timed to coincide with the opening of the museum's "Inner Vision: Abstraction and Cognition" exhibit. Kleefeld Chief Curator Erin Stout led us on a tour. 7 faculty joined us that day. All faculty who filled out our anonymous feedback form gave the highest possible rankings (5/5), noting the event was enjoyable and educational; that it provided useful information; that they were offered opportunities for hands-on learning; that the facilitator was effective; that the program provided a safe and inclusive space; that they were satisfied with the experience; and that they would recommend it to other faculty. One of our attendees noted that they planned to return to the museum with a community group. Another said "I am amazed by the arts collection there. I did not know it is open and free to the campus members and community."



Dr. Erin Stout, Chief Curator of the Kleefeld Museum, leading faculty on a tour

Our final Coffee and Community of the Academic year was held at the Carpenter Center on 3/11/2025. Unfortunately, it rained that morning, and campus was empty as usual. Nevertheless, Corrine Saiers, the outreach coordinator for the Carpenter, gave an outstanding backstage and behind the scenes tour for 4 faculty members from the Department of Physics, Kinesiology, Chicano and Latino Studies, and Public Policy and Administration. All four faculty in attendance filled out our anonymous feedback form, indicating:

12. What contributed most to your learning in this program?

ID	Name	Responses
1	anonymous	As mentioned, starting my job just before the COVID shut down, it has been hard to develop community on campus. I sought this opportunity to learn more about the campus.
2	anonymous	The fun facts about the Carpenters as well as seeing where all the magic happens (backstage and dressing rooms, for ex.)

Faculty Yoga at the Japanese Garden

On September 25, 2025, we offered last year's popular yoga class in the Japanese Garden at CSULB. Led by the garden's own yoga instructor, the day welcomed 6 faculty to participate in a class inside the garden.

Trauma Healing for Educators of Color (Open to All)

This event, open to all faculty on campus, welcomed two facilitators from Cal Poly San Luis Obispo to run a workshop designed to help faculty of color connect with one another and process the sometimes-challenging experiences of working at a PWI (Primarily White Institution). Held on 11/8/2025 in the Anatol Center, the event ran from 5-8 and concluded with an hour-long dinner. Faculty from all colleges except CPACE and CNSM attended. Lecturer faculty and Assistant Professors made up the bulk of the registrations. With their registrations, faculty noted that they hoped the workshop would help them achieve "Equity in practice (not just in "words") on our campus."

Beach Time: Strategies for Managing Workload

The Faculty Center also worked to collaborate with the CSULB National Science Foundation (NSF) ADVANCE grant team, whose project, "Innovating Faculty Workload Through an Equity Lens" is of interest to many members of our campus community. Co-PI's Dr. Sabrina Alimahomed (Sociology), Dr. Margy Merryfeld (Chemistry, Emerita) and Dr. Sergio Mendez (Engineering) approached the Interim FC Director in the Fall and proposed a workshop to help faculty with time management concerns. We held the workshop, titled "Beach Time: Strategies for Managing Workload," on 3/4/2025, with 18 faculty in attendance.

Equity in Retention, Tenure & Promotion (RTP) and Lecturer Evaluations

A universal challenge for faculty, tenure-line or Lecturer, is the evaluation process. Retention, Tenure and Promotion (RTP) is a challenging experience even for our faculty who are extremely well-informed and positioned. Lecturer evaluations often bring even greater challenges, because with fewer connections and resources on campus, Lecturers can find themselves quite unprepared for the process. As a university-wide resource, the Faculty Center is uniquely positioned to reach across colleges and departments to help those in need.

Cultural Taxation, Service, and Your File

An RTP/Evaluation equity chokepoint that is well-known on our campus is Cultural Taxation. Different members of our campus community experience cultural taxation, or the additional, often unspoken but implied expectations placed on faculty who are members of underrepresented groups. Cultural taxation is most acutely felt by those who are POC faculty, but it can also fall on other members of our community who represent groups outside the dominant one (i.e. queer or disabled faculty, for example). Cultural taxation leaves our colleagues feeling overburdened, alone, and brings additional occupational stress.

Cultural taxation was an important issue for the Faculty Center and our initiatives this year also because of our new RTP policies across campus. The old university-wide RTP policy did not acknowledge cultural taxation, so individuals who mentioned they experienced it in their RTP/evaluation files couldn't know if their disclosure would be understood adequately. New policies will take cultural taxation more seriously, so we wanted our initiatives to dovetail with this.

Held on 9/12, this workshop was co-designed and co-facilitated by Dr. Rigo Rodríguez of Chicano and Latino studies. 17 faculty joined that day, from CLA, CED, CHHS, and COTA. We discussed what cultural taxation was, and how it affected members of our campus community. We then had participants divide themselves into groups to discuss the impact of cultural taxation on teaching, RSCA and service. The groups then rotated and left comments on an easel pad at each of the three stations. Afterwards, the whole group shared out their findings together.

Cultural Taxation: Creating Rubrics for Candidates and Evaluators

Drs. Berquist and Rodríguez had planned these workshops as a two-part series. In the first, we introduced the issue and began to discuss how it could impact the RTP/Evaluation process. We planned that in the second workshop, we would begin to crowdsource data from our participants and start to put together a rubric of different examples of cultural taxation on CSULB campus that we hoped to make available to Colleges and Departments for use in RTP evaluations.

When our second cultural taxation workshop began on 11/13, we had 9 faculty in attendance representing CLA, CED, COTA, and CENG. This workshop unfolded differently than what we had expected (and what we had previously experienced when collaborating on this issue when working together on the Leadership team for the CLA Strategic Plan). This time, we heard from our attendees of concerns that white and LGBTQ+ faculty might try to claim cultural taxation in their files, in a way that might indicate that they were discriminated against. We then asked our attendees to split into groups and begin discussing how cultural taxation could be claimed and

measured in a written document. By the time of our closing reflection, it was clear to the facilitators that our original intentions had been derailed. After the workshop ended, several POC faculty members approached us to share their concerns that they felt others in the room had marginalized them. We were concerned that we were headed down the wrong path. We gave up on the idea of a rubric, which proved to be too controversial. We found ourselves at an impasse, and weren't sure how we could help to uplift the matter of cultural taxation in an appropriate and sensitive manner that helped our POC colleagues, without intentionally excluding others.

Considering Race-Related Cultural Taxation at CSULB

Later in the summer, Dr. Berquist met with Neil Kinsey, Chair of Academic Senate, and our conversation turned to cultural taxation on our campus and how we might help our colleagues who experienced it. Dr. Kinsey explained that a team comprised of Dr. Tiffany Brown (Child Development), Dean Anna Ortiz (Education), Dr. Kellie Walters (Kinesiology) and Alondra Enriquez (Latinx Resource Center) had recently done research, held a summit, and shared findings about how race-related cultural taxation manifests on our campus. The FC Interim director invited them to share this work out in a workshop. The session described the participatory research project they conducted and shared the findings from a race-related cultural taxation summit held on campus. The facilitators discussed the different dimensions of cultural taxation and considered how these findings could be implemented for greater equity on our campus.

At the request of the facilitators, we held this session on zoom. 40 faculty were in attendance on 2/6/2025. Anonymous feedback collected afterwards revealed that the faculty very much enjoyed "the candid conversations with colleagues" and learning about the "formal definitions" of cultural taxation, as well as how it should be discussed. Faculty indicated that given our current socio-political climate, more programming in this area would be welcomed. Another commented the experience was "affirming and healing."

Ideas for Equity in Department RTP Policies

This workshop, which we offered twice in person (11/7/2024 and 1/30/2025) and once on zoom (2/5/2025) also arose from prior work Interim Director Berquist had done with the CLA Strategic Plan leadership team. Working with Dr. Raven Pfister of Communication Studies as a co-lead in 2022-2023, Dr. Berquist and the supporting members of the team drafted sample policies for RTP documents that addressed key equity chokepoints in the RTP/Evaluation process Scholarship of Engagement; Cultural Taxation; and Equitable Use of Student Evaluations (SPOT). The workshops brought together Drs. Berquist and Pfister, along with AVP Malcolm Finney of Faculty Affairs, and 25 attendees from across campus. Anonymous feedback received indicated that faculty appreciated "The practical examples and safe space provided to engage in a discussion," and liked the "Exceptional quality and quantity of research that went into drafting the CLA document creating the handouts and slides. Great balance of personality between the two presenters - nice energy, flow, and sense of humor (while being serious)." Another noted the workshop "improved my confidence to have these types of conversations with my colleagues at the department level."

