Faculty Center Annual Report (AY 2019-2020)

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The mission of the Faculty Center (FC) is to cater to needs of all faculty (Lecturer, Tenure-Track, & Tenured Faculty) at all stages of professional careers by creating a welcoming environment for faculty members to seek professional, social, and emotional support and community. During the 2019-20 AY, the overarching goal was to make the FC a visible and an active agent across the University that promotes faculty members' success and well-being. Activities of the FC were closely aligned with and guided by the Chancellor's Office Graduation Initiative 2025, to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps and by CSULB BEACH 2030 Values and Priorities. Both quantitative and qualitative feedback was solicited from faculty who attended the workshops/sessions that were directly developed and/or offered through the Faculty Center. Participants were asked to indicate how strongly they agreed/disagreed with statements (including the following: Relevant material covered; Useful information/handout provided; Satisfied with workshop; Will recommend to other faculty) on a scale ranging from 1 (strongly disagreed) to 5 (strongly agreed). Participants were further asked to provide qualitative comments including responses to the question: What contributed most to your learning at this workshop? Some responses are included in this narrative. A total of 195 faculty cumulatively participated in the different offerings during the 2019/2020 AY. Unfortunately, response rate was low for most of the workshops/presentations and the number of faculty providing feedback was too small to make generalization about the effectiveness of the sessions. In general, recorded means were between 4.0 and 5.0 for the most part.

GI 2025 AND CSULB BEACH 2030 VALUES & PRIORITIES & STUDENT SUCCESS

The 2030 University Strategic Priorities emphasized engaging all students by leveraging faculty and student expertise in developing affordable, high-impact educational experiences responsive to students' strengths, needs and aspirations; expanding access by committing to students' socioeconomic mobility by removing barriers to higher education; and preparing students to think and problem-solve creatively through responsive, flexible, disciplinary, and interdisciplinary curriculum. The FC organized a series of presentations and sessions designed to equip faculty with the tools, knowledge, and confidence to:

a) Establish an inclusive classroom, improve classroom climate, and enhance student success
b) Accommodate students of diverse backgrounds, abilities, and levels of preparedness and promote and embrace equitable and inclusive practices in the classroom.
c) Help remove or reduce barriers to student success in higher education (i.e. Reducing or eliminating opportunity and achievement gaps for underrepresented students)
d) Integrate high-impact educational practices and technology into instruction

   A. Establishing an Inclusive Classroom and Improving Classroom Climate

These offerings introduced participants to ways in which instructors could be better prepared to accommodate our diverse, vulnerable and differently-abled CSULB student population. The following sessions were offered during the 2019-20 AY:

1) *Classroom Environment: Student & Faculty Conduct*

This session, facilitated by Keith Freesemann (University Ombuds) and Corrie O'Toole (Faculty and Staff Assistance Program), addressed faculty classroom approach and student behavioral issues (including establishing norms and alternative approaches to discipline). Faculty learned about different approaches and strategies in dealing with behavioral issues. The session further acquainted faculty with resources in responding to distressed student behavior. Two identical sessions were offered in fall 2019 to accommodate faculty's schedules.

Some of the qualitative responses to the question "What contributed most to your learning at this workshop?" included the following:

- The specific examples of wording or language to use and examples of how to de-escalate conflict
- Expertise of the presenters
- I felt that this was very useful workshop. I think the faculty from the American Language Institute would really benefit from attending a workshop like this one

2) *Conflict Resolution in the Classroom: Supporting and Providing Early Intervention for Vulnerable Student Populations*

This workshop, facilitated by Dr. Patience Bryant (Director, Office of Student Conduct & Ethical Development), provided the opportunity for faculty to explore working with vulnerable students using different conflict resolution strategies while identifying ways to support this high need student population (vulnerable populations typically include any group or sector that is at a higher risk during periods of conflict and crisis). During this hands-on and interactive session, participants learned about different conflict resolution styles and strategies and gained an understanding of and identify the needs of vulnerable student populations. They further developed an understanding of how to utilize the Spectrum of Resolution Options to support students from vulnerable student populations and learned how to identify various sources of support for working with vulnerable student populations. Two identical sessions were offered in fall 2019 and spring 2020 (second spring session by Zoom) to accommodate faculty's schedules.

