Faculty Center Annual Report (AY 2020-2021)

Prepared by Malcolm A. Finney, Director, Faculty Center

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Letter from the Director

I accepted the offer to become the Director of the Faculty Center two years ago and there are several things that come to mind as I reflect on these past two years:

I am heartened by the deep dedication and commitment of CSULB faculty (at every rank) to addressing issues of equity, access, and inclusivity in their capacities as instructors, mentors, and advocates of student success. This has been evident not only in the quality of faculty participation in Faculty Center (FC) initiatives but also in sentiments expressed by faculty in meetings and casual conversations I have had with them. I am privileged to be part of this commitment to student success, particularly during the past academic year during which the campus (students, faculty, staff, and administrators) was severely impacted by the effects of the pandemic. This continues to have a devastating effect on the inequities that continue to exist among our diverse student and faculty populations. I have witnessed an uptick in faculty (and staff) becoming more mindful of the challenges that students continue to encounter, especially during the continuing alternative mode on instruction, and expressing a stronger desire to implement equitable, inclusive, and evidence-informed practices in different facets of interaction with our students. Collectively, we have all contributed to the FC being a robust resource in moving students toward transformative learning and in contributing toward student retention and graduation. The FC is also thankful for the opportunity to provide a safe and nurturing space for faculty to seek professional inspiration and social and emotional support, and to cultivate a non-judgmental and compassionate community.

I am also thankful for the tremendous administrative support that the FC has received from Faculty Affairs, specifically from Provost Brian Jersky and AVP Kirsty Fleming. This support has enabled the FC to implement programming that focuses on equity and inclusivity in the classroom and in the hiring and retention of faculty, particularly diverse faculty, on our campus. I would like to commend Ms. Gabriela Cavanaugh, the FC Professional Development Coordinator, for her enormous assistance in support in coordinating FC programming. I am grateful for her support in coordinating programming activities at the FC. I am indebted to program providers and facilitators for their invaluable role in acquainting faculty with equity-minded approaches and best pedagogical and mentoring practices in accommodating our diverse student population, reducing barriers to higher education, and expanding access to underrepresented and underserved students. We also simultaneously partnered with campus units with well-established processes and programs including Academic Technology Services, Bob Murphy Access Center, Faculty-Staff Assistance Program, Office of Student Conduct and Ethical Development, Office of Sponsored Research & Programs, and CSULB BUILD in providing programming to enhance the professional development of our faculty in several areas including teaching, scholarship, service, and mentoring students. The FC is fortunate to benefit from their expertise and greatly appreciates their support. I am humbled by the outstanding work of colleagues that I have witnessed while in this role. I look forward to next year as we strive to live up to the FC mission – to truly promote equity and excellence in teaching and learning, scholarship, and in mentoring students.

As the FC continues to grow, we pledge maintain our dedication to empowering faculty and student success through our initiatives and activities. We also continue to solicit resources to support a vibrant and resourceful Center that will become the beacon of excellence that CSULB has always envisioned. My hope, looking ahead, is for the FC to expand its capacity to be able to:

- ➢ Increase public discussion about teaching and learning on campus and to highlight the ways this focus on teaching contributes to student success.
- ➢ Amplify and celebrate the outstanding and innovative teaching and professional development about teaching that faculty are doing on campus.
- ➢ Create and sustain an environment that will enhance faculty retention and promotion, especially for our diverse and underrepresented faculty population.
- ➢ Provide opportunities for faculty to collaborate as a community and engage in peer-to-peer discussions and self-development through the institution of Faculty Learning Communities.

It was an honor and a pleasure to serve as the Director of the CSULB Faculty Center in 2020/2021 and I look forward to continuing to advance CSULB's vision for the Center in 2021/2022.

Sincerely Yours,

Malcolm A. Finney, Ph.D.

Executive Summary of Annual Report

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

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

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

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

The CSULB Faculty Center focused its efforts in 2020-2021 on meeting faculty teaching and foundational outcomes to provide professional development (PD) opportunities or initiate or support initiatives that focused on:

➢ Building a campus culture of providing sustainable faculty professional development opportunities that will address issues of equity, access, and inclusivity in teaching, mentoring, and advising students in effort to promote success for all students regardless of backgrounds, affiliations, and levels of ability or preparedness.

➢ Promoting rigorous, relevant, and impactful intellectual achievement and scholarship and to build and support a compassionate community, characterized by a strong sense of belonging, where everyone's voice and well-being and valued.

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

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

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

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

All Faculty Center programming was open to all instructional faculty, and some were also open to CSULB Staff and Teaching Associates. This report presents information on programming that was guided by these outcomes and the progress made towards achieving them and proposes goals for AY 2021-2022.

I.   Faculty Teaching & Foundational Outcomes

The FC was committed in summer and fall of 2020 and winter and spring of 2021 to providing faculty PD opportunities that addressed issues of equity, access, and inclusivity in teaching, mentoring, and advising students in effort to promote success for all students regardless of backgrounds, affiliations, and levels of ability or preparedness. FC initiatives focused on:

➤ Building a campus culture of providing sustainable faculty professional development (PD) opportunities that will address issues of equity, access, and inclusivity in teaching, mentoring, and advising students in effort to promote success for all students regardless of backgrounds, affiliations, and levels of ability or preparedness.
➤ Promoting rigorous, relevant, and impactful intellectual achievement and scholarship and to build and support a compassionate community, characterized by a strong sense of belonging, where everyone's voice and well-being and valued.

I-A. Building Culture of Sustainable Professional Development Opportunities Addressing Issues of Equity, Access, & Inclusivity in Teaching

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

➤ Learn more about our students and become mindful of challenges that they continue to encounter, especially in alternative mode of instruction during the pandemic.
➤ Accommodate our diverse and vulnerable student population.
➤ Create and offer courses that are inclusive of diversity.
➤ Implement equitable and inclusive practices in generating conversation, promoting interaction, and assessing students' performance in the classroom.

There were workshops/presentations under two main areas of focus in faculty teaching outcomes that were designed to help faculty identify a set of teaching competencies that support student learning and promote student success in general:

I-A-1. Acquainting Faculty with Equitable and Inclusive Pedagogical Practices

There is the continued need for PD opportunities to address issues of diversity, equity, access, and inclusivity in the classroom. The FC provided opportunities in summer and fall of 2020 and in winter and spring of 2021 that acquainted faculty 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. PD opportunities focusing on diverse, equitable, and inclusive pedagogical practices included the

following (multiple sessions were offered in summer, fall, winter, and spring to manage capacity and accommodate faculty demand):

Summer 2020 PD Workshops: Equitable and Inclusive Pedagogical Practices

1) **Equity & Inclusivity in the Classroom Workshop Series** (Facilitator: Dr. Shametrice Davis, Associate Professor, Educational Leadership Department, College of Education. Dr. Davis's combination of varied school and work experiences inform a research agenda inclusive of historically Black colleges and universities, issues of race and ethnicity in critical campus incidents, and graduate socialization experiences for students of color.)

   a) Equity & Inclusivity in the Classroom I: Engaging in Self-Work for Deeper Understandings of Systemic Inequity

This workshop explored participants' social identities (e.g., race, gender, sexual orientation, socioeconomic class, etc.) to gain a deeper understanding of participants' privileges and the ways in which they may (un)intentionally engage in practices that contribute to racism, sexism, heteronormativity, and many other inequitable actions in the classroom.

   b) Equity & Inclusivity in the Classroom II: Engaging in Self-Work to Create an Inclusive Classroom Environment

This workshop drew upon the self-work explored in the first session to identify inequitable classroom practices contributing to a culture that is not inclusive. Assessment of comfort levels with addressing current issues of anti-Black racism was conducted using interactive exercises. Participants learned ways to both sit with and work through their discomfort, in an effort to conduct class in a contextually-relevant way that is grounded and meaningful for students.

2) **Motivating and enabling faculty to create and facilitate equitable online courses that are inclusive of diversity** (Facilitator: Dr. Nancy Quam-Wickham, Professor, Department of History, College of Liberal Arts. Dr. Quam-Wickham is Member, Measuring College Learning Initiative, Social Science Research Council; Disciplinary Advisor, John Gardner Institute for Excellence in Undergraduate Education; Campus Coach, National Institute for Learning Outcomes Assessment (University of Illinois); Panelist and Reviewer, History-Social Science, Instructional Quality Commission, California Department of Education. She has also facilitated Transparency in Teaching and Learning Assignment Redesign Workshops)

   a. Elements of equity in course redesign-Accessibility, inclusivity & commitment to civil rights

Learning Outcomes: Explain importance of accessibility and relation to equity; identify needed course changes; locate resources to meet accessibility requirements.

   b. Best practices for communication in an online environment

Learning Outcomes: Describe best practices for communicating with students in an online or remote environment; develop and employ strategies for improving course communication.

c. What our students want us to know: Strategies for improving learning

Learning Outcome: Describe findings of recent research on student attitudes toward online and remote education; align research findings with course elements in redesign.

d. Taking the pulse: How students can help you redesign and build a more dynamic course
Learning Outcome: Identify and employ methods to engage students in course redesign

e. Rethinking Late Assignments: The Kindness Contract

Learning Outcome: Explain literature on assessment, student learning, and grading practices; explore ways to improve learning.