New Faculty Initiatives

The Faculty Center is uniquely positioned as a touchstone for new faculty across campus, and our initiatives for new faculty in 2024-2025 reflected our values of community-building, inclusion, and transparency. New Faculty events were also positioned as opportunities for President Conoley, Provost Scisum Gunn, and campus leadership to share out and reinforce our mutual values as a campus community.

New Faculty Foundations Program 2024

The Faculty Center and Faculty Affairs welcomed new tenure-line faculty to the Beach on August 21, 2024. Lecturer faculty joined their tenure-line colleagues for the second day on August 22. The Faculty Center Interim Director organized and directed the program on both days. Faculty heard from the President, Provost, CFA, Student Affairs, Faculty Affairs, the Office of Equity and Compliance, the Office of Research and Economic Development; Payroll and Benefits; the Faculty Equity Advocates; the Chair of Academic Senate; the Faculty Formative Feedback Project; the University Library; Basic Needs; and the Bob Murphy Access Center. The second day finished with a live tour of Academic Technology Services, led by ATS staff, followed by a reception in the Anatol Center.

A highlight of the first day was the panel of second-year faculty who offered their “advice to myself one year later” to their new colleagues. On the second day, they heard from a panel of students who spoke about questions like “what is something you wish your professors knew about you or students like you?” and “what things have you experienced in your courses that made learning difficult?”

Both days featured the Resource Fair on the Anatol Center patio. This is an event where we invite campus partners to set up tables and be available for any new faculty who wish to speak with them. Those who tabled were also invited to share in lunch for the day. On 8/21, the Resource Fair featured tables from the following:

University Library	Academic Technology Services
CFA	WOCA
QTFSA	BMAC
ORED	Basic Needs
CAPS	WGEC
Dream Success Center	LFSA
Student Affairs	

On 8/22, we were joined by:

University Library	ATS
Jewish Employee Association	CFA
FFFP	WOCA
QTFSA	BFSA
Beach Employee Alliance of Parents & Caregivers	
Basic Needs	CAPS
LFSA	Student Affairs

New Faculty Academy

Under new leadership, the Faculty Center was able to update the offerings for New Faculty with New Faculty Academy, which is facilitated by the FC Director. The first change we made was to extend our definition of "new faculty" to all pre-tenure faculty, and all Lecturer faculty in their first five years on campus. This allowed us to accommodate more faculty members in this Zoom program, which did not necessitate any further resources from the FC budget or manpower.

86 faculty total registered for access to the New Faculty Academy events in 2024-2025. Faculty from every college and the Library were present, as well as some Coach faculty. The redesigned sessions moved away from the older approach of simply introducing different units and resources on campus. Instead, sessions were centered around key strategic areas for early career faculty and featured expert guest speakers from across our campus. Each meeting had optional reading available as well. Faculty members who completed all 6 zoom sessions received a certificate.

New Faculty Academy Meeting Topics:

1. Engaging Classroom Teaching 9/9, 2-3, Zoom.

Special Guests: Jen-Mei Chang & Kristin Stout, The Faculty Formative Feedback Project
Reading: Ken Bain, *What the Best College Teachers Do*, Ch. 5 "How do they conduct class?" (PDF on Canvas)
Attendance: 31

2. Advising and Mentoring Students 10/7, 2-3, Zoom.

Special Guest: Kelly Young, creator of the Beach Mentor program
Reading: Ken Bain, *What the Best College Teachers Do*
Ch. 4 "What do they expect of their students?"
Marybeth Gasman, *Candid Advice for New Faculty Members*
Ch. 5 "Advising for Success"
Attendance: 25

3. Fostering your Research Agenda 11/18, 2-3, Zoom.

Special Guest: Barbara Taylor, Interim Associate Vice President of Research, Office of Research and Economic Development
Reading: Marybeth Gasman, *Candid Advice for New Faculty Members*
Ch. 2 "How to Plan a Research Agenda and Publish"
Ch. 6 "Do I have to apply for grants?"
Attendance: 25

4. Managing Service 1/27, 2-3, Zoom.

Special Guest: Margy Merryfeld, Professor Emerita and co-lead for the CSULB NSF Grant team "Innovating Equity in Faculty Workload"
Reading: Marybeth Gasman, *Candid Advice for New Faculty Members*
Ch. 4 "How do I manage service?"
Margaretha Järvinen and Nanna Mik-Meyer, "Giving and Receiving: Gendered Service Work in Academia," *Current Sociology* (PDF on Canvas)

Attendance: 13

5. Surviving Faculty Politics

Special Guest: Dr. Justin Gomer, American Studies

Reading: Marybeth Gasman, *Candid Advice for New Faculty Members*
Ch. 7 "Surviving faculty politics"

Attendance: 13

6. Achieving Work/Life Balance, 3/24, 2-3, Zoom.

Special Guest: Dr. Lindsay Pérez-Huber, College of Education

Reading: Marybeth Gasman, *Candid Advice for New Faculty Members*
Ch. 7 "How do I achieve work/life balance?"

Attendance: 15

Anonymous feedback solicited after the curriculum concluded the program was satisfactory to those who completed the feedback form. Another faculty member noted "Thank you for organizing this program! Hope you continue doing so for the next new faculty members! It's comforting to know that there is a safe space where we can talk freely and learn that we have people around us that experience the same things that we do, and have the support system from the university."

14. What was your OVERALL experience with this program?

5 Responses

ID ↑	Name	Responses
1	anonymous	Hard to say since my teaching schedule this year only allowed for one attendance. The one that I did attend was promising in its helpfulness, and the one I watched the recording of was helpful too, but cannot speak to the other 4/6.
2	anonymous	It was very helpful for a new faculty like me as it kind of briefed us of what are the expectations from us in the university as well as how to manage our responsibilities give that it's our first year in the institution.
3	anonymous	It was wonderful, and I learned a lot from this program.
4	anonymous	Overall, it was an excellent experience. It was well-organized, informative, and very supportive for new faculty.
5	anonymous	Topics were thoughtful, time was well-managed during each session with a combination of presentation and interactive dialogue (spoken and written in chat). It was nice to "meet" other new faculty and hear about their experiences.

New Faculty Academy Lunch

On Wednesday, April 30, the Faculty Center hosted New Faculty Academy Lunch in the Anatol Center. This was an informal catered lunch open to all New Faculty Academy participants; as well as all new faculty (again defined as Assistant Professors and Lecturer faculty in their first five years on campus). 17 faculty attended. Anonymous event feedback included "The food was great and loved the fact that this is even done at all! I only wished I had attended other ones sooner." Another faculty member indicated "This program was essential to my experience as a

first-year professor. It provided a connection to so many wonderful faculty and resources outside of my department. I can't recommend it enough."

New Faculty Breakfast with President Conoley

Our final New Faculty Academy event of the year was New Faculty Breakfast with President Conoley on May 1, at the Anna W. Ngai Alumni Center. This was a breakfast buffet event for new faculty and academic leadership. 47 faculty and administrators were in attendance. The highlight was the President's Address, which was followed by President Conoley inviting new faculty to share the highlights of their year. The stories the faculty shared were touching and poignant. All faculty who filled out our anonymous feedback form gave the highest rating (5) to answer whether the breakfast was enjoyable. Other feedback included:

- "I had a great time—thank you! The experience really helped me connect with other faculty members I may not have met outside my department. I especially appreciated the face-to-face time with university leadership, including the president, as those opportunities are often limited. It was also valuable to hear and learn from the experiences of other professors. Thank you for creating a space for meaningful connection and dialogue."
- "My overall experience with the program was really enjoyable, and it felt great to be appreciated. It's important to have opportunities like this to come together with colleagues from different colleges, backgrounds, and departments across CSULB. Connecting beyond our own areas of expertise fosters a stronger sense of community and shared purpose. I valued the chance to build relationships, exchange ideas, and feel more integrated into the broader university environment. Thank you for organizing such a meaningful experience."