3) *Become BMAC/Bob Murphy Access Center Ally*

This session provided information that addressed the following questions:

- What does the Bob Murphy Access Center (BMAC) do?
- What does the Test Accommodation Form/Letter mean?
- Can I accommodate a student on my own?
- Why is it so hard to accommodate a student?
- What's my role in the accommodation process?

It was specifically geared to CSULB faculty who work with students with disabilities or wished to learn more on how to support students with varying abilities within the classroom. This was an opportunity for professional growth and development, as part of CSULB's commitment to foster inclusive excellence through development and implementation of initiatives that address issues of equity and inclusion. Two identical sessions, facilitated by Karen Kinsley (Case

Manager, BMAC) and Mary Nguyen (Interim Director, BMAC), were offered in spring 2020 to accommodate faculty's schedules.

Some of the qualitative responses to the question "What contributed most to your learning at this workshop?" included the following:

- Ability to ask questions and Wonderful Presenters
- Speakers were well intentioned and have a lot of experience/information
- Explanation of presenters were very effective as introduction to services of BMAC
- It was very helpful to learn more details about the behind-the-scenes processes at BMAC
- How students are supported through their services
- Resources, hearing from other faculty

Means for the following were recorded: Relevant material covered (4.91); Useful information/handout provided (4.91); Satisfied with workshop (4.27); Will recommend to other faculty (4.0)

B. <u>Accommodating Student Diversity, Increasing Access, & Embracing Equitable & Inclusive Practices in the Classroom</u>

These hands-on, interactive sessions acquainted participants with equitable and inclusive practices in designing courses, developing course objectives and outcomes, generating conversation, promoting interaction, and assessing students' performance in the classroom. The following sessions were offered during the 2019-20 AY:

1) *Transparency in Learning /Teaching Assignment Design*

This workshop, facilitated by Dr. Nancy Quam-Wickham (Professor, Department of History; Facilitator, Transparency in Teaching and Learning Assignment Redesign Workshops), used the Transparency principles of TILT Higher Ed. to help participants define learning objectives in language that help students recognize how assignments will benefit their learning. The session uses hands-on activities to facilitate revising and redesigning class assignments with the goal of improving student learning and success. Identified as an Inclusive Excellence pedagogical practice, Transparent teaching methods help students understand how and why they are learning course content in particular ways. They have also been shown to lead to improvements in student learning, academic success, sense of belonging, and improvement in retention in large institutions like CSULB. Two identical sessions were offered in fall 2019 and spring 2020 (second spring session by Zoom) to accommodate faculty's schedules.

Means of 5.0 were recorded for the following statements: Relevant material covered; Useful information/handout provided; Satisfied with workshop; Will recommend to other faculty.

Qualitative comments on "What contributed most to your learning at this workshop?" included "Nancy did a great job of breaking down the stakes of transparent assignment in terms of retaining high-risk students"

2) *Diversity, Equity, & Inclusion Workshop Series*

This workshop series introduced faculty to best practices in teaching and interacting with students of diverse backgrounds as well as to practices that support meaningful and accessible learning for all students. In examining their beliefs about diversity and equity and exploring their biases, participants gained knowledge and understanding about how diversity and identity influence higher education practices and became equity-minded instructors. Series equipped participants with best practices in implementing culturally responsive pedagogy in their instruction as well as for teaching and working with ethnically diverse students, first year students, first-generation students, and students from low income families.