3) Alternative (and less stressful but equally effective) forms of assessment

a. TILT higher ed workshop

Structured assignment redesign. Learning outcomes: Explain transparency concepts; incorporate transparency into assignment design.

b. Rubric design I

Identify alignment of course learning outcomes with course activities. Design and align assignments and rubrics.

c. Work smarter, not harder I: The importance of course alignment

Learning Outcome: Explain align and design concepts; implement alignment in your courses; communicate principles of alignment to students.

d. Work smarter, not harder II: Easy formative assessments

Learning Outcome: Identify and incorporate formative assessment methods, including tools for use in online and remote courses; explain "un-grading" principles.)

e. Introduction to assessment: Formative v. summative assessments to improve student learning

Learning outcome: Explain fundamentals of assessment; differentiate between types of assessments; describe suitable assessments for courses.

f. How do you know it's working? Assessing what students are actually learning

Learning Outcome: Describe best practices for systematic assessment of student learning; identify equity gaps in learning. Mapping your courses & curriculum. Focus is on learning improvement and systems thinking. Leveraging Faculty Buy-In -- interactive workshop on assessment & learning improvement for program & department leadership & campus leaders.

Fall 2020 PD Workshops: Equitable & Inclusive Pedagogical Practices

1) Equity-Minded Alternative Forms of Assessment in Remote Instruction

How Do You Know It's Working? Assessing What Students are Learning. Best practices for systematic assessment of student learning; identify equity gaps in learning. Hands-on, interactive sessions acquainting participants with equitable and inclusive practices in assessing students' performance in the classroom.

Winter 2021 PD Workshops: Equitable & Inclusive Pedagogical Practices

1) Culturally Responsive Pedagogy (Facilitators: Dr. Nina Wooldridge, Department of Teacher Education, College of Education & and Dr. Betina Hsieh, Associate Professor, Department of Teacher Education, College of Education)

Goal was to provide opportunities for participants to reflect on their own formative experiences and perspectives and to consider a range of new strategies to sustain more inclusive learning environments. In this session, participants engaged with key principles of culturally responsive teaching (Gay, 2000/2018; Han et al., 2014; Ladson-Billings, 1995; Larke, 2013) that can inform their instruction. Participants learned key principles of culturally responsive teaching, used a conversational protocol to discuss these principles, saw examples from practice and consider implications for their future teaching.

2) Inclusive Assessments and Alternative Grading Practices: Assessing What Students are Learning. How Do You Know It's Working? (Facilitator: Dr. Nancy Quam-Wickham)

Participants in this workshop reflected on current assessment and grading policies and learning about alternative modes of assessment. Session introduced faculty to alternative forms of assessment that address equity, access, and inclusivity concerns Participants were introduced to best practices for systematic assessment of student learning and discussed ways to identify equity gaps in learning. Hands-on, interactive sessions acquainted participants with equitable and inclusive practices in assessing students' performance in the classroom.

Spring 2021 PD Workshops & Learning Communities on Equitable and Inclusive Pedagogical Practices

1) Spring 2021 Workshop Series on Diversity, Equity & Inclusion in the Classroom (Five sessions were offered in this series)

This faculty 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 sessions, readings, activities, and 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. 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); Dr. Nina M. Flores, Assistant Professor, Social & Cultural Analysis of Education, College of Education, whose teaching and scholarship are rooted in engaged and critical pedagogies and explore the broader themes of justice, power, and resistance); and 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).

2) Faculty Learning Community: Teaching First-Generation Students by Drawing on their Strengths– Spring 2021

The purpose of this Learning Community was to introduce faculty to best practices that support meaningful and accessible learning for first-generation students. Participants committed to 3 interactive online sessions and assignments designed to help participants with the following:

➢ Mentoring strategies in helping first-generation successfully navigate their paths through college.
➢ Evidence-based instructional strategies for teaching and interacting with first-gen college students by drawing on their strengths.
➢ How to address current and emerging challenges associated with equitable learning.
➢ How to build student-instructor relationships and engaging and connecting with first-gen students in different modalities.
➢ Tools to design the course to draw upon their strengths and promote student success.
➢ Ways they could adequately and equitably provide first-gen students with the resources they need to succeed.

Another goal of this workshop series was to build community among faculty, so that once the program is completed, they still had a cohort (or at least a group) with whom they remain connected personally or professionally.

3) Transparency in Designing Class Assignments

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.

4) Culturally Responsive Pedagogy in Higher Education (Facilitator: Dr. Heather C. Macias, Department of Teacher Education, College of Education)

In this interactive workshop, participants unpacked how to create an inclusive and culturally-aware classroom by integrating Culturally Responsive Pedagogy (CRP) into their teaching. Participants discussed different components of CRP and the importance of integrating students' cultural assets into classroom learning, and shared strategies to begin using equitable and culturally responsive teaching practices. The additionally discussed why it is important for instructors to engage students' interests, skills, and knowledge to create classroom community and enhance students' motivation to learn.

5) Supporting Students in Peer-Engagement (Facilitators: Dr. Amy Ricketts, Assistant Professor of Science Education, College of Education; Dr. Brian P. Katz, Assistant Professor in Mathematics Education)

Description: Facilitating a classroom community in which students engage deeply with their peers' ideas requires a different skillset than disciplinary expertise; yet these kinds of classroom communities help students see themselves as generators of knowledge and meaning in the disciplines. Participants discussed and modeled frameworks for thinking about this facilitation work. Participants reflected on these experiences as learners and teachers so that they can apply these frameworks to their own teaching practice. The session modeled this work in the context of a remote session, but these skills are expected to be useful in in-person teaching as well.

6) Student Assessment Symposium on Online Student Assessments & Academic Integrity

The CSULB Academic Technology Services and the Faculty Center co-hosted a Student Assessment Symposium on Online Student Assessments and Academic Integrity. James Lang (author of the book "Cheating Lessons: Learning from Academic Dishonesty") delivered the keynote address, followed by a faculty panel discussion and Q&A session on a broad range of assessment issues, including different forms of assessment (online and alternative forms) and equity issues associated with the different forms.

I-A-2. Preparing Faculty to Better Accommodate Diverse, Vulnerable & Differently-Abled Student Population.

There is also continued need PD opportunities to address issues of diversity, equity, access, and inclusivity in the classroom, especially opportunities that acquaint faculty participants with equitable and inclusive practices to prepare and empower instructors to better accommodate our diverse, vulnerable and differently-abled CSULB student population. PD opportunities focusing on these issues included the following (multiple sessions were offered in summer, fall, and spring semesters to manage capacity and accommodate faculty demand):

Summer 2020 PD Sessions: Accommodating Diverse, Vulnerable, & Differently-Abled Student Population

1) **Become BMAC/Bob Murphy Access Center Ally: Accommodating Differently-Abled Students in Alternative Instructional Mode** (Facilitators: Elisa Carrillo, Accessible Format Production Specialist, Accessible Instructional Materials (AIM) Center; Velma Martin, Assistant Director, Accessible Instructional Materials (AIM) Center; Jericho Padilla, Accommodations & Retention Counselor, BMAC)

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

2) **Mental Health Matters: Enabling Faculty to Support e-Learning Students in the Covid-19 Era** (Facilitators: Dr. Bonnie Gasior, University Honors Program Interim Director and Mental Health First Aid Expert; Nick Duran, Graduate Peer Educator, Project Ocean)

In this webinar, participants discussed challenges and strategies of safeguarding student mental health as CSULB shifted primarily to alternative modes of instruction. Participants learned how to identify students with emerging health issues, to broach the subject in a non-judgmental way and ultimately connect them with appropriate professional help. Webinar also provided practical exercises for classroom activities, reasonable accommodation ideas for assessments and sample verbiage appropriate for one-on-one conversations. The webinar additionally provided tips for faculty wellbeing and mental health preservation.

3) **Working with Vulnerable Student Populations in Remote Learning Environments** (Facilitator: Dr. Patience Bryant, Director, Office of Student Conduct & Ethical Development)

Session provided 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). Participants learned about different conflict resolution

styles and strategies and gained an understanding of and identify the needs of vulnerable student populations. They further learned how to identify various sources of support for working with vulnerable student populations.

Fall 2020 PD Sessions: Accommodating Diverse, Vulnerable, & Differently-Abled Student Population

Become BMAC/Bob Murphy Access Center Ally: Accommodating Differently-Abled Students in Alternative Instructional Mode (Repeat of the summer 2020 session)

Working with Vulnerable Student Populations in Remote Learning Environments (Repeat of summer 2020 session)

Winter 2021 PD Sessions: Accommodating Diverse, Vulnerable, & Differently-Abled Student Population

1) **Mental Health Matters: Enabling Faculty to Support e-Learning Students in the Covid-19 Era.** (Repeat of the Summer 2020 webinar)

2) **Getting to Know and Learn More about our Students: Building Community from Week One** (Facilitator: Dr. Nina M. Flores, Assistant Professor, Social & Cultural Analysis of Education Program, College of Education; Fellow, UC National Center for Free Speech & Civic Engagement)

Purpose of this workshop was to provide faculty with some guidance on various ways to get to know and learn more about their students. Instruction in a remote environment is different from face-to-face instruction; however, in many ways it also presents new ways to connect with and get to know our students. In this session, participants discussed building class community, and explored strategies and activities that encourage students and instructors to connect with each other online. Two identical sessions were offered to accommodate the demand of this workshop.