Community Outreach

As the Faculty Center's mission is primarily to serve our faculty (and by extension, our students) the Faculty Center did not engage extensively in community outreach. Instead, the Interim Director chose to do one large, high-impact event. "College Bridge: Arts Education," hosted by the Faculty Center and the School of Art, was held on April 8, 2025.

College Bridge: Arts Education

The program was led by the Interim Faculty Center director in conjunction with Dr. Brian Trimble (Arts Education, the School of Art). We collaborated with two art teachers from Cabrillo High School, both of whom were CSULB School of Art Graduates: Emily Yarborough and Shaina Turian.



School of Art students explaining the gallery tours portion of the day to Cabrillo students.



COLLEGE BRIDGE: ARTS EDUCATION
Cabrillo High School - CSULB College of the Arts Exchange Day
Tuesday, April 8, 2025, 9:30-1:30 pm

Organized & Hosted by:

Dr. Brian Trimble, Arts Education, CSULB
Emily Yarborough, Art Teacher, Cabrillo High School, Long Beach
Shaina Turian, Art Teacher, Cabrillo High School, Long Beach
Dr. Emily Berquist Soule, Interim Director of the Faculty Center, CSULB

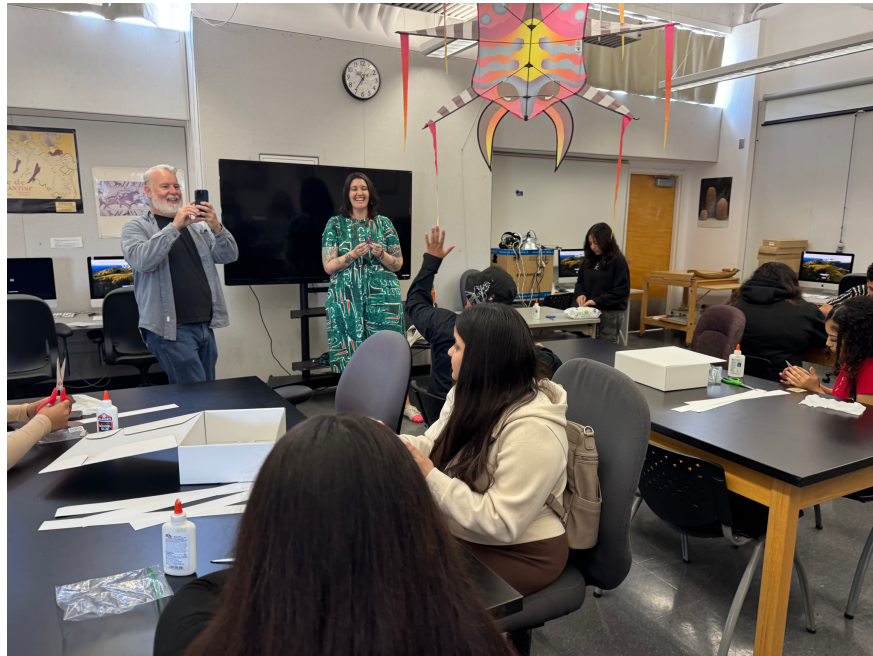
- 9:15** **bus arrives on campus** (please use lot G9 or G13)
- 9:30** **Check in, donuts, and welcome in at School of Art Gallery Courtyard**
(located between FA2 & FA3)
- 9:45-10:30** **School of Art Tour**
Cabrillo students will meet CSULB faculty and students during a tour of our
Printmaking area, Fibers program area, and SOA Galleries
- 10:30-11:15** **Hands on Art Activity**
(location FA2-Rooms 200 and 202)
Students will be broken up into two groups for a hands-on miniature book making
activity led by education students
- 11:30-12:15** **Beach XP Campus tour**
(begins at Brotman Hall Fountain, ends at Library)
Hosted by Beach XP program, led by Addison Ganuelas
- 12:15-1:15** **Pizza lunch & College Bound Workshop (Anatol Center)**
- 12:15-12:30 EOP: Admissions & The Application Process
- 12:35-12:50 Student Support Services: Financial Aid & Scholarships
- 12:50 - 1:05 Student Support Services: Basic Needs
- 1:15** **Group photos & goodbye (Anatol Patio)**
- 1:30** **bus departs from campus**

With special thanks to Beach XP, College of the Arts, and 49er Shops



The students enjoyed visiting the galleries and took advantage of photo opportunities.

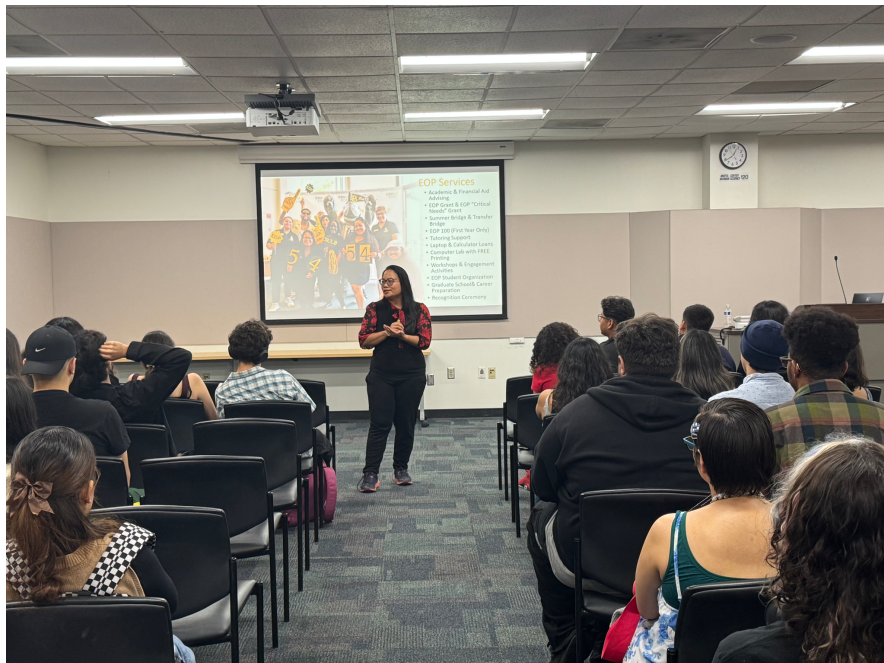




Dr. Brian Trimble, left, takes a photo of the hands-on Art Activity Workshop.



The students created hand-crafted miniature books during the workshop.



In the afternoon, the students attended the College-Bound workshop in the Anatol Center. Here, they heard from Annabelle Cariaga about the Educational Opportunity Program at CSULB.



Before the students, teachers, and chaperones left campus, the Faculty Center gifted them each with CSULB hoodies.

Faculty Center Pedagogy Groups

The Faculty Center's mandate to reach a broader contingent of faculty through recurring group activities that promote a more sustained engagement with our pedagogical goals is one of our most impactful efforts. We rely on our expert campus partners to make this work possible, and gratefully acknowledge their contributions to helping Beach faculty promote student engagement and student success.

The Faculty Formative Feedback Project

The Faculty Formative Feedback Project (FFFP) began as a pilot project in Spring 2020 to identify and design tools for pedagogical assessment. The project's impetus was multi-faceted, rooted in the aim of having a process and tools distinguishable from Student Perceptions of Teaching (SPOT) and other means of formal evaluation. The leadership conceptualized a process that would consider both instructor and student engagement behaviors to offer formative, actionable feedback, and the opportunity for instructors to implement any desired changes before the semester's end. Since the initial launch of the project in Spring 2021, the program has developed 24 FFFP Partners across six academic colleges and 20 departments who provide 1:1 support with formative feedback for interested faculty. To date the project has directly supported 204 distinct faculty (63 have participated at least twice) who have served nearly 27,000 students during the semester of participation. Within the semester of participation, faculty Participants work with a trained faculty Partner 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.