Interactive face-to-face sessions and online assignments helped participants
- Create inclusive classrooms by recognizing the diverse strengths and abilities that students bring to the classroom and incorporating their diverse experiences into our curriculum
- Develop strategies that foster equity and inclusivity in teaching, interaction, and assessment in the classroom environment in support of student success.
- Learn about how students best interact with and respond to each other in the classroom
- Learn about race and culture mediate student development and how everyday racism shape the experiences of diverse students in the classroom
- Understand the intersecting identities of our students and how they could be used to facilitate learning in the classroom
- Understand the nature of micro-aggression and micro-affirmations and how instructors can manage them in the classroom
- Develop inclusive, learning-centered syllabi, transparent assignments, active learning techniques, and classroom assessment techniques

A total of five 2 to 3-hour sessions interactive sessions scheduled during spring 2020 engaged participants engaged in small group discussion and activities, using a flipped classroom format. Sessions were facilitated by Dr. Anna Ortiz (Professor, Educational Leadership, College of Ed.; research interest in ethnic identity, multicultural education, & college student development); Dr. Lindsay Pérez Huber (Associate Professor, Social & Cultural Analysis of Education, College of Ed.; research agenda is concerned with using interdisciplinary perspectives to analyze racial inequities in education, structural causes of those inequities, and how they mediate educational trajectories and outcomes of students of color); Dr. Nancy Quam-Wickham, Professor, Department of History, College of Liberal Arts; Campus Coach, National Institute for Learning Outcomes Assessment, University of Illinois; and Facilitator, Transparency in Teaching and Learning Assignment Redesign Workshops); and Dr. Leslie Reese (Professor, Departments of Teacher Education & Educational Leadership, with current work focusing on implementation of culturally responsive pedagogy in teacher preparation programs at CSULB).

Means recorded for the following statements (Relevant material covered; Useful information/handout provided; Satisfied with workshop; Will recommend to other faculty) ranged from 4.0 – 5.0. Means for the session on Racial Micro-Aggression were particularly high, ranging from 4.8 – 5.0.

Responses to "What contributed the most to your learning at the DEI workshop series?" included the following:

- The actual class activities in changing an assignment had the biggest effect. Some of the readings were tough to apply because of the courses I teach.
- Group discussions and activities for applying the content.
- The open discussion environment in the classroom setting.
- Discussion style with opportunity to learn from content experts
- Interchanging opinions and ideas with other colleagues
- The small & large group activities and the readings.

Responses to "What did you like about the format of the sessions?" included the following:

- The format was adapted well to the online. I appreciated the breakout sessions during zoom. Those were more helpful than even the big group face-to-face.
- I actually liked the Zoom break out rooms and found it effective. I think having the workshop online worked great and didn't detract from my ability to discuss and collaborate with colleagues. I know having to go to campus on Friday may be challenging for some faculty. Having the online format may attract more participants.
- I learned a lot about how others perceive me. The open format allowed this.
- I liked the opportunity to read the material ahead of time
- I thought the change to ZOOM worked fine, although it would have been better in person.

C. <u>Removing Barriers to Student Success & Reducing or Eliminating Opportunity & Achievement Gaps for Underrepresented Students)</u>

GI 2025 pledged to increase graduation rates for all students while eliminating opportunity and achievement gaps. CSULB's BEACH 2030 Values and Priorities additionally pledged that compassion … characterize our culture; diversity is our strength; and the public good is our responsibility. The FC was dedicated to CSULB's mission to build and support a compassionate community, characterized by a strong sense of belonging, where everyone's voice and well-being and valued in expanding access and removing barriers to higher education. The FC implemented or facilitated the following initiatives during the 2019-20 AY to address unique needs and strengths of our students in an effort to reduce or eliminate the opportunity and achievement gaps and increase graduation rates for underrepresented students.