Spring 2021 PD Sessions: Accommodating Diverse, Vulnerable, & Differently-Abled Student Population

Become BMAC/Bob Murphy Access Center Ally: Accommodating Differently-Abled Students in Alternative Instructional Mode (Repeat of summer & fall 2020 sessions)

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

The Chancellor's Office Graduation Initiative 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

initiatives that focused on several areas in building a culture of empowering students and improving student success in 2020/2021:

I-B-1. Advancing Inclusive Mentoring Initiative

The Beach Mentor Program (BMP) was an initiative of the CSULB BUILD Program, which introduced faculty (and staff who serve students in an advisory capacity) to best mentoring practices in working and interacting with students of diverse backgrounds to help them succeed as students at CSULB and in helping them prepare for their future careers. The Faculty Center, in partnership with the BUILD Program, now offers campus-wide online mentor training (the BMP) as part of the Advancing Inclusive Mentoring initiative. The online program includes a series of six online modules (Communicating with your Mentees; Inclusive Mentoring; Cultivating Mentee Growth & Development; Facilitating Mentee Health & Wellbeing; Mentee-Centered Mentoring; Mentoring Toolbox) that focus on best mentoring practices for faculty and staff who work with students across all disciplines. The commitments include watching video snippets (about 5 – 6) addressing each module followed by one-hour online group discussions of each module (initial meeting is scheduled for ninety minutes), facilitated by the Faculty Center Director. Supplemental handouts and reading materials on the topics are posted on a BeachBoard Organizational Sites created for each cohort of the BMP. Faculty and staff members who complete the training receive a Beach Mentor certification issued by the Faculty Center, a status that will be recognized for specific internal grants on campus in the future. The FC scheduled online discussions of modules 1 and 2 for two cohorts (fall 2020 and spring 2021). Sessions addressing modules 3 – 6 have been scheduled for summer 2021 for these cohorts.

I-B-2. Student Success Initiatives to Bridge Equity Gaps

Several student success initiatives were implemented or facilitated through the FC, which provided faculty (staff and administrators) with the tools and knowledge of how 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. They included the following during the 2020-2021 AY:

1) **CSU Certificate Program in Student Success Analytics – Professional Development at the Intersection of Evidence and Equity (Spring 2021)**

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 program provided the opportunity for CSULB to assemble a data analytics team (comprised of 15 faculty, 7 staff, 2 administrators), 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. I was the initial convener and a co-leader and co-coordinator of the group. Our team collectively participated 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 dedicated to implementing 3 subprojects.

The subproject *Developing a data-informed, equity-minded curriculum evaluation rubric to address student equity gaps* is working on using student data we have access to as a basis for developing a rubric, presented as an instructional 'workbook', for conducting an 'equity-minded curriculum evaluation' at the course and/or departmental level. Members of this subgroup and I participated in a Summer 2021 Online Course Cultural Curriculum Audit hosted by LBCC titled: **Redesigning Our Online Courses for Student Success, Equity, and Engagement!** Another subproject *Using existing survey data to shed light on equity gaps at CSULB* plans to use existing campus survey data to further understand how campus climate could be contributing equity gaps that are found in the CSU Dashboard. This subgroup is committed to continue work on this project collaboratively at the start of the fall 2021 semester. The third subproject *Disaggregating Data for Student Success* plans on using the student data that we have access to as a basis for identifying colleges or departments that appear to have either low achievements or high achievements and which students need help, intervention, and follow up to find out what they are doing.

2) Collaborative Online International Learning (COIL) Initiative (Fall 2020)

The International Education Committee announced the launch of a new initiative to promote Collaborative Online International Learning (COIL) across the CSULB campus. In an increasingly interconnected world, the ability to engage in cross-cultural collaboration is a skill that all students at CSULB benefit from developing, and the purpose of the COIL initiative is to facilitate this through hands-on international collaborations in our classes. The FC facilitated information sessions on this new initiative. Through COIL, students at CSULB are connected with their peers at institutions abroad and engage in collaborative, internet-based coursework. These opportunities enable students to develop international experience and cross-cultural communication skills that are increasingly necessary to succeed in the interconnected world in which we live.

The FC also housed a **COIL at CSULB: Spring 2021 Workshop Series**, which included the following three-part series designed to equip faculty with the necessary information and skills to engage in COIL: Planning COIL Partnerships; Collaborative Communication Models and Platforms; Developing COIL Assignments. Faculty who completed the series received a certificate of completion. The FC Director along with the other 2 facilitators of the COIL Workshop Series participated in a six-week **COIL Virtual Exchange Leadership Institute** in April/May 2021, which brought together leadership teams from US and international higher education institutions to integrate COIL Virtual Exchange into their curricula and internationalization plans.

3) Information Session on Opportunities for International Exchange Grants, Fellowships, & Programs for (Underrepresented) Student Mentees (Fall 2020)

This information session was designed for faculty who know, mentor, or work with underrepresented and underserved students (Pell Grant recipients, students of color, first generation college-attendees, and veterans) that may be interested in securing competitive international grants or fellowships. The session provided information on how to enhance the competitiveness of student applications for nationally and internationally recognized grants and fellowships to participate in International Exchange Programs such as the US Fulbright program, Gillman Scholarship and Truman Scholarship. The application and success rates of CSULB for competitive programs promoting international exchange are currently low. Such programs have historically favored applicants from R1 institutions. In the last decade, enormous efforts have been made to recruit applicants from underrepresented and underserved student populations at minority serving institutions. Helping CSULB students who might be thinking "this isn't for me" secure these opportunities is a life-changing form of mentorship. The purpose of the sessions was to acquaint faculty with information and strategies that would be beneficial to their student mentees in completing successful applications.

II.   Operational Outcomes & Faculty, Staff & Students Wellbeing

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, coordinated, sponsored or co-sponsored, and/or supported initiatives in 2022-21 that focused on three general themes.

II-A: Impactful Scholarship

Outstanding Academic Book Proposals: A Virtual Workshop with Dr. Laura Portwood-Stacer

The Faculty Center and the Office of Research and Economic Development (ORED) – formerly the Office of Research and Sponsored Programs (ORSP) – co-sponsored this workshop aimed at supporting faculty seeking to learn more about and gain valuable insights into the scholarly book publishing process. Dr. Laura Portwood-Stacer has worked with hundreds of scholarly writers to help achieve clarity and confidence in their published work; her book clients have published in highly regarded presses (e.g., Princeton, Duke, University of California, etc.). Dr. Portwood-Stacer received her Ph.D. in Communication from the Annenberg School of Communication & Journalism at the University of Southern California. Her newest book, The Book Proposal Book: A Guide for Scholarly Authors is available for pre-order from Princeton University Press. You can read more about Dr. Portwood-Stacer and her scholarly writing services at https://manuscriptworks.com. This workshop consisted of a 60-minute live presentation by followed by a 30-minute Q&A session and was offered to scholars at all stages. The workshop covered:

➢ The acquisitions context and who will evaluate your book proposal.
➢ The key proposal components and what readers are looking for in each one.
➢ Lesser-known 'tricks' to make your proposal stand out from the crowd.
➢ Common mistakes you can easily avoid.

II-B: Recruitment,   Retention,   &   Leadership Development Initiatives

The vision of the CSULB President's Commission on Inclusive Excellence is to "provide active, intentional, and ongoing engagement with diversity to ensure every campus community member an equal opportunity to excel in an environment of inclusion, equity and social justice." The FC facilitated, co-coordinated or collaborated on programming and initiatives that addressed these issues in 2020-2021 AY.

II-B-1. New Tenure Track & Lecturer Faculty Foundations

The FC in collaboration with Faculty Affairs organized and delivered the New Faculty Foundations and Onboarding in a virtual format during the week of August 19, 2020. A total of 55 new tenure-track and 81 lecturer faculty attended at least one of the sessions/activities.

Presentations from different campus constituents (including the Payroll & Benefits Office, Academic Senate, Academic Technology Services (ATS), Bob Murphy Access Center (BMAC), Office of Sponsored Research & Programs, Campus Safety, California Faculty Association, Faculty Affairs (on Employee Basics). New faculty also had a virtual tour of ATS/BMAC facilities. There were also some Breakout Room interactive panel discussions. The College Faculty Equity Advocates/College Mentors led a discussion on their roles on campus, including initiating and facilitating discussions around equity and productivity issues for new faculty. A Second Year Faculty panel did presentations on the topic "Advice to Myself One Year Later" and facilitated a discussion with new faculty on the contents of their presentations. A Student Panel Discussion (including student panelists from traditionally underrepresented and underserved groups and from several colleges) had students reflect on the prompts: Perception of accessible classroom/empathetic instructor (e.g. "What I wish my professors already knew on the first day;" "What are some things that professors have done in your courses that really helped you learn?" "Are there things you've experienced in your courses that made learning difficult?" They were provided with the prompts a few days before the sessions. The presentations were followed by a Q&A session with new faculty. New faculty were administered a survey asking them to identify activities, panel discussions, presentations, etc. they found the most informative or valuable in making the events beneficial. The panel discussions were identified as the most beneficial. Some of the comments included:

➤ "Loved the student break out session, the polling. It was broken up well."
➤ "school demographics and students feedback"
➤ "I enjoyed hearing feedback from the students. It was very beneficial and gave me ideas on how to be more aware of individual differences."
➤ "Advice to Myself 1 year later. Was nice to hear the struggles are real and i'm not alone."
➤ "I also felt that the ""advice to myself one year later"" panel and student panels were very useful on the second day, because I felt like I got concrete, actionable advice coming out of it."
➤ "Really enjoyed the talks with the Provost and President, as well as the break out room discussions from faculty early in their CSULB career."
➤ "The interaction segment with second year faculty and student panel was most useful"
➤ "I particularly appreciate the panel with students and 2nd year faculty because it gave me insight into how students are working with remote learning and how new faculty are balancing their obligations. "
➤ "I appreciated meeting a few faculty, but that was best in my college's small group discussion with the equity advocate."
➤ "The ""icebreaker"" activity was my favorite activity, and I wish we had time on the second day to meet back with the same group (or a different group). It's hard to connect with faculty given that we're working online, and this really helped me make connections."