Project goals

1. Provide instructional faculty with 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

FFFP 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

With a time-commitment of 2 to 6 hours a semester with a Partner, Participants in the project

- Learn to administer a student engagement survey and interpret the collected data,
- Identify opportunities to make changes in their teaching, and
- Develop skills to increase student engagement and learning in all classes they teach.

FFFP was led by Kristin Stout (Advanced Studies in Education and Counseling) and Dr. Jen-Mei Chang (Mathematics and Statistics) during the 2024-2025 academic year. Dr. Kerri Knight-Teague (Advanced Studies in Education and Counseling) served as a consultant in meetings and contributed to the data analysis and reporting aspects of the project. Stout and Chang each received 6 units of reassigned time across fall and spring and Knight-Teague received a stipend

commensurate to a total of 13 hours at a base rate of \$50/hour during fall and spring; The primary responsibilities of the leaders were to:

- Advertise for FFFP and recruit of Participants for the project (e.g., attend orientations hosted by the Faculty Center)
- Recruit, screen, interview, and orient new Partners for mentoring
- Create and deliver materials for Partners
- Prepare and facilitate weekly training meetings with Partners
- Create and maintain program consultancy paperwork for Participants
- Match Participants with Partners
- Troubleshoot issues from Partners and Participants
- Develop and update program materials/website
- Represent FFFP and deliver presentations to interested parties
- Report to Faculty Center and Provost
- Oversee collection of program evaluations
- Analyze program evaluation data
- Submit payment requests for Partners' work
- Prepare manuscripts for publication

The following eight instructional faculty, listed alphabetically by their last name, worked as a Partner in Fall 2024 to support 28 participants successfully: Elaine Bernal (CNSM), Judy Brusslan (CNSM), Tanya Cummings (COTA), Caitlin Fouratt (CLA), Judy Jou (CHHS), Susan Nachawatii (COE), Laurel Richmond (CHHS), Shams Tanvir (COE). In Spring 2025, we recruited four new partners: Cathleen Deckers (CHHS), Brian Katz (CNSM), Yuping Mao (CLA), Jung Mee Mun (CHHS) who joined Judy Brussalan, Tanya Cummings, Caitlin Fouratt, Judy Jou, Susan Nachawatti, to provide services to 27 successful participants. The primary responsibilities of the Partners are to

- Collaborate with assigned Level 1 and Level 2 Participants to administer the student engagement survey, conduct class visits, and debrief survey and observation data
- Complete assigned readings and tasks (e.g., final debrief reports for each Participant)
- Participate actively in weekly meetings with the Project Leadership Team
- Act as a liaison between FFFP and their respective Departments/Colleges to advocate and recruit for FFFP

In sum, it cost \$38,440.22 to run the project during 2024-25 AY (resp. to the proposed cost of \$41,800). The detailed breakdown is shown in Table 1.

Table 1. Project expenditure to run FFFP during 2024-25 AY, organized by the level of involvement. The total cost is based on the CSULB vacant rate which is equivalent to \$1550 per unit of reassigned time, the base rate of \$150 and \$300 per Level 1 and Level 2 participant supported, respectively, and the base rate of \$50 per meeting attended.

	Fall 2024	Spring 2025	Total
Leadership units & consultant stipend	6 units reassigned time (6 units x \$1550 = \$9,300) Stipend (\$150)	6 units reassigned time (6 units x \$1550 = \$9,300) Stipend (\$500)	12 units x \$1550 = \$18,600 Stipend = \$650
Number of Level 1 participant supported (\$150 each)	13 (13 x \$150 = \$1,950)	15.34 (15.34 x \$150 = \$2,301)	28.34 x \$150 = \$4,251
Number of Level 2 participant supported (\$300 each)	13 (13 x \$300 = \$3,900)	16 (16 x \$300 = \$4,800)	29 x \$300 = \$8,700
Total meeting contacts (\$50 each)	44 (23 x \$50 = \$2,200)	60.5 (60.5 x \$50 = \$3,025)	104.5 x \$50 = \$5,225
Miscellaneous cost (books, swags, case study)	7.5 hours (\$350)	11.5 hours & swag (\$575 + \$89.22 = \$664.22)	19 hours (\$1,014.22)
Total Cost	\$17,850	\$20,501	\$38,440.22

Figures 1-3 provide distributions of Partners' academic ranking, academic college affiliations, and race, respectively over the last 9 semesters (i.e., Spring'21 to Spring'25). Figure 1 indicates that FFFP has great representation across ranks; Figure 2 indicates that the project is very successful in recruiting Partners from CNSM, CLA, and CHHS; however, we have no data on how many available faculty in COTA, COE, CED, and COB to imply that we are less successful in those other colleges; and Figure 3 shows that the diversity of FFFP Partners is reflective of the underlying faculty population at CSULB based on the Fall 2020 IR&A data (Workbook: Faculty At A Glance).

The project successfully served 28 Participants in Fall 2024 and 27 Participants in Spring 2025 totaling 55 Participants in the 2024-25 academic year. Of those, 26 participated in Level 1 and 29 in Level 2. Faculty participation is voluntary, therefore not compensated with reassigned time or stipend.

Measures of Success and Deliverables

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.

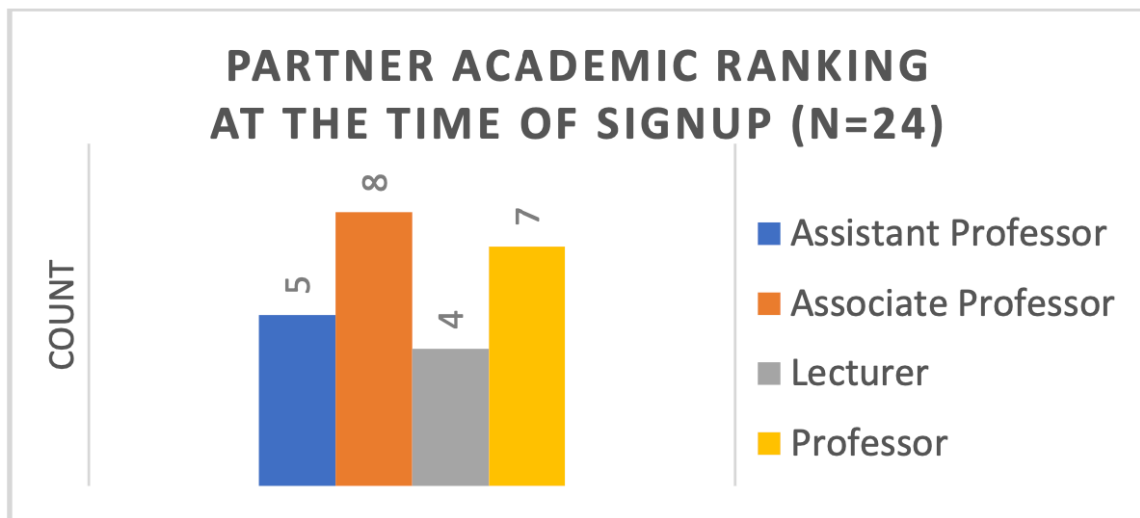


Figure 1. Academic ranking of Partners at the time of signup since program inception.