1) Effective Faculty Mentoring of Diverse Students

A workshop series titled *Effective Mentoring in Multicultural Settings* focused on nurturing a culture of inclusive dialogue that fosters successful, effective mentoring relationships among faculty and students of diverse backgrounds. Module 1 of these series (Cultivating a Culture of Inclusive Dialogue in Diverse Mentoring Relationships) acquainted faculty participants with strategies to respond empathetically in conversations with diverse students to cultivate compassion. With an empathy-based framework as a foundation, the session demonstrated how professors could respond humanely in conversations with students of different cultural groups, and thereby, promote ethical conduct, compassion, and proactive social change in academic communities. Module 2 (Structure of Effective Interactions during Mentoring Conversations with Diverse Students) illustrated how professors could use sound principles of constructive dialogue to help students participate actively in conversations, cultivating the experience of inclusion in and out of the classroom. With a student-centered framework as a foundation, the session demonstrated how faculty members could encourage conversations with diverse

students, and thereby, promote active dialogue, cultivate interactive exchanges, and develop proactive engagement. Each of the modules, facilitated by Jose Rodriguez (Professor, Communication Studies) was offered twice in fall 2019 to accommodate faculty's schedules.

Evaluation of this session was conducted by the facilitator and data collected was not shared with the Faculty center.

2) *The Beach Mentor Program (BMP)*

This online mentor training program, Beach Mentor, is currently being created as part of the year one and two goals for the CSULB BUILD Initiative. Modules I and II of this program were piloted by 16 faculty and staff members through a collaboration between the BUILD Initiative and the Faculty Center. The program, which debuted in spring 2020, was a part of an Advancing Inclusive Mentoring program being developed to share best mentoring practices with faculty mentors in working and interacting with students of diverse backgrounds to help them succeed in the classroom and as future researchers. The format of the program included asynchronous viewing of the Beach Mentor videos followed by a face to face discussion of content and reaction every two weeks. The videos of the entire program will correspond to the following modules: communicating with mentees, inclusive mentoring, facilitating mentee health and wellness, cultivating mentee growth & development, mentoring RSCA projects, and personalizing your mentoring plan. At the end of completing all modules, faculty members are eligible to be a certified "Beach Mentor", a distinction demonstrating their commitment to best mentoring practices of student mentees. The FC Director facilitated the inaugural sessions (spring 2020), which addressed the first 2 modules. "Communicating with mentees" and will facilitate iterations of the different modules in the upcoming semesters. The Faculty Center Director and participants all agree that this is a worthwhile addition to regular Faculty Center programming, and the Faculty Center will incorporate Beach Mentor and host this program as part of its annual offerings to faculty development.

Feedback on this program was facilitated by the CSULB BUILD Initiative. Their feedback was as follows:

In general, the pilot modules of Beach Mentor were well received. All participants reporting indicated that they felt more confident and learned useful information to effectively communicate with mentees and any student on campus. Viewing Module II strengthened the commitment to inclusive mentoring and provided resources for being more inclusive in mentoring for all participants reporting. All participants would recommend these modules to colleagues and all but one participant plans to make changes in mentoring practice as a result of participating in this pilot. Focus groups with participants indicated that the videos were well received, although many suggestions for improvement were provided. The CSULB BUILD Initiative mentoring team will respond to these suggestions by shortening text, correcting the auto-generated closed captioning, organizing resources, and better defining mentoring in contrast to teaching. Overall, these results indicate that the Beach Mentor videos are a viable method to convey best practices in mentoring across our diverse campus.

The following quantitative information was additionally provided:

After viewing Module I, I feel more confident about ways to effectively communicate with my mentee(s)
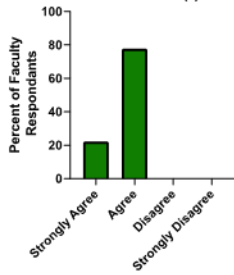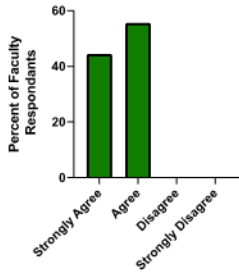
Module I provided information that I can use about effectively communicating with my mentee(s)
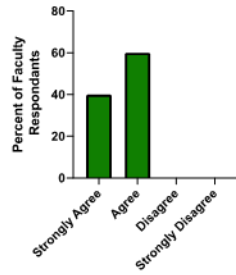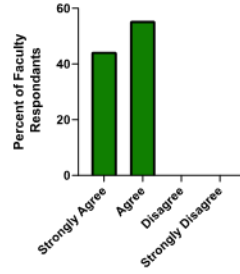
Module I provided information that I can use about effectively communicating with any student on campus
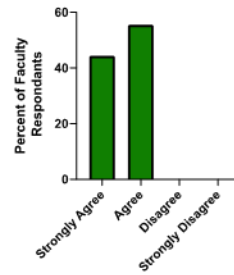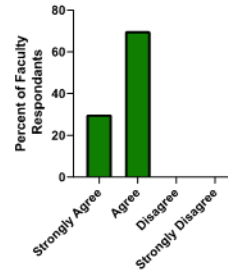
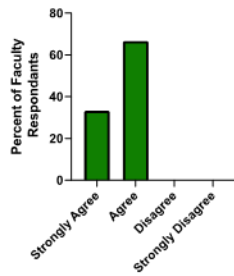**Viewing Module II has strengthened my commitment to mentoring with inclusive practices**