The FC will be taking the 2020 survey feedback into account in planning the New Faculty Foundations in August 2021.

II-B-2. New Faculty Retention Initiative

Institutions of Higher Education are increasingly putting resources and energy into hiring and retaining faculty from underrepresented groups as part of shifting emphasis on diversity, equity, and inclusive excellence. Unfortunately, potential barriers currently exist that prevent the

effective mentoring of newly-hired faculty. The lack of trained mentors may have unintended consequences. Underrepresented faculty or women faculty in male-dominated disciplines may continue to be victims of implicit or gender bias. They may be unable to secure a dedicated, experienced mentor, who is aware of the challenges that they encounter in their teaching and scholarship as well as in dealing with issues of micro-aggression, isolation, anxiety, rejection, cultural taxation, and feelings of their contributions to their department and institution being undervalued. Kiel (*Developing Faculty Mentoring Programs*, 2019) reports that national surveys reveal that "early career faculty members are looking for more clarity, guidance, and collegiality", which can only be accomplished through sustained and high-quality mentoring by their department chairs, who will be acquainted with the challenges that underrepresented and women faculty members generally have to endure in white and male dominated institutions or programs. The expected increase in the hiring of underrepresented faculty members (including international faculty members) in white faculty dominant institutions or of women in traditionally male-dominated disciplines exacerbated the need for an intentional and structured mentoring programs. The FC Director and the AVP, Faculty Affairs (Dr. Kirsty Fleming) collaborated on a Faculty Retention grant (through the CSU Chancellor's Office), which funded the institution of two learning communities, a proactive and intentional retention initiative to facilitate a smooth transition of recently-hired, and particularly underrepresented, CSULB faculty, to ensure that they enjoy a productive and successful career.

1) New Faculty Learning Community – Early Career Planning

CSULB hired over 55 new Tenure-Track faculty starting their employment in 2020-21 AY. About have of these faculty participated in this yearlong learning community, which was facilitated by three faculty with backgrounds in faculty development. The facilitators were provided guidance and logistical support by the FC. The specific aims of the learning community were to:

➢ Assist new faculty members in planning first few years to increase satisfaction and retention.
➢ Help build community among new faculty members.
➢ Help foster relationships between new faculty members and chairs.

The facilitators organized and coordinated two-hour monthly meetings during the academic year. The primary text used to facilitate meetings and discussions was *Shaping Your Career: A Guide for Early Career Faculty* (2017), by Don Haviland, Anna Ortiz and Laura Henriques. This text provided new faculty with the tools and resources needed to develop a successful career. It additionally provided advice and recommended strategies that particularly women and traditionally underrepresented faculty could utilize in successfully navigating their paths through the reappointment, tenure, and promotion process. Facilitated presentations and conversations on a variety of topics, including inclusive teaching, developing and implementing a scholarly/creative agenda, developing a service agenda, mentoring students, building relationships with colleagues, and RTP. The facilitators guided new faculty at the end of the Academic Year in developing a career plan that would map out a path to tenure. New faculty submitted a Career Visioning Tool (using visioning tool for reflection and planning ahead).

2) Chairs Learning Community

Participants in this yearlong learning community were chairs of departments with new tenure-track hires (in fall 2020), or with recently hired tenure-track faculty in their departments. The activities of this learning community were facilitated by four long-term and experienced

department chairs or former chairs. This learning community was much needed, as one of the responsibilities of department chairs is the mentoring of probationary faculty in understanding the evaluation process and criteria for retention, tenure, and promotion (RTP). Unlike at many institutions, department chairs at CSULB are not required to participate in the RTP process (although they may choose to do so). This initiative positioned chairs to mentor new and newer faculty members without the ambiguity inherent in also evaluating them. It provided the opportunity for participating chairs to develop the knowledge and tools necessary to mentor new, and newer, faculty members and for new, and newer, faculty members to be provided with guidance and direction in critical areas including teaching effectiveness, scholarship, student-mentoring, and establishing connections on and off campus.

This learning community had two-hour monthly meetings during the academic year, and the primary text used was *Developing Faculty Mentoring Programs* (2019), by David Kiel. This text provided information and best mentoring practices in supporting early career faculty as well as mid-career faculty. Chapters included sections that address special concerns of women and underrepresented minority faculty. The text additionally included worksheets that could be used in assessing the efficacy of the program. The second hour of each meeting dedicated to assisting the chairs in understanding the challenges that underrepresented faculty members may have on our campus and how to address these challenges. Participating chairs were expected to develop a plan for how they would mentor the new and newer faculty members in their departments by the end of the 2020-2021 AY.

4) **New Faculty Development Discussion Group** Series

The other half of the new tenure-track faculty who were not part of the New Faculty Learning Community participated in a New Faculty Development Discussion Group Series offered during the 2020-2021 AY.

a. New Faculty Fall 2020 NCFDD Discussion Sessions

The FC has additionally taken advantage of CSULB's institutional membership to the National Center for Faculty Development and Diversity (NCFDD) to help support new faculty development by inviting new tenure-track faculty to participate in a Discussion Group on Faculty Development and Diversity, using the Core Curriculum Webinars developed by the NCFDD to guide our discussions. The FC Director facilitated discussion group sessions in fall 2020, which provided an opportunity for new Tenure-Track faculty to discuss skills and strategies, offered through the Core Curriculum Webinars, designed to help faculty develop and thrive professionally. The 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 webinars/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. Four discussion sessions were scheduled in fall 2020. Faculty who participated in this initiative found it particularly helpful in navigating their way through their probationary period.

The NCFDD further offers several professional development and intensive mentoring programs, and some of our underrepresented tenure-track faculty have benefited from such programs

(Faculty Success Summer Programs) over the past two years through the generous support of the Provost's office. Feedback from faculty who participated in this program in summer 2020 have been overwhelmingly positive.

   b.   Spring 2021 Reading Group/Book Club for New Faculty

The Faculty Center hosted a Spring 2021 Equity, Access, and Inclusivity in the Classroom Reading Group/Book Club, which provided an opportunity for new faculty to get together and learn from the readings as well as from the facilitators and each other. Participating new faculty were part of three subgroups, facilitated by faculty with background in the theme. Each subgroup scheduled four one-hour meetings during which participants and facilitators engaged in an interactive book study of *Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement & Rigor* (2016) by Zaretta Hammond to inform their instructional practice. Assigned readings highlighted social emotional learning and its relationship/connection to the brain's capacity to deal with emotions, stress, trauma (and impact on one's learning) and focused on acquainting participants with ways in which instruction could become more culturally inclusive, given the diversity that our student population reflects and CSULB's effort in institutionalizing diversity. Faculty participated in reflective discussions to push their thinking and sharpen their equity lens by examining key principles of culturally responsive teaching, using transformational conversation protocols, explore examples from practice, and consider implications for their future teaching.

II-B-3. Leadership Development Initiatives

The Misty Jaffe Early Leaders Program (ELP) (Named in Honor of the Late Dr. Alexandra Misty Jaffe, Former CLA Leader and Faculty Council Chair)

This is an ongoing 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 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. The inaugural offering was in spring 2020. Subsequent scheduled meetings were suspended after the transition to remote mode of operation but partially resumed in fall 2020 and continued in spring 2021. The sessions, co-facilitated by the FC Director, a CLA Associate Dean, and the CLA Faculty Council Chair, 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. Scheduled meetings were based on readings from the texts *Strategic Diversity Leadership: Activating Transformation* (Damon A. Williams 2013) and *Reframing Academic Leadership* (Lee Bolman & Joan Gallos 2011). Guest speakers in leadership positions at CSULB and across the CSU system (several identified as members of underrepresented groups) presented and engaged in conversation with participants at several meetings. Speakers presented on varied topics, including the following:

➢ The CSU/CSULB leadership structure and responsibilities; Different leadership styles.
➢ Reasons for pursuing a leadership position and benefits of being a leader.
➢ Challenges in transitioning from faculty to administrator or pseudo-administrator and they contributed to their leadership growth.
➢ Paths toward leadership and values that guided them through the leadership journey.

II-C: Promoting Campus Culture of Belonging & Creating Welcoming Environment

In accordance with the mission of the FC, the Center is dedicated to supporting initiatives that:

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

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

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

This comprised of repeated sessions in fall 2020 that 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 suggests strategies for seeking out mentors & institutional support.

2) Living the COVID-19 Era as Faculty: It is Okay to be not Okay.

Repeat sessions were organized by the FC and facilitated by Corrie O'Toole (Faculty Staff Assistance Program Counselor) and Bongjoo Hwang (Director of Counseling & Psychological Services) in fall 2020 and spring 2021. Sessions were designed for participants who felt tired, stressed, depressed, and/or isolated, and wondered if they were doing okay while living and working through this unprecedented time of COVID-19, and to assure them that they were not alone. Faculty members (and staff) were invited to join this meeting to connect with colleagues to take time of much-needed self-care.