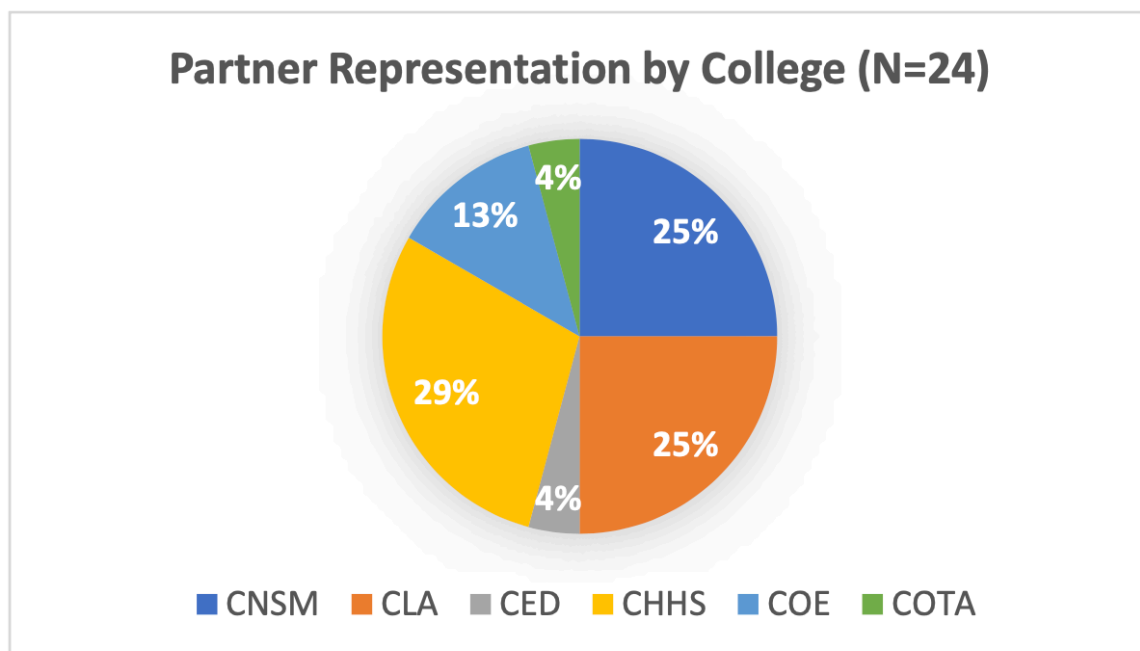


Figure 2. College affiliation of Partners at the time of signup since program inception

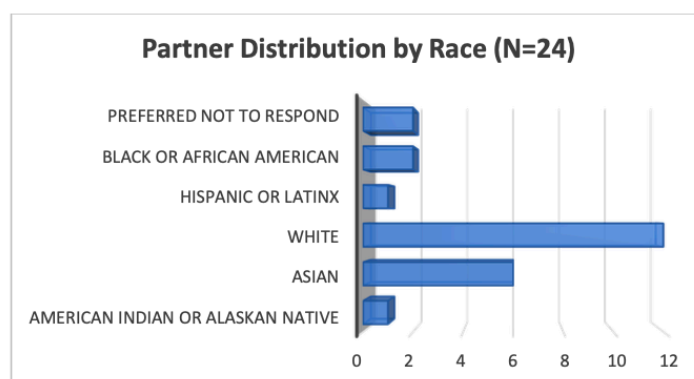


Figure 3. Reported race of Partners at the time of signup since program inception

Table 2. Participant demographic data. Only those who completed at least 50% of the work are listed.

	Fall 2024 Participants	Spring 2025 Participants
Number of Participants and Level of Participation	N = 28 Level 1 = 14 Level 2 = 14	N = 27 Level 1 = 12 Level 2 = 15
Distribution by College	COB: 4 CED: 1 COE: 3 CHHS: 4 CLA: 7 CNSM: 3 COTA: 6	COB: 2 CED: 0 COE: 1 CHHS: 5 CLA: 9 CNSM: 4 COTA: 6
Rank	11 Lecturers 15 Assistant Professors 2 Associate Professor 0 Professor	16 Lecturers 8 Assistant Professors 2 Associate Professor 1 Professor
Years Experience	18 @ 1-3 years 7 @ 4-6 years 2 @ 7-10 years 0 @ 11-15 years 1 @ >15 years	11 @ 1-3 years 9 @ 4-6 years 2 @ 7-10 years 4 @ 11-15 years 1 @ >15 years
Demographic Data of Participants¹ Race/Ethnicity & Gender	N reported = 14 0 American Indian or Alaskan Native 3 Asian/Asian Indian 2 Black/African American	N reported = 19 0 American Indian or Alaskan Native 3 Asian/Asian Indian

¹ Demographic data was collected anonymously after the fact. This was a purposeful decision as we did not want faculty to be required to submit this information as part of the application process. As a result, it does not include data from all participants.

	0 Native Hawaiian	2 Black/African American
	0 Other Pacific Islander	0 Native Hawaiian
	3 Hispanic/Latinx	0 Other Pacific Islander
	1 Mixed	2 Hispanic or Latinx
	4 White	0 Mixed
	1 Other	10 White
	0 Prefer not to respond	0 Other
	8 Men	2 Prefer not to respond
	0 non-binary/non-conforming	5 Men
	0 Prefer not to say	0 non-binary/non-conforming
	0 Transgender	1 Prefer not to say
	6 Women	0 Transgender
		13 Women

Figure 4 provides the academic ranking of Participants who successfully completed either Level 1 or Level 2 of the program since Spring'22 (we did not collect this data in Spring'21 and Fall'21), implying that the program is very popular among Lecturers and Assistant Professors. This subset of faculty is what the program was designed to support.

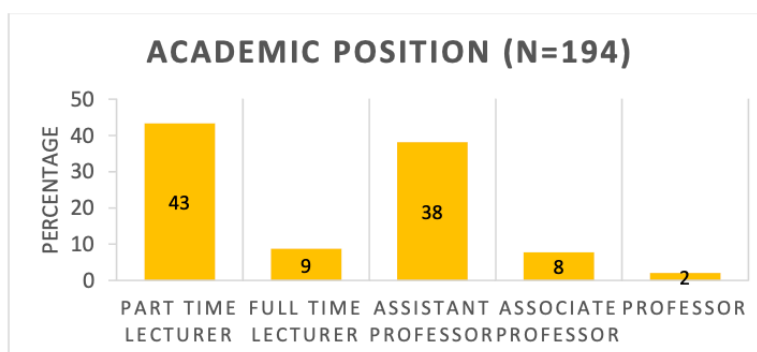


Figure 4. Academic positions of successful FFFP Participants since Spring 2025.

Figure 5 shows that the project reach reflects the underlying academic affiliations of Full-Time Equivalent Faculty population at CSULB, based on Fall'24 Dashboard data ([Workbook: Faculty Data](#)). In other words, FFFP is positively impacting every academic college on campus.

Measures of Success

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.

1. End-of-semester *Participant Evaluation* of the program (quantitative and qualitative)
2. Participant courseload
3. End-of-semester *Partner Evaluation* of the program (qualitative)

Participant Outcomes

Participant demographics are described in Table 2.

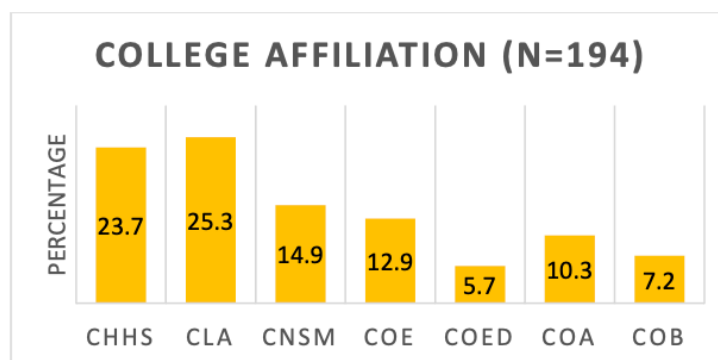


Figure 5. Academic college affiliation of successful FFFP Participants since Spring 2025. Using CSULB's Faculty Dashboards ([Workbook: Faculty Data](#)), the percentages of FTEF in Fall'24 were 18.4%, 31.7%, 12.4%, 9.8%, 6%, 14.1%, and 7.6% for CHHS, CLA, CNSM, COE, COED, COA, and COB, respectively.

FFFP originally had 59 participants assigned to Partners over the 2024-2025 academic year; four participants did not complete at least 50% of required project activities. Applicants are asked to provide a short description of their goal(s) for participation. Selected applicant goals were coded into themes; a summary of faculty participants' self-identified themes is disaggregated by level of consultation and presented in Table 3. Regardless of the level of participation, most faculty sought participation in FFFP to increase student engagement. The second most common response reflected two or more themes focused on a combination of: (1) improve their teaching skills, (2) increase student engagement, (3) access data-based information, and (4) access partnership with other faculty. Finally, improving teaching skills was the third most common theme.