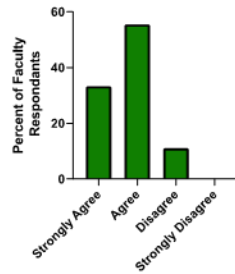**Module II provided me with strategies for working with my mentees from diverse backgrounds**
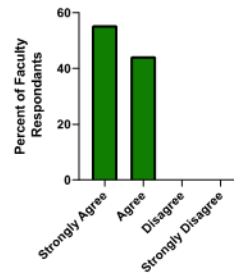
I would recommend Module I to a colleague

I Would Recommend Module II to Colleague

I plan to make concrete changes to my mentoring approaches as a result of these modules

Participating in this beta test was beneficial to my mentoring practice

3) *CSU Certificate Program in Student Success Analytics – Professional Development at the Intersection of Evidence and Equity:*

This Certificate Program in Student Success Analytics, an initiative of the Chancellor's Office, was invested in student success. It was designed as an innovative and interactive professional development experience that provides the opportunity for campuses to assemble a data analytics team motivated to empower students and improve success rates among students of diverse ethnicities, socio-economic backgrounds, gender, and access to university, as part of CSULB's diversity, equity, and inclusion initiative. Because the diversity of the CSULB student body mirrors that of the State of California, we play a critical role in serving individuals and communities that have been historically underserved. The CSU Data Analytics Program provided the opportunity for CSULB to assemble a data analytics team (initially comprised of 10 faculty, 6 staff, 1 administrator, 1 course designer from ATS, and myself as the leader and coordinator of the group) motivated to empower students and improve success rates among students of diverse ethnicities, socio-economic backgrounds, gender, and access to university, as part of CSULB's diversity, equity, and

inclusion initiative. Our team collectively participated (in person and later by zoom) in interactive webinars (with themes related to equity, access, & inclusion) and hands-on activities with the CSU Student Success Dashboards, facilitated by the Chancellor's Office. The dashboard provided data that addressed the questions: What does the equity gap look like at CSU Campuses in general and CSULB in particular? Which early academic behavior help most with closing the gap? Do students achieve success and graduate at equitable rates? Are there overlooked equity gaps? What actions can be taken to address the equity gap? Webinars were followed by followed by group discussions focusing on prospective data action research projects to address these questions. The CSULB team formed 3 action-oriented subgroups. Subgroup 1 was tasked with disaggregating the CSU Dashboard Data to identify colleges/departments that appear to have low achievements as well as students that may need additional support. Subgroup 2 was tasked with exploring campus survey data that may reveal the predictors of student success are (i.e. identify which groups of students are likely to succeed/struggle and what makes them successful or struggle. Subgroup 3 was tasked with brainstorming on professional development programs that could address best practices and experiences in re-designing courses to address equity, access, and inclusion issues. The overarching goal is to help campuses design measurably effective student success interventions in response to this data, particularly on behalf of historically underserved students. The subgroups are expected to reconvene in fall 2020.

Feedback on this venture was solicited by the Chancellor's Office and has not been shared with the respective campuses to-date.