3) Forum: Campus Conversation on Impact of the Pandemic on Caregivers

In spring 2021, the FC, in collaboration with the Academic Senate and Faculty Affairs, organized Campus Conversation on the Impact of the Pandemic on Caregivers (caring for family members and loved ones). The forum provided the opportunity to solicit ideas and have a discussion on challenges encountered in providing care for family members and loved ones as well as possible solutions in addressing these challenges. The forum provided the venue for participants in a zoom main room and zoom breakout rooms to brainstorm on and discuss the following questions:

- ➢ What challenges have participants encountered in providing care for family members and loved ones?
- ➢ What challenges are participants aware of that other campus employees have encountered in providing care for family members and loved ones?
- ➢ What solutions have participants found helpful in addressing these challenges?
- ➢ What solutions to these challenges do participants think CSULB could help with?

Conversations on this issue are continuing at the Faculty Affairs level.

4) CFA's Interruption: An Anti-Racism Workshop

5) This workshop was offered through the FC by facilitators from Statewide California Faculty Association. It addressed issues such as why racism persists, what to do in those triggering moments when racism occurs, and how we could all work collaboratively in addressing it.

6) 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.

7) Empowering Faculty to be Proactive in Supporting Student Wellbeing

The FC is planning on hosting and promoting a professional development program, facilitated by Drs. Courtney Ahrens, Shelley Eriksen, and Bonnie Gasior, that will prepare faculty to respond more effectively to student disclosures of mental health, homelessness, and sexual and dating violence and to support survivors of sexual and dating violence.
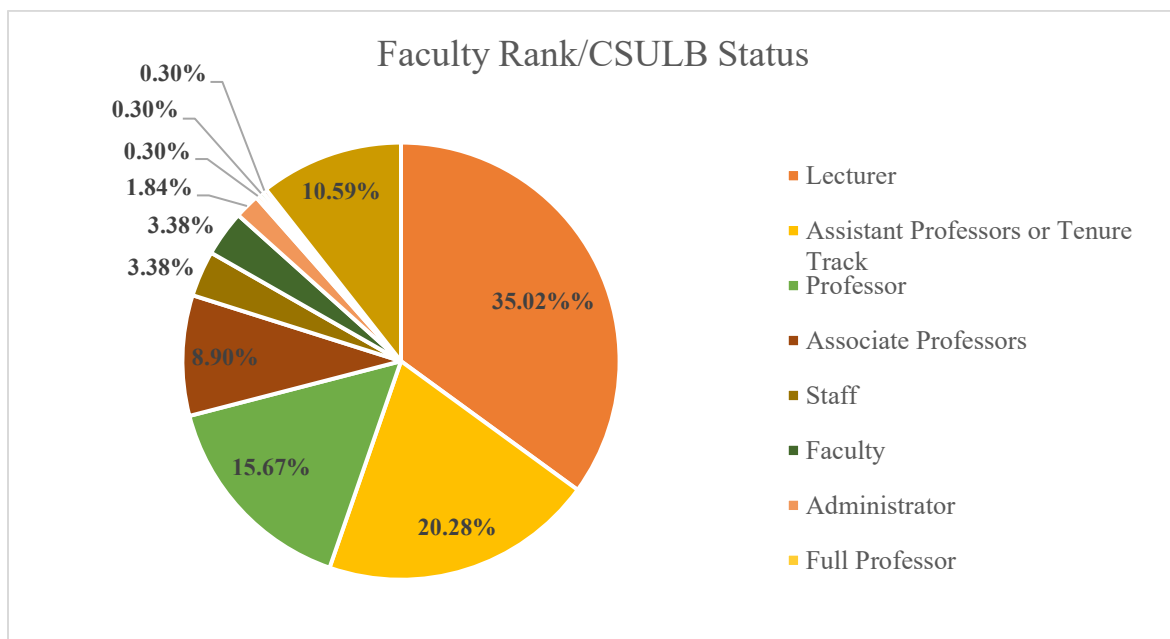
The FC website now has a dropdown menu of Mental Health resources that faculty can provide to students in need. This comprehensive list of referrals, assembled by Drs. Ahrens, Eriksen, and Gasior, is now accessible as a one-stop location for these resources.

III. Programming Impact

III-A. Campus Reach & Participation

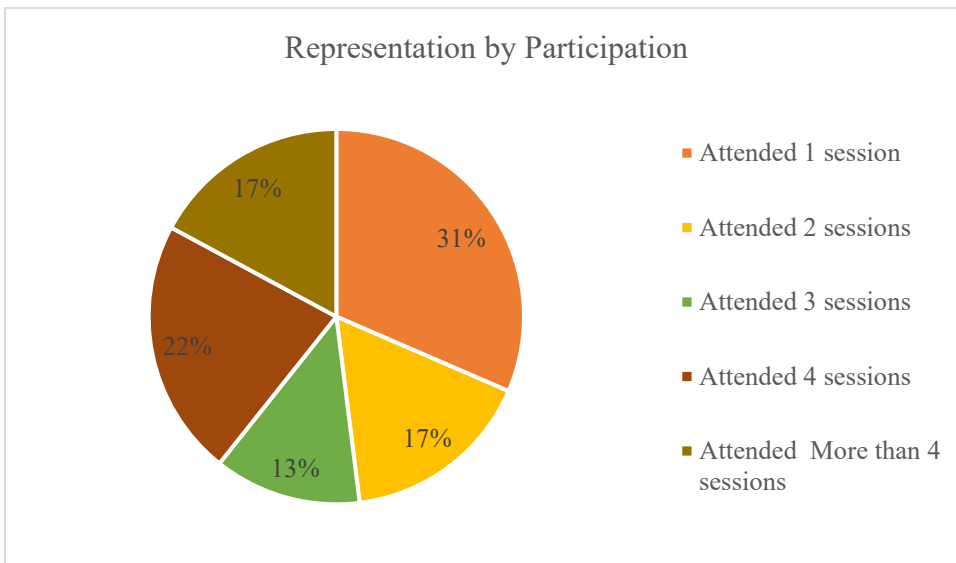### III-A-1. Representation by Faculty Rank

Several programming initiatives were coordinated or facilitated by the FC between summer 2020 and spring 2021. 651 campus stakeholders collectively participated in these sessions. Participants were asked to indicate that "Faculty Rank" or "CSULB Status." Those who unambiguously identified as faculty included: 228 (35.02%) as Lecturer (including 26 who identified as "Part-Time Lecturer"), 131 (20.28%) as Assistant Professors or Tenure-Track, 58 (8.9%) as Associate Professors, and 106 (15.67%) as (Full) Professor. Fifteen (2.3%) identified as faculty though they did not indicate their faculty ranks on the registration forms. Others identified only as "Department Chair" (2) or as "Tenured" (2). Several other participants indicated ranks that were ambiguous, such as "Counsellor", "Coordinator", "Director", or "Advisor." A few Teaching Assistants, Research Associates, Staff and Administrators also participated in some programming. Of note is that faculty who participated in FC programming spanned the various faculty ranks, about 35% of whom were Lecturers. In all, approximately 25 – 30% of the CSULB faculty population participated in at least one programming facilitated or coordinated by the FC (these numbers do not reflect faculty participation in jointly organized activities such as the Virtual Workshop on Writing an Outstanding Academic Book Proposals (co-organized by the FC and the Office of Research and Economic Development), which had 38 attendees, and the Student Assessment Symposium on Online Student Assessments & Academic Integrity (co-sponsored by the FC, the ATS, and the College of Business), which had 109 attendees. Following is a graphic representation of participation in FC initiatives based on faculty rank/CSULB status:

Faculty Rank/CSULB Status

- Lecturer — 35.02%
- Assistant Professors or Tenure Track — 20.28%
- Professor — 15.67%
- Associate Professors — 8.90%
- Staff — 3.38%
- Faculty — 3.38%
- Administrator — 1.84%
- Full Professor — 10.59%
- 0.30%
- 0.30%
- 0.30%

III-A-2. Representation by Participation

The data collected on participation in FC initiatives scheduled between summer 2020 and spring 2021 revealed that several participating faculty chose to engage in multiple initiatives. Following is a breakdown of the number of programming in which individual faculty participated:

# of Programming Participated In	Number of Participants (Total: 651)	Percentage
1	206	31.6
2	108	16.6
3	83	12.7
4	145	22.3
5	46	7.1
6	30	4.6
7	14	2.2
8	12	1.8
9	9	1.4
10	0	0.0
11	1	0.2

Representation by Participation

The data indicate that a large majority of participants (69%) engaged in multiple (more than one) programming initiatives. Almost 40% engaged in four or more programming. The extremely high number of repeat faculty participants could be an indication that participating faculty found sessions offered through the FC helpful.