Participant Evaluation

The results in Table 4 were drawn from the end-of-semester Participant Evaluation (across both fall 2024 and spring 2025) of the program and represent the percentage of faculty participants who selected "agree" or "strongly agree" across specific items by domain. Notably, most faculty participants across both levels of consultation believed they met their project goals; this is a positive result given that most set out to improve their teaching and student engagement. Similarly, most faculty Participants found the information gained from FFFP involvement was time efficient and useful for improving their teaching and student engagement.

Participant Courseload (Project Reach)

During the 2024-2025 academic year, FFFP successfully served 55 Participants who taught a combined total of 201 courses/sections and reached 6,932 students².

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During the 2024-2025 academic year, FFFP successfully served 55 Participants who taught a combined total of 201 courses/sections and reached 6,932 students.

Participant Perspectives on FFFP

The following quotes were taken from the end-of-semester *Participant Evaluation* of suggest Participants found the information gained from FFFP involvement was useful for improving their teaching and student engagement.

"This was an invaluable experience, and I really enjoyed it."

"I highly recommend the [FFFP] to anyone looking to inform/refine their teaching, build inclusive and engaging classrooms, and create meaningful connections with their students!"

"Participating in this project gave me practical strategies and a supportive community that truly enhanced how I engage my students. I highly recommend it to any faculty member."

This could be a game changer, especially for adjunct faculty member such as myself who feel as if we do not have the support we need. And also for those Spot evaluations, even the few that come in could change how we look on paper.

"There was a strong impact on my methods for engaging students mid-lecture, based on feedback from my partner."

"I really enjoyed it, and I would strongly encourage other faculty members to sign up for the FFFP."

"I have no negative feedback. I enjoyed every aspect of this program and felt the time requirement was very reasonable. The survey was great and I wish it could be implemented more widely."

"I thought everything was helpful. I felt that the fact that I was being guided through this process with another professor who knows exactly what it's like to be new to teaching like me and knows the struggles of teaching was super helpful!"

"I think of my teaching as a practice that is regularly evaluated and reformed. So this FFFP fits into the regimen of reflection and improvement. I include all the classes and certifications in my RTP, this is another piece of evidence with tangible inputs and outputs."

"It's very helpful that this is a collaborative process and not just a tool or resource that faculty employ on their own. The discussions helped me see things I may have missed and brought in perspectives from outside of my field."

Partner Outcomes

The following themes were taken from the end-of-semester Partner focus group to evaluate the program and suggest Partners found FFFP involvement meaningful. Constructive themes focus on content of forms, Canvas logistics, and the program's badging system.

- Partners appreciated the structure of the program for new faculty participants and partners; the instructions provided helped make expectations clear
- Diverse faculty participant experiences are common
- Regular meetings facilitated by project leadership helped guide partners and they feel they know what to expect
- Pairing partners who are newer with partners who had more experience was useful for mental support, sharing, and giving examples
- The program gives confidence to a lot of instructors
- Constructive feedback focused on the content of forms and logistics regarding Canvas; one partner was confused about the purpose of badging

The following quotes were taken from the end-of-semester *Partner Evaluation*:

"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."

"This project is great. It really helps 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."

"One of my favorite campus programs: organic, supportive and kind."

FFFP Supports CSULB Campus Initiatives

The Faculty Formative Feedback Project intentionally aligns with the visions of Beach 2030. The FFFP components designed to align with the Beach 2030 Values and Strategic Priorities are presented in Table 5. The FFFP consultancy process *engages all students* by providing another method for measuring instructor and student engagement behaviors partnered with actionable feedback. Participating instructors *expand access* by adapting course methods and materials based on student feedback. This past year the project focused on *fostering a community of belonging* facilitated by practice observations, training focusing on responding to biases in the classroom, and revised recruitment practices. The faculty stated reasons for participating in FFFP have highlighted a common desire for a robust mentorship program for newly hired faculty. While the project is not currently capable of providing this level of mentorship given the compensated time (2-4 hours maximum per faculty member/per semester), FFFP is uniquely situated to be expanded to offer this level of support in fostering a community of belonging among newer faculty.

Building on the priority of *cultivating resilience*, FFFP Partners participated in training on trauma-informed practices for faculty, which they were then able to share with all assigned Participants. Prioritizing the campus' health and well-being was the motivation for this training. Faculty-wide Discussion Panels were held which focused on meeting the diverse and unique needs of our student population and were designed to promote *intellectual achievement* amongst the faculty. This project continues to support the University Action Plan to *Reimagine Faculty* by highlighting a need for alignment in faculty roles and evaluation. Evidence of this is seen in the university colleges' adoption of *formative feedback* as stated element in the RTP process, going so far as to specifically call out this FFFP project as a suggested resources in the College of Education RTP Policy: "Faculty should consider using the Faculty Formative Feedback to support their efforts to collect formative assessment data and reflect on this data. See <https://www.csulb.edu/faculty-center/facultyformative-feedback-project>." FFFP is well- positioned to assist faculty in achieving the aim of Reimagining Faculty through additional key components such as interdisciplinary peer observations and reflective teaching practices and collaborative goal setting focused on enhancing student engagement. Together, these elements contribute to shaping a renewed and forward-looking vision for faculty support through meaningful feedback.

Inclusive Excellence in Pedagogy Faculty Learning Community

The Examining and Incorporating Inclusive Pedagogy in Higher Education (or Inclusive Excellence in Pedagogy) Faculty Learning Community is designed to work with faculty members interested in learning about and using student-centered, evidence-based teaching practices to improve student success. The participants receive support and resources to reflect deeply on their teaching practices, explore the science of learning and inclusive, high-impact pedagogical methods, and work collaboratively with their teams to apply these principles and practices in their pedagogy.

Over the year, facilitators Tiffany Brown (Child Development) and Lori Curci-Reed (Office of Clinical Practice) Tiffany and Lori coordinated a Learning community of 20 CSULB faculty members, divided into two groups led by co-facilitators. They held monthly or bi-weekly facilitator meetings to clarify focus areas, plan activities, gather resources, and prepare for monthly team sessions. They maintained regular communication with participating faculty to reinforce workshop expectations, respond to inquiries, and guide deeper engagement with key topics. They designed PowerPoint presentations collaboratively for use in meetings. During the meetings, they facilitated dialogue on current instructional practices and their impact on student success and well-being. In addition, they coordinated with external experts and arranged guest presentations to enhance learning outcomes. They promoted the use of a planning matrix within both groups to support measurable outcomes aligned with FLC workshop objectives. They researched and provided supplemental resources and educational tools to enrich content discussions and ensure smooth facilitation. They guided faculty in using the Student Success Data Dashboard and modeled culturally responsive and supportive teaching strategies throughout workshops and communication to reinforce inclusive practices.

During Spring 2025, Tiffany and Lori also facilitated six 90+-minute workshops (three months, twice per month), covering topics such as culturally responsive and sustaining pedagogies, data-informed decision-making, microaggressions and their impact on student outcomes, and

reflective instructional practices. They supported the preparation of culminating poster presentations showcasing faculty members' rationale, strategies, outcomes, and key insights from their FLC experience. They assisted in planning and executing the May 2025 Poster Presentation Event, featuring faculty posters and engagement with campus dignitaries. Finally, they collected and analyzed participant survey data to assess the effectiveness of the program and identify areas for improvement.



Tina Matuchniak and Youngok Jung with their poster for the End of Year Showcase.

Upon conclusion of the program, the facilitators solicited feedback from participants. 100% of participants felt the Learning Community had met their expectations and gave a rating of "very good" or "excellent" to their experience. 46% of participants reported they experienced "significant improvement" in their teaching practice after adopting various strategies modeled in the Learning community; including Universal Design for Learning (UDL); formative student feedback; student surveys and reflections; student-friendly revisions to syllabi; and the incorporation of culturally responsive pedagogy/microaggression awareness.