D. Integrating High-Impact Educational Practices and Technology into Instruction

1. *General Education (GE) Course Development Information Session*

A BEACH 2030 priority emphasized preparing students to think and problem-solve creatively through responsive, flexible, disciplinary, and interdisciplinary curriculum. One of the ways this is realized is through the offering of interdisciplinary GE courses. The FC implemented a workshop session designed for faculty, staff, and administrators to become more knowledgeable of the new GE policy and the steps involved in creating new GE classes. New and newer faculty were especially encouraged to attend. The session included two components:

➢ *Information on New GE Policy:* Information on Creating Learning Outcomes for Specific GE Categories To familiarize faculty, Associate Deans, and College Staff handling curriculum issues with the categories and requirements of the New GE policy
➢ *Information on steps in creating new GE classes:* Hands-on working group sessions on crafting the document.

Faculty participants brought along draft GE syllabi & Standard Course Outlines for feedback during the session. Two identical sessions, facilitated by the General Education Coordinator (Danny Paskin) and General Education Governing Committee Chair (Tiffini Travis), were offered in fall 2019 to accommodate faculty's schedules.

Means recorded for the following statements (Relevant material covered; Useful information/handout provided; Satisfied with workshop; Will recommend to other faculty) ranged from 4.25 – 4.5. Responses to "What contributed the most to your learning at this workshop?" included: "The GE course approval/requirement process is confusing at best. This workshop helped to dispel some of the misconceptions and provide useful information."

2. *Integrating Active Learning Practices & Technology into Instruction*

The BEACH 2030 Strategic Priorities emphasized expanding opportunities for teaching and learning for traditional and non-traditional student audiences by adapting all teaching and learning resources, including technology-enhanced solutions, to address the unique strengths of our students. The FC partnered with Academic Technology Services (ATS) in promoting, publicizing, and implementing hands-on workshops and interactive discussions and presentations that addressed the professional needs of faculty. ATS workshops promoted and publicized by the FC in fall 2019 included Training Sessions on Qualtrics, Active Learning Classrooms, Memory and Cognitive Load, Flipped Classroom & Learning Techniques, Improving Your Online Course, and Evaluating Student Learning, among other initiatives. During the 2019-20 AY, the FC co-sponsored a series of Quality Matters (QM) Workshops, organized by the ATS, with the theme "CSULB Improving your Online Course." The series were designed to give faculty personalized assistance in aligning existing online/hybrid courses to the QM Rubric. The FC additionally co-sponsored (with ATS) a faculty panel interactive discussion ("Re-Thinking the Classroom") during which faculty from a diverse range of disciplines shared practical insights and key learnings about using technology in their classrooms. The FC also co-sponsored a Hybrid/Online Guest Speaker Series, which included presentations and discussions on rethinking the classroom of the future during the 2019-20 AY. A presentation on "Designing for Student Success: Adaptive/Active Learning," in fall 2019 addressed how adaptive learning offers the promise for all learners of differing skill sets and abilities to be successful at their individual pace and level of understanding. Another presentation "HyFlex Design: Implementing Student-Directed Hybrid Classes" provided information on HyFlex course, a "student-directed-hybrid" approach to better support student learning. A Zoom Webinar, co-hosted by ATS and the FC, titled "Creating a Culture of Academic Integrity in Online/Hybrid & Traditional Courses" was organized in spring 2020. The ATS/Faculty Center Online Learning Studio Sessions was also offered via Zoom. One of the themes was "Creating an Accessible Learning Environment." The goal of the FC is to continue to collaborate with the ATS in sponsoring events that highlight how technology could be a resource in promoting equity, access, and inclusion in the classroom.