III-A-3. Representation by College

Faculty, staff, administrative, and teaching assistant/associate participants from all CSULB colleges engaged in FC programs. Participants included 184 (28.26%) from the College of Liberal

Arts (CLA); 139 (21.35%) from the College of Health and Human Services (CHHS); 70 (10.75%) from the College of Business (COB); 59 (9.06%) from the College of Engineering (COE); 56 (8.6%) from the College of Natural Sciences and Mathematics (CNSM); 51 (7.83%) from the College of Education (CED); 30 (4.6) from the College of the Arts (COTA); 11 (1.68%) from the Library; and 3 (0.46%) from the College of Professional and International Education. This seems to be broadly reflective of the distribution of faculty across the colleges, an indication that interest in FC initiatives is shared by faculty across colleges. Following is a graphic representation of participation in FC initiatives by college:
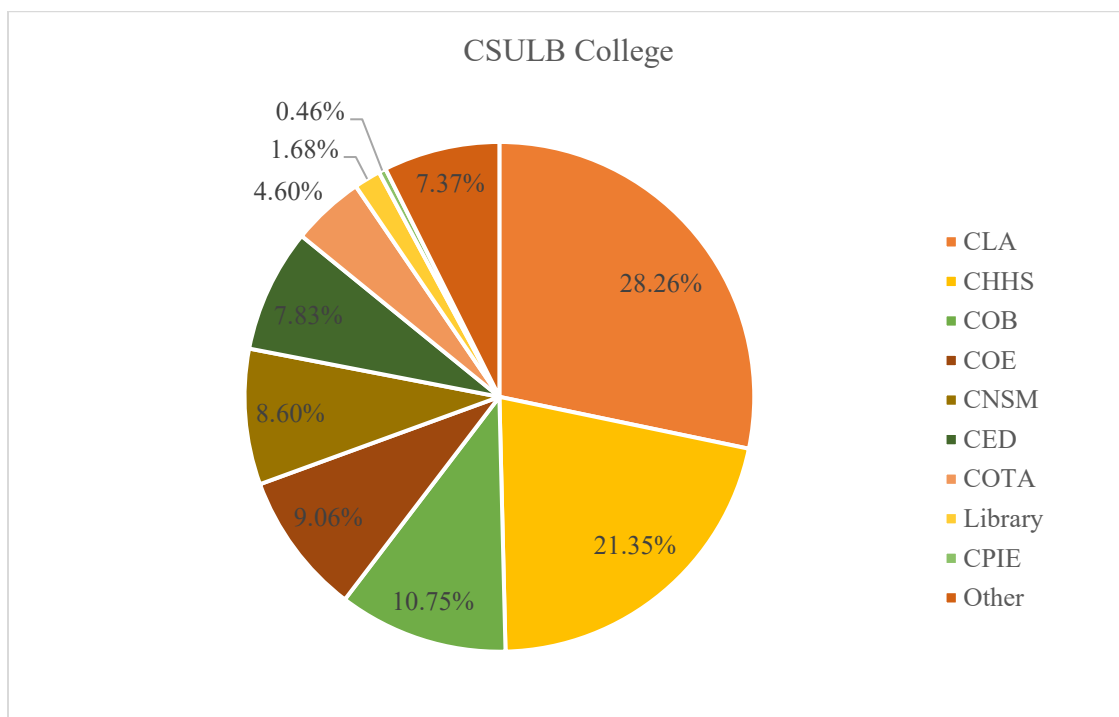
III-A-4. Representation by Session, Faculty Rank, & College

FC Initiatives/Workshops Scheduled between Summer 2020 & Spring 2021

Summer 2020

- Best Practices for Communication
- BMAC Ally
- Equity and Inclusivity I
- Equity and Inclusivity II
- How Do You Know Its Working?
- Mental Health Matters
- Rethinking Late Assignments
- Rubric Design
- Taking the Pulse
- TILT Workshop

- Vulnerable Student Populations
- What Our Students Want
- Work Smarter, Not Harder I
- Work Smarter, Not Harder II

Fall 2020

- Faculty of Color
- BMAC Ally Workshop
- Living in COVID Era
- Conflict in the Classroom - Vulnerable Student Populations
- Alternative Forms of Assessment
- Information Session for International Program Opportunities
- Information for COIL at CSULB
- National Center for Faculty Development and Diversity
- Beach Mentors Program

Winter 2021

- Mental Health Matters
- Culturally Responsive Pedagogy
- Inclusive Assessments and Alternative Grading Practices
- Getting to Know and Learn More about our Students

Spring 2021

- Faculty Center Reading Group – 3 Sections
- BMAC Ally Workshop
- COIL at CSULB Workshop Series
- TILT Workshop
- 1st Generation Learning Community
- Supporting Students in Peer Engagement
- CFA Interruption: An Anti-Racism Two-Part Workshop
- Culturally Responsive Pedagogy in Higher Education
- Beach Mentors Program
- The CSU Certificate Program in Student Success Analytics
- Diversity, Equity, & Inclusion Workshop Series

Summer 2020 by Faculty Rank and College

Summer 2020, not surprisingly, recorded the largest number of participants. This was the session during which faculty had time to prepare for alternate mode of instruction (AMI) and were strongly encouraged to participate in PD sessions that prepared faculty to be equity-minded and mindful of the tremendous challenges that students had encountered during the pandemic as the campus prepared for the first full semester of AMI in fall 2020. Following is a breakdown of faculty participation by rank and by college for summer 2020:

Faculty Rank	# of Participants	% of Participants
Lecturer	182	39.56
Assistant Professor/Tenure Track	88	19.12
Associate Professor/Tenured	51	11.08
Professor	82	17.82
Faculty	15	3.26
Administrator	3	0.65
Other	34	7.39
Staff	5	1.09
TOTAL	**461**	

College	# of Participants	% of Participants
CLA	145	31.52
CHHS	109	23.7
COB	56	12.1
COE	52	11.3
CED	33	7.17
CNSM	27	5.87
COTA	24	5.22
CPIE	3	0.65
Library	11	2.39
Other	3	0.65
TOTAL	**460**	

Faculty who participated in FC programming spanned the various faculty ranks, with almost 40% and 20% being Lecturers and Assistant Professors respectively:

Summer 2020 by Faculty Rank
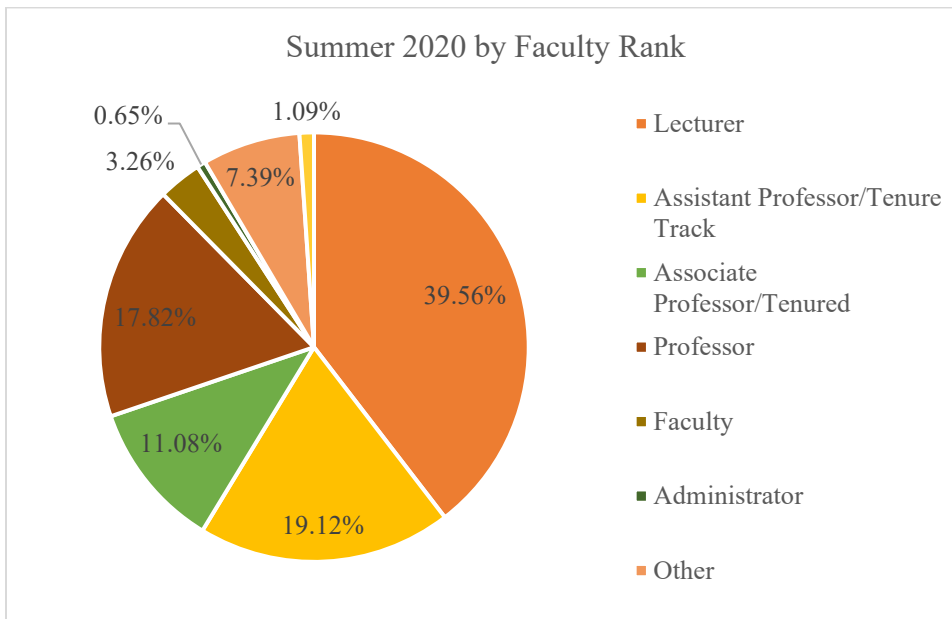
Distribution of faculty participants was also across colleges and seemed to reflect the sizes of the different colleges. CLA (31.52) and CHHS (23.7%) having the largest percentages of participants.
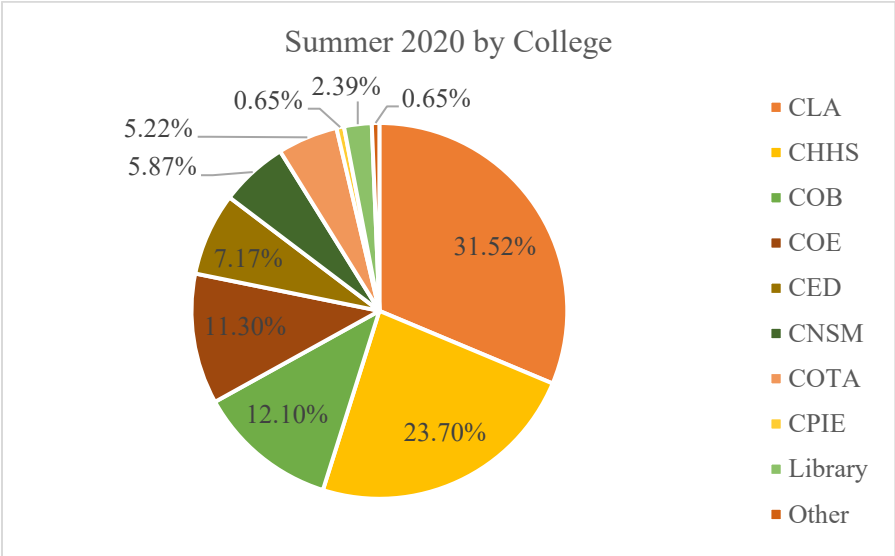
Fall 2020 by Faculty Rank and College

Most of the PD sessions offered in summer 2020 were repeated in fall 2020 thought the number of sessions per program offered was lower. Additional programs (some informational; others addressing faculty wellbeing) were also offered. It was not surprising that attendance at PD sessions dipped during this semester.