Participants reported that they very much valued the peer-to-peer connections they made in the Learning Community, and noted they were a fruitful way to approach cross-disciplinary learning. They noted that the FLC had offered a safe space for reflection. They praised the guest speakers, readings, and Canvas page for the course; and noted their appreciation for the two facilitators. Words used to describe the program included "wonderful," "worthwhile," and "transformative."

ASSET (Accelerating Student Success and Equity in Teaching)

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.

ASSET first launched in Summer 2023 and as of June 2025, has now been offered 4 times with its fifth offering occurring in July 2025 and its sixth offering occurring in January 2026.

Facilitators are Rhonda Haramis (Lecturer, Teacher Education; Summer 2023 participant) and Adam Kahn (Associate Professor, Communication Studies; LBCC Cultural Curriculum audit participant).

Program Description

The three-week Online ASSET Workshop is a pragmatic experience. We merge 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 workshop combines synchronous Zoom learning with asynchronous guided activities via Canvas. Each week has two 90-minute Zoom meetings featuring peer presentations, discussions, and breakout activities. Our asynchronous content includes Canvas Pages with multimedia presentations, Discussions, Assignments, and feedback surveys. ASSET is divided into three broad modules of teaching.

Week 1

The first week includes an overview of student equity, student success data, and the application of welcoming practices to our in-person and online classrooms with the three main content areas

- Student Equity in the Classroom – An overview of equity, distinction of equity from equality, student success data, and recent survey results that inform the student experience at CSULB.
- LBCC's Equity Building Blocks - An introduction to equity-minded course redesign practices, and how they can be applied to syllabi, Canvas pages, and other parts of classes.
- The Welcoming Online Classroom – A walkthrough of practices that humanize our online and in-person classrooms, and concrete steps we can take to make students feel more welcome in the online and in-person learning spaces.

Week 2 features explorations of short and long-term steps toward student equity. There are three content areas:

- Effective and Intrusive Communication – Drawing from a talk by Dr. Frank Harris III (Professor of Department of Administration, Rehabilitation, and Postsecondary Education, San Diego State) and Dr. Luke Wood (then of San Diego State and now President of Sacramento State) and blending principles from the Quality Matters Rubric, we address developing a proactive communication plan with our students.
- Active Learning – We review a curated list of in-person and online active learning strategies, emphasizing that such activities engage our students more effectively than traditional lectures and summative assessments.
- Culturally Relevant Curriculum – We encourage a critical examination of the Standard Course Outline in addition to rethinking class content, examples, images, language use, and others to be more culturally relevant.

Week 3

The final week explores course assignments, assessments, and accessibility, leaving participants with some next steps once ASSET has concluded. The three content areas in the final week are:

- Equitable Assignments/Assessments – Participants apply the Transparent Assignment Template to their classes. They then learn more about Joe Feldman's three pillars of equitable grading. Finally, they learn about the "wise feedback model," which has been shown to reduce stereotype threat for historically minoritized students.
- Accessibility and Universal Design – Drawing heavily from the Quality Matters Rubric General Review Standard 8 (Accessibility and Usability), we affirm that Universal Design is good design. Participants learn about the Ally Accessibility Checker in Canvas as well as CSULB-specific services for serving our students with disabilities.
- Moving Forward – A summation of practices for additional implementation and reflection, as well as references to encourage continued learning.

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 2024 participants were asked to focus on a course they were teaching in Spring 2025. Winter 2025 participants were asked to focus on a course they were teaching in Summer or Fall 2025. The seven deliverables are as follows:

1. Equitized Syllabus – A revised course syllabus with substantive changes to some or all of the following aspects of the course: course content (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.

Participant Completions

In Summer 2024 39 faculty members participated in the synchronous sessions. They represented 25 different departments. 26 completed the all the final deliverables and earned the stipend (a 67% overall completion rate). In 2025, 56 faculty members participated in the synchronous sessions. They represented 24 different departments. 40 completed all the final deliverables and earned the stipend (a 71% overall completion rate).

Faculty Center Community Groups

A guiding value of the Faculty Center is to bring together our community for greater cohesion, support, and success. Part of this is building community groups that can reach larger cohorts in sustained interactions throughout the academic year. Here we rely on our partners across campus.

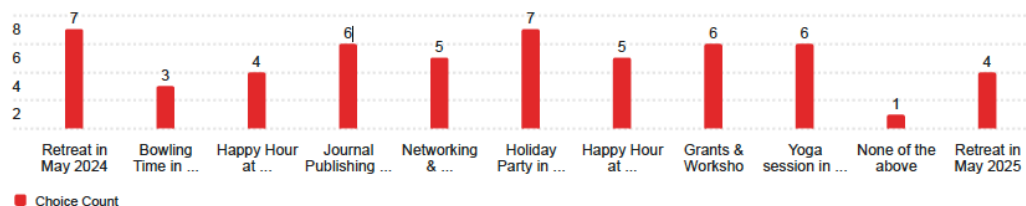
Women of Color in Academia

Women of Color in Academia (WOCA) is a Faculty Center funded group that began in the 2018-19 academic year to provide structural, institutional, and communal support for women of color faculty. Maintaining this campus community of peers, collaborators, and mentors aligns with the university's goal to increase faculty diversity by recruiting and retaining educators from underrepresented groups. Women of Color in Academia @ CSULB 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, and 3) to create a support network for WOCA across the university through mentoring and highlighting accomplishments. At the start of the current academic year, the group has more than 140 members and spans across all university colleges. WOCA members summed up what the group means to them when they reported, for example, being informed by a White faculty member that "I don't want to be friends with a woman of color. You may want to go check out this group on campus, WOCA." Another new faculty member who was "the only" woman of color in her College, who struggled so much her first year she was going to quit until, as she put it, "I found WOCA."

In the 2024-2205 academic year, WOCA was co-facilitated by Drs. Teresa Puente, Devery Rodgers, and Yuping Mao. They hosted 9 in person events: August (Bowling Night), September (social hour), October (Academic Journal info session), November (sharing resource session), December (holiday social), January (social hour), February (grants and fellowships info session), March (yoga wellness day), and May (wellness retreat and planning for the future). WOCA was funded from the Faculty Center budget, with \$6000 in stipends split between the three facilitators, and \$3000 in programming costs. Over the academic year, 89 faculty attended WOCA events.

Q1 - Which of the following recent WoCA events did you attend? Please select all the events you attended.

16 Responses



Q2 - How beneficial were these events for your professional development at CSULB?

15 Responses



The Faculty Center Advisory Board

Interim FC Director Emily Berquist worked collaboratively with the Faculty Center Advisory Board (FCAB), meeting with them three times over the course of the year. The board was chaired by Dr. Brian Katz (Fall) and Dr. Marissa Hansen (Spring). Meetings were an opportunity for the Interim Director to share work accomplished and future plans, and for the Board members to share feedback and offer suggestions. In 2025-2026, the FCAB will meet twice per semester.

Faculty Center Campus Partners & Partnerships

In keeping with the idea of the Faculty Center as a universal point of connection for faculty on our campus, Interim Director Berquist began more dedicated outreach to our campus partners. This allowed for greater engagement with Resource Fairs (tabling) during faculty orientation, as well as more outreach to faculty about partner events on campus, which were shared out in our Faculty Center newsletter. Each month prior to the newsletter going out, Faculty Center partners are asked if they have anything they'd like to share. This relationship was beneficial to both the Faculty Center and our other group on campus, as explained here by Mathew Gonzalez of the Career Advocate Program:

"Thanks a bunch for promoting our Career Advocate program last year!! Because of your help, we were able to get much more faculty participation compared to the previous year. Only one faculty member completed the program in 2024 and this time around, we had 10!"

Publicity & Outreach

Interim Director Berquist launched an all-new Faculty Center newsletter beginning in August, and also appearing in September, October, and November 2024. In 2025, we produced issues in January February, March, and April. The newsletter was distributed through utilizing the Faculty Center direct email sign up list (which as of August 2025 had 107 sign ups). In addition to being directly distributed, the Faculty Center newsletter was shared out by the College Communications Team.

CSULB Faculty Center Newsletter
August 2024



Welcome Back to the Beach!