BEACH 2030 PRIORITIES & FACULTY SUCCESS

One of the BEACH 2030 priorities is to promote rigorous, relevant, and impactful intellectual achievement and scholarship and to build and support a compassionate community, characterized by a strong sense of belonging, where everyone's voice and well-being and valued. The FC implemented, facilitated, sponsored or co-sponsored, and/or supported initiatives in 2019-20 that focused on:

a) Providing support and resources for the retention, promotion, and leadership development of (particularly underrepresented) faculty.
b) Promoting a campus culture of belonging among CSULB faculty, staff, and students, and creating welcoming environment for faculty members to seek professional, social, and emotional support and community.
c) Celebrating diversity among faculty (staff and students) with the goal of recruiting and retaining faculty who embrace diversity, equity, and inclusion

A. Providing support and resources for the retention, promotion, and leadership development of (particularly underrepresented) faculty

1) New Faculty Development Discussion Group Series:

This is an opportunity for new/recently hired Tenure-Track faculty discuss skills and strategies, offered through Core Curriculum Webinars developed by the National Center for Faculty Development & Diversity (NCFDD), designed to help faculty develop and thrive professionally (CSULB has Institutional Membership in NCFDD). Webinars are particularly helpful to diverse tenure-track faculty members as they navigate their way through their probationary period. Participants further solicit ideas from other discussants on specific issues discussed. NCFDD modules include: Every Semester Needs A Plan; Align Your Time With Your Priorities; Develop A Daily Writing Practice; Mastering Academic Time Management; Moving From Resistance to Writing; Art of Saying 'No'; Cultivating Network of Mentors, Sponsors, & Collaborators; How to Engage in Healthy Conflict; Strategies for Dealing with Stress and Rejection. This Discussion Group Series was facilitated by the Faculty Center Director.

Means recorded for the statements (Relevant material covered; Useful information/handout provided; Satisfied with workshop; Will recommend to other faculty) ranged from 3.5 – 4.4. Responses to "What contributed the most to your learning at this workshop?" included:

- Hearing others' perspectives and experiences
- The ability to discuss these issues with other faculty in the same position as myself
- Discussion with other faculty about their experiences, struggles, and tips for balancing the RTP trifecta; the online modules from NCFDD
- There wasn't much learning, but the discussion was validating and involved

2) The Misty Jaffe Early Leaders Program (ELP)

This was a collaborative effort of the CLA Dean's Office, CLA Faculty Council, and the Faculty Center to support leadership development for diverse faculty in the CLA. This leadership pathways initiative arose out of discussions about diversity and leadership development in the CLA and the entire campus community. The inaugural offering, in spring 2020, took the form of a facilitated reading group intended to as a pilot upon which the Faculty Center will build for future university-wide efforts. The program was designed for those seeking or serving in new leadership roles and was open to all tenure-line and lecturer faculty though underrepresented faculty and junior faculty were strongly encouraged to participate. Four meetings were scheduled to be based on readings from the texts *Strategic Diversity Leadership: Activating Transformation* (Damon A. Williams 2013) and *Reframing Academic Leadership* (Lee Bolman & Joan Gallos 2011). The sessions were suspended after the transition to remote mode of operation but there are plans to resume them in fall 2020. The Faculty Center Director was and will continue to be one of the facilitators of this initiative.

B. <u>Promoting Culture of Belonging among CSULB faculty & Creating Environment for Professional, Social, and Emotional Support and Community</u>

1. *CSULB Faculty of Color Navigating a Successful Career Path (Co-facilitated by Faculty Center Director & Director of Office of Multicultural Affairs)*

This initiative explored challenges that faculty of color encounter in developing careers at CSULB and discussed ways in which such challenges could be addressed. It acquainted participating

faculty with demographic and cultural contexts of current CSULB students and faculty; how they could successfully navigate micro-aggressions and stereotypical assumptions of faculty of color; and how to handle invisible workload and develop a successful RTP dossier. It further identified opportunities for research/scholarly activities and suggested strategies for seeking out mentors & institutional support. Two sessions were offered in fall 2019 and in spring 2020 to accommodate faculty's schedules.

Means recorded for the statements (Relevant material covered; Useful information/handout provided; Satisfied with workshop; Will recommend to other faculty) ranged from 3.0 – 4.0. The general theme of the responses to "What contributed the most to your learning at this workshop?" was the opportunity to have a discussion with other faculty.