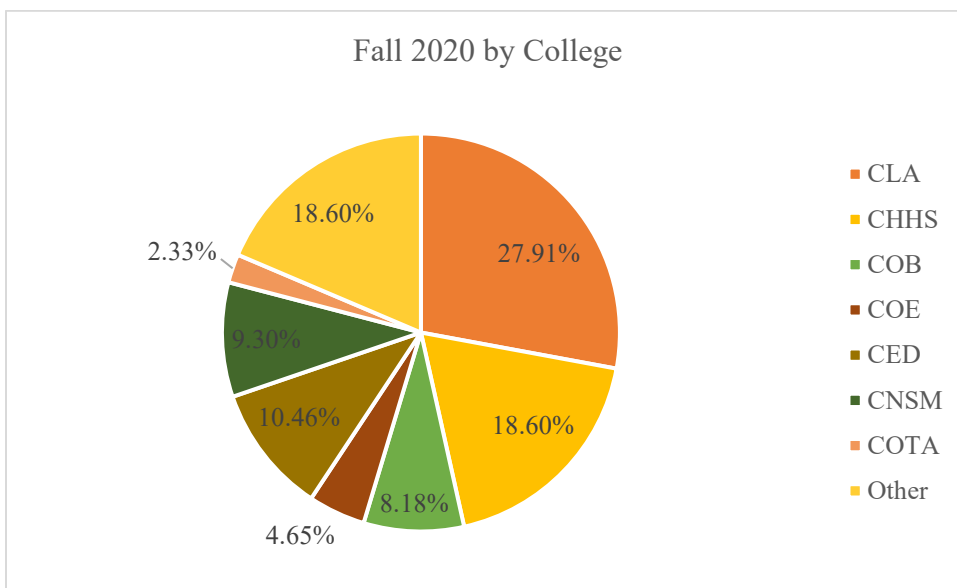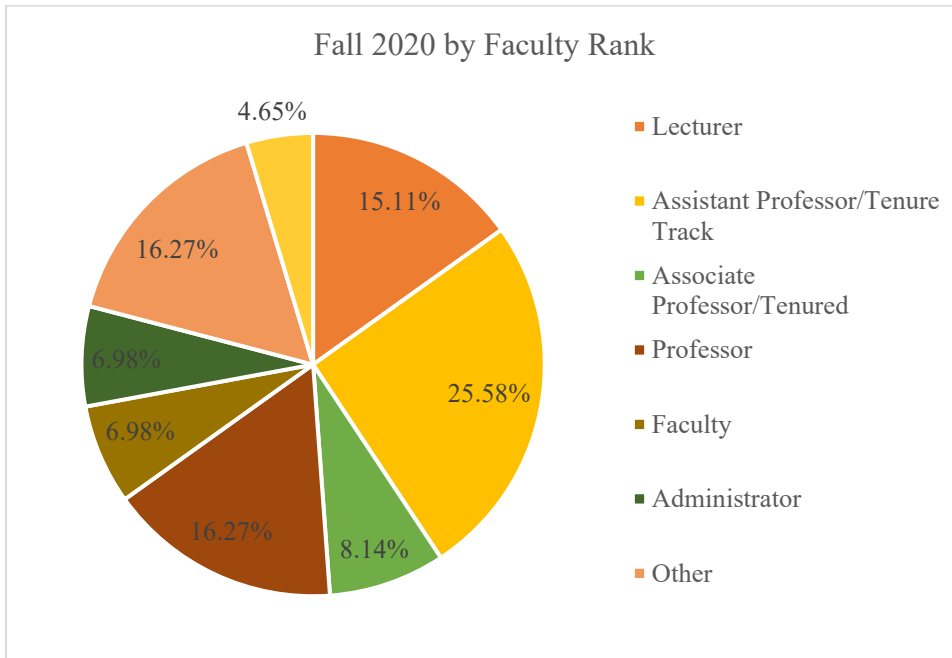| Faculty Rank	# of Participants	% of Participants
Lecturer	13	15.11
Assistant Professor/Tenure Track	22	25.58
Associate Professor/Tenured	7	8.14
Professor	14	16.27
Faculty	6	6.98
Administrator	6	6.98
Other	14	16.27
Staff	4	4.65
TOTAL	**86**	

College	# of Participants	% of Participants
CLA	24	27.91
CHHS	16	18.6
COB	7	8.18
COE	4	4.65
CED	9	10.46
CNSM	8	9.3
COTA	2	2.33
Other	16	18.6
TOTAL	**86**	

Faculty who participated in fall 2020 FC programming spanned the various faculty ranks. A little of a quarter of the faculty participants were Assistant or Tenure-Track Professors (some of whom were likely new faculty that were unable to enroll in the summer programming). Over 15% of the fall participants were lecturers. Faculty participants also spanned the different Colleges, with CLA and CHHS recording the largest numbers of participants.

Fall 2020 by Faculty Rank

- Lecturer — 15.11%
- Assistant Professor/Tenure Track — 25.58%
- Associate Professor/Tenured — 8.14%
- Professor — 16.27%
- Faculty — 6.98%
- Administrator — 6.98%
- Other — 16.27%
- 4.65%

Fall 2020 by College

- CLA — 27.91%
- CHHS — 18.60%
- COB — 8.18%
- COE — 4.65%
- CED — 10.46%
- CNSM — 9.30%
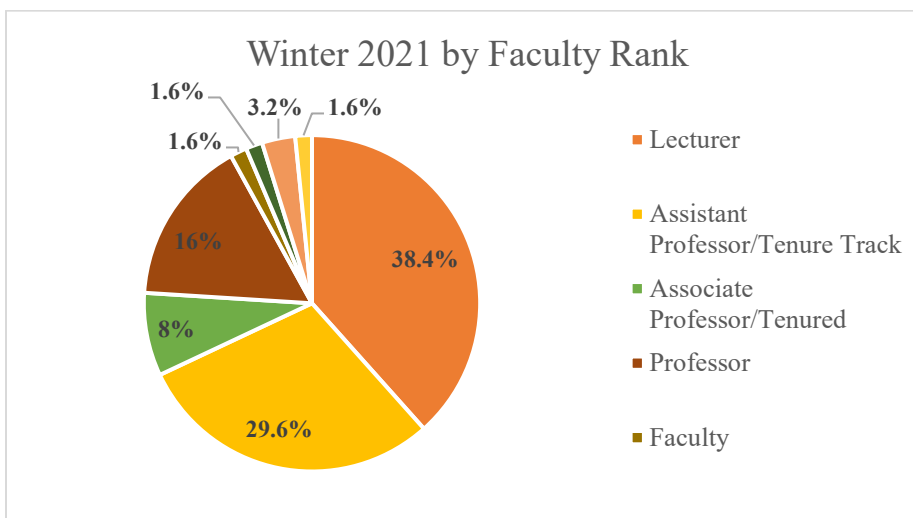- COTA — 2.33%
- Other — 18.60%
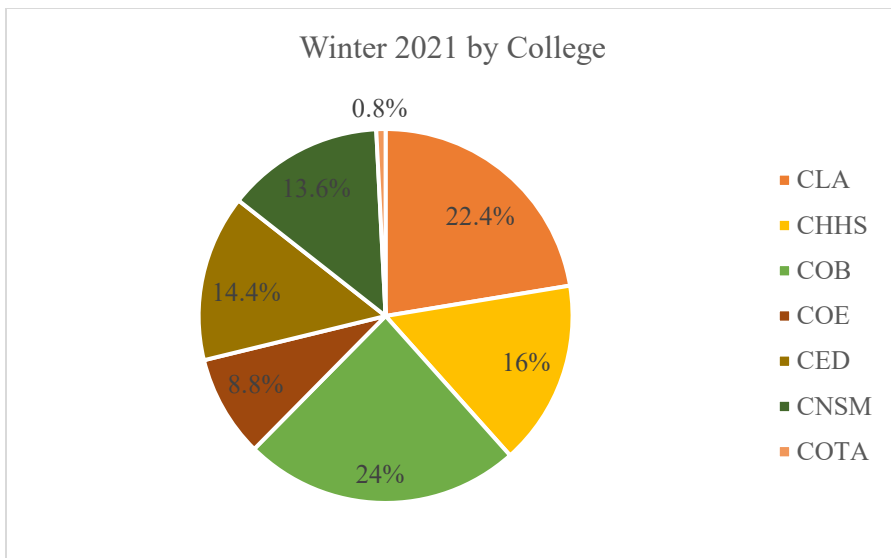
Winter 2021 by Faculty Rank and College

Multiple sections of the "Mental Health Matters" Webinar (offered in summer 2020) were offered in spring 2021, along with three PD sessions offered for the first time through the FC: "Culturally Responsive Pedagogy"; "Inclusive Assessments and Alternative Grading Practices"; and "Getting to Know and Learn More about our Students". Though fewer programming initiatives were offered, attendance increased compared to the fall 2020 attendance numbers. This was probably due to three of the offerings being scheduled for the first time.

Faculty Rank	# of Participants	% of Participants
Lecturer	48	38.4
Assistant Professor/Tenure Track	37	29.6
Associate Professor/Tenured	10	8.0
Professor	20	16.0
Faculty	2	1.6
Administrator	2	1.6
Other	4	3.2
Staff	2	1.6
TOTAL	**125**	

College	# of Participants	% of Participants
CLA	28	22.4
CHHS	20	16.0
COB	30	24.0
COE	11	8.8
CED	18	14.4
CNSM	17	13.6
COTA	1	0.8
TOTAL	**125**	

Faculty who participated in winter/January 2021 FC programming also spanned various faculty ranks (with 78% being Lecturers and Assistant Professors combined) and the different Colleges.