The CSULB Faculty Center welcomes all faculty, staff, and students back to campus for the start of the new school year.

The Faculty Center is a faculty-led and driven center for promoting professional development in pedagogy and research, as well as equity and inclusion for all faculty serving the CSULB community. Through creating opportunities for faculty members to enhance their achievements in the classroom, in research, and in building an inclusive and equitable campus community, the Faculty Center promotes CSULB's core values of cultivating globally informed, high impact educational experiences with superior teaching, research, creative activity, and action for the public good.

In so doing, we aim not only to increase the well-being, effectiveness, belonging of our faculty, but also our students, campus staff, and the broader Long Beach community.

The Faculty Center's special event programming for 2024-2025 academic year will include the Faculty Center Summer Writing Institute, Faculty Yoga at the Japanese Garden, a New Faculty President's Lunch, and a Faculty Center Bowling Night at the University Student Union. This year we will kick off a new campus-community teaching initiative, College Bridge, a day-long event where CSULB faculty and their graduating seniors welcome a class of students from a local high school to campus for the day, introducing them not only to what goes on in college classrooms, but also to acquaint them with the many resources available for CSULB students. Go Beach!

<https://www.csulb.edu/faculty-center>

CSULB Faculty Center Newsletter
September 2024

President Conoley and Provost Scissum Gunn Welcome back the CSULB Community during 2024 Convocation



Photos by Justin Enriquez, Long Beach Current

On Friday, August 23, President Conoley, Provost Scissum Gunn, and keynote speaker Loretta J. Ross hosted university Convocation, with the theme of "Calling In: An Inclusive Path for our Beach Community."

Photographer Justin Enriquez is a first-year transfer student at CSULB. He is completing his BFA in photography, and a minor in journalism. He is originally from Montecito Heights. Find his work at justinenriquez.com

<https://www.csulb.edu/faculty-center>

CSULB Faculty Center Newsletter
October 2024

CSULB and Basic Needs Celebrate Latinx Heritage Month @The Beach



Associated Students Inc., the Office of Belonging and Inclusion, the Office of Basic Needs, and the ASI Beach Kitchen are celebrating Latinx Heritage Month (Sept 15-Oct 15) with cooking classes for CSULB students. The classes began with tortilla making, and also include tacos, tamales, and pupusas.

Did you know 42% of CSULB Students report struggling to afford regular, healthy meals? At the same time, faculty organizations, committees, meetings and departments often have leftover food that goes to waste. The Beach Bites program on your CSULB App helps faculty notify students about leftover food at their events. Students on campus can come pick up what they want. Sign up [HERE](#) or scan the QR code to get authorized to share it with our students. The ASI Food Pantry also accepts donations, including through an [amazon wish list](#).

BEACH BITES

Sign up to post on Beach Bites!

By completing this form, faculty and staff will be given the ability to post to the Beach Bites Channel. Please do not post photos or videos of food from other events.

<https://www.csulb.edu/faculty-center>

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November 2024

Thanks to Dr. Chris Lowe and CSULB's Shark Lab team for hosting the Faculty Center for Coffee & Community on 10/15.



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January 2025

Introducing Beach XP -- a Community for 1st year CSULB Students



Beach XP (aka "Beach Experience") is a program that offers first-time, first-year students a chance to kick-off their academic career as part of a learning community within their college. The program aims to enhance the college experience by helping students forge lasting peer connections and academic success. Students enrolled in Beach XP enter into college-specific cohorts, and meet with the same peers each week for designated courses that count toward their general education or major-specific requirements. [Learn more about Beach XP here.](https://www.csulb.edu/faculty-center)

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CSULB Faculty Center Newsletter

February 2025

Lecturer Faculty Orientation 1/24/25



Andrew Fogleman (History) Elaine Bernal (Chemistry) and Sabrina Landa (College of Business) share their experiences at CSULB.

The Faculty Center and Faculty Affairs were pleased to welcome Lecturer faculty to Lecturer Orientation 2025, held in the Anatol Center on Friday, January 24. Participants heard from the California Faculty Association, enjoyed lunch and a Resource Fair on the patio and learned about Lecturer pay and benefits. They learned about The Lecturer Experience at CSULB and attended a workshop on Lecturer Evaluations.

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CSULB Faculty Center Newsletter

March 2025

The Faculty Center visits the Kleefeld Museum for Coffee and Community



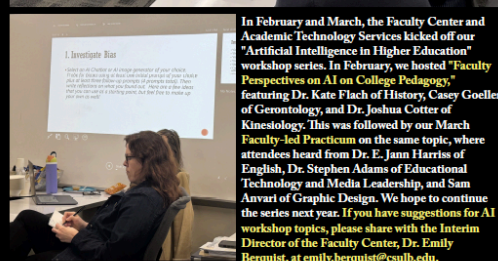
On February 25, CSULB's Kleefeld Contemporary Museum hosted the Faculty Center for Coffee and Community. Curator Erin Stout led a tour of the new abstract art exhibition "Inner Vision." Museum interim Co-Director Alyssa Torres (below, with Faculty Center interim Director Emily Berquist Soule, is a 2009 CSULB graduate.



CSULB Faculty Center Newsletter

April 2025

Faculty Center and Academic Technology Services partner for Artificial Intelligence in College Pedagogy Workshop Series



In February and March, the Faculty Center and Academic Technology Services kicked off our "Artificial Intelligence in Higher Education" workshop series. In February, we hosted "Faculty Perspectives on AI on College Pedagogy," featuring Dr. Kate Flach of History, Casey Goeller of Gerontology, and Dr. Joshua Cotter of Kinesiology. This was followed by our March Faculty-led Practicum on the same topic, where attendees heard from Dr. E. Jann Harris of English, Dr. Stephen Adams of Educational Technology and Media Leadership, and Sam Anvari of Graphic Design. We hope to continue the series next year. If you have suggestions for AI workshop topics, please share with the Interim Director of the Faculty Center, Dr. Emily Berquist, at emily.berquist@csulb.edu.

An essential arm of our outreach was also Canvas announcements, facilitated by Laura Emery of Academic Technology Services. Laura and Celia San Nicolas worked on the Faculty Center website, which also includes announcements with registration links.

Future Programming Plans

Lecturer Lifeline group

Starting in Fall 2025, the Faculty Center will fund a second campus community group, Lecturer Lifeline. It will be structured and funded the same way our WOCA group is. The group is based on a Learning Community run during COVID-19 by CLA Lecturers Andrew Fogleman and Katie McLoone, who will co-facilitate with Sabrina Landa of COB.

2025-2026 Possible programming

Possible workshops will focus on the many resources of our campus community, and will include the following collaborations:

- Tia Santana, Ceramics: Trauma Healing through Ceramics
- Dan Montoya, VP of Development and Kevin Crowe, AVP of Development: Faculty Fundraising Workshop
- Virginia Gray, Family and Consumer Sciences/Leadership Fellows: Adding Essential Human Job Skills to College Curriculum
- Dina Perone, Interim Dean of Graduate Studies: How to Support CSULB Graduate Students
- Ross Garner, Manager of the OUTBAC Team Building Facility at CSULB: Team Building for Faculty
- Nimisha Barton, History: Doing DEIA in Higher Ed Today
- Sharla Berry, College of Education: Trauma Healing through Zines
- Academic Senate: The Value of Service to Your Community and Your RTP File
- Mitra Baghdadi, the Center for Community Engagement: Engaged Scholarship and Teaching

We have also discussed running the CSULB-underserved high school exchange program, "College Bridge," with the College of Business and Dean Mark Suazo.

Another initiative in final stages of planning is the Campus-Wide RSCA Collaborative. This idea is based on allowing colleges to combine resources and connect faculty under the umbrella of the Faculty Center, increasing their offerings and support for faculty while taking some of the responsibility for supporting RSCA off their already very full plates. I have already met with Deborah Thein of CLA; Curtis Bennett of CNSM; Mark Suazo of COB; Elizabeth Dill of Library; Kerop Janoyan of CENG; and Anna Ortiz of CED and will be meeting with Dean Smith of COTA once the semester commences.