2. *Women of Color in Academia @ CSULB*

This group was instituted in 2018 to provide structural, institutional, communal support for women of color faculty. Maintaining a community of peers, collaborators, and mentors aligns with university's goal to increase faculty diversity by recruiting/retaining faculty from underrepresented groups. The group provides recognition of impact of intersectionality of gender, race, & ethnicity on professional experience of faculty women of color on campus and strives to increase institutional support to promote the success of faculty women of color (a group with one of the highest attrition rates among tenure-track faculty). Current membership is over 40 and comprises faculty varied by rank & department. The Faculty Center provides publicity, logistical, and other forms of support for this group.

3. *Best Practices for Preventing Discrimination, Harassment, Retaliation & Title IX Complaints:*

This was a joint discussion, facilitated by the Long Beach Chapter of the California Faculty Association (CFA) and the Office of Equity & Diversity (OED), on the common questions and issues raised by both Faculty and Department Chairs in effectively preventing and addressing Discrimination, Harassment, Retaliation (DHR) and Title IX matters. The OED presentation addressed common trends and issues raised by faculty within the last two years, ranging from student accommodations, investigations, free speech concerns, and trauma informed practices in the classroom. The CFA provided insights and recommendations on how best to respond to student or staff allegations related to Title IX and DHR. The goal of this session was to help equip faculty with practical information and resources on how to effectively address these concerns if and when they arise in the classroom or workplace. Session was offered in fall 2019.

4. *CFA Session on Interrupting Racism*

This session was scheduled in spring 2020 but was cancelled after transition to remote mode of operation. Session will be offered during the 2020/21 AY.

OTHER COLLABORATIONS

a. **Collaboration with Office of Research & Sponsored Programs**

Working with AVP Simon Kim and the ORSP to acquaint faculty, especially newly-hired faculty, with research and scholarly writing opportunities.

b. Collaboration with the Center for Community Engagement (CCE)

Working with Director Juan Benitez & Associate Director Carina in promoting and acquainting faculty with different aspects of community engagement (teaching, scholarship, & service)

c. Collaboration with the Faculty Center Advisory Board

Working with the FC Advisory Board to provide leadership in the design, implementation, and evaluation of a comprehensive program of professional growth and support for faculty members in all phases of their professional careers.

GENERAL CONCLUSIONS & NEW INITIATIVES TO EXPLORE IN 2020/2021

The Faculty Center was pleased to have the opportunity to provide a wide range of services, information, and professional development opportunities to realize the following:

- Provide information and exposure to opportunities that will put them in the best position to succeed in their teaching and scholarship
- Provide professional development opportunities that will help them develop confidence and competence in infusing best practices in addressing issues of equity, access and inclusion into their curricula and pedagogy
- Provide opportunities for new and newer tenure-track faculty to thrive in their respective disciplines
- Provide a supportive, welcoming environment for especially underrepresented faculty members to seek professional, social, and emotional support and community

As we look ahead to the 2020/2021 Academic Year, the Faculty Center plans to continue to offer the sessions offered in 2020/2021. It also plans to expand its offerings to include the following:

a. *Information and Professional Development Sessions on the Scholarship of Engagement:*

Such sessions will explore characteristics and value of community-based research, a form of scholarship that diverse and underrepresented faculty typically engage in, and how such information can be best represented in an RTP document.

b. Service & Leadership Faculty Development Series

This series will focus on "Campus Service and Leadership: From Visions to Nuts & Bolts." These would be open to all, with AS council and committee chairs, faculty council chairs, and college committee chairs invited specifically. The FC Director will moderate the sessions.

c. Special Sessions or Guest Speaker Presentations on Issues Pertaining to Equity-Minded & Inclusionary Pedagogical Practices

The goal is to invite, sponsor, or co-sponsor guest speakers or sessions that will focus on these issues.

It was an honor and a pleasure to serve as the Director of the CSULB Faculty Center in 2019/2020 and I look forward to continuing to advance CSULB's vision for the Center in 2020/2021.