Winter 2021 by Faculty Rank

Winter 2021 by College

CLA — 22.4%
CHHS — 16%
COB — 24%
COE — 8.8%
CED — 14.4%
CNSM — 13.6%
COTA — 0.8%

Spring 2021 by Faculty Rank and College

Spring 2021 programming included some of the PD sessions offered in summer/fall 2020 and winter 2021, but it also provided the opportunity for faculty to participate in new initiatives that were not offered during these sessions. The increase in attendance was probably due to these first-time offerings.

Faculty Rank	# of Participants	% of Participants
Lecturer	33	21.85
Assistant Professor/Tenure Track	52	34.43
Associate Professor/Tenured	10	38.43
Professor	15	6.62
Faculty	6	3.97
Administrator	5	3.31
Other	19	12.58
Staff	11	7.29
TOTAL	**151**	

College	# of Participants	% of Participants
CLA	37	24.5
CHHS	29	19.21
COB	12	7.94
COE	11	7.29
CED	12	7.94
CNSM	13	8.6
COTA	6	3.97
Library	1	0.66
Other	30	19.87
TOTAL	**151**	

As was the case for every programming session, faculty who participated in spring 2021 FC programming also spanned the various faculty ranks (over half were lecturers or assistant professors) and the different Colleges.

Spring 2021 by Faculty Rank

Spring 2021 by College
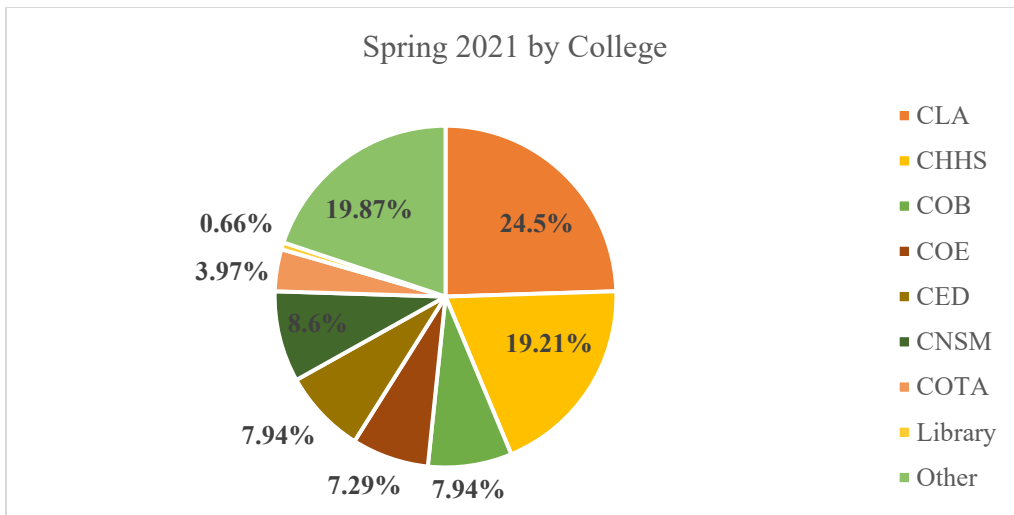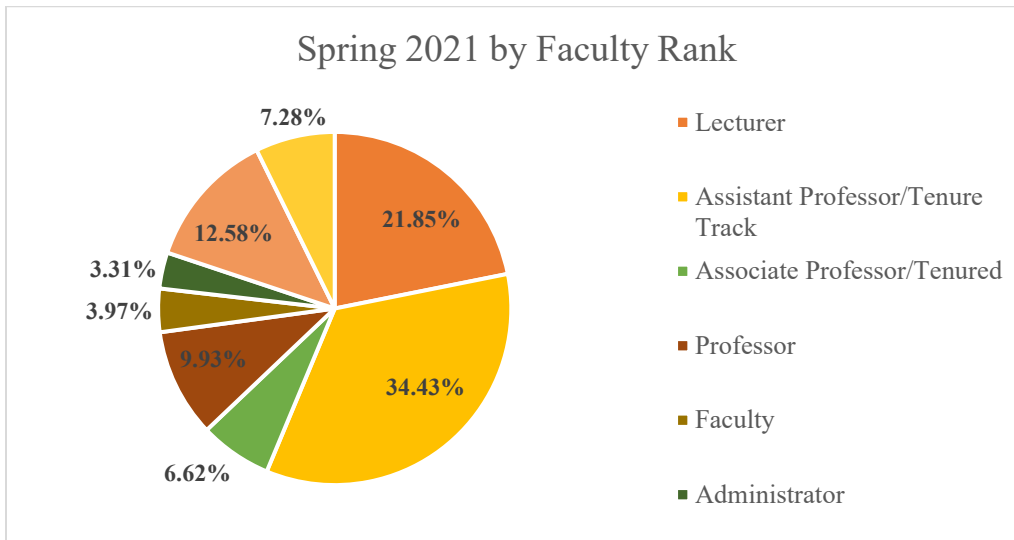
III-B. Reported Learning and/or Benefits

Participants attending FC programming were emailed surveys at the end of each session for anonymous feedback – both quantitative and qualitative (responses to open-ended questions). The responses were in general very positive and provided information that indicated that participants learned something specific or found the sessions to be beneficial overall. Participants reported learning valuable teaching strategies about grading, formative assessment, rubrics, transparent course design, peer learning, student engagement, equity-minded approaches to teaching, mindfulness, and many other themes addressed in the several sessions. One of the open-ended questions asked participants to articulate their overall experience about the session they attended and following are samples of responses to this question:

Session: CFA's Interruption: An Anti-Racism:

- My overall experience was that it was eye opening.
- I had a positive experience and look forward to attending part 3 where we can continue to practice how to interrupt racism.
- Lots of insights regarding the ways in which academics deal with the issue of racism these days

Culturally Responsive Pedagogy

- The training leader/instructor was fantastic. The material was accessible, while also being challenging and really made me think about the ways that I teach material in my classroom, how I teach, how I interact with students, and how I can go beyond a basic Bloom's taxonomy to truly integrate culturally responsive pedagogy into my classroom to be a more effective instructor. I also loved the emphasis on moving beyond a deficit model!
- Exceptional!

Supporting Students in Peer Engagement

- Very positive. This workshop is so useful!
- I have no suggestion. This was just a wonderful workshop. I really enjoyed it.
- Very positive. I had prior experience with the concepts, but it's good to hear more perspectives, get more ideas, and also reinforce the effectiveness of the methodology I'm using.

TILT Higher Ed Workshop on Assignment Transparency

- Loved it!! So far I feel like I am learning so much through the various workshops I've taken.
- It was great and had me thinking about how to re-do my assignments almost immediately.

Becoming a BMAC Ally

- The knowledgeable presenters who were receptive to questions. It was useful--thanks for taking the time!
- Good! Gives a nice overview of what is offered at BMAC and what can be done to accommodate students.
- It was great. The presenters were very helpful and relevant information.

- I thought it was very informative and useful. I most liked that participants were able to get specific questions answered.

Getting to Know and Learn More About Your Students

- So many great ideas to increase student engagement, and we had the opportunity to try it ourselves.
- I really enjoyed this workshop and will use several practices.
- Excellent. More workshops like this.

Mental Health Matters: Enabling Faculty to Support e-Learning Students in the Covid-19 Era

- Excellent
- Wonderful. Thank you so much for your generosity and care.
- Other than that situation in break-out groups, it was an excellent and informative experience.

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

- Discussion was useful.

Living the COVID-19 Era as Faculty: It's okay to be not okay

- Overall very good. Nice to know that others are feeling the same way.
- Very helpful

Beach Mentor Program

- This one was great! I really liked learning about microaggressions, I felt there was a lot of new info for me.

Similar sentiments were expressed for the other workshops, sessions, and presentations.

IV.   Looking Ahead

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

➢ Increase public discussion about teaching and learning on campus and to highlight the ways this focus on teaching contributes to student success;

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

➢ Create and sustain an environment that will enhance faculty retention and promotion, especially for our diverse and underrepresented faculty population.

The FC believes that PD programming currently offered through the FC has been beneficial to faculty, and we want to take this opportunity to thank the attendees and facilitators and presenters for making these workshops and presentations a success. However isolated ("one-shot") workshop offerings – workshops/presentations offered once and independent of other offerings – do not have the same impact as a sustained program, such as a Learning Community. The impact of isolated offerings is limited for several reasons:

1) Isolated offerings do not provide participants the opportunity to process information obtained from sessions attended, as there is little or no opportunity for participants to reflect on this information. As one-time offerings, participants are generally not expected to submit post-session deliverables that will compel them to reflect on information provided during each session. Faculty Learning Communities provide the opportunity for participants to reflect on key issues, as they are generally assigned reflective activities between meetings as well as at the end of the learning community.

2) Isolated offerings do not usually change behavior. They can be tremendously beneficial in generating interest in a PD topic. They introduce participants to concepts they had not thought of before and gets them interested in learning more about the topic(s). Changing behavior is a process that occurs over time. Workshops have a stronger impact when sessions with related themes are offered as a package and in a sequence to the same participants, as is the case in a learning community. Workshops/presentations addressing similar themes (such as inclusive and equity-minded teaching) provides the opportunity for such themes to be repeated in subsequent sessions. Repetition leads to automaticity, which in turn leads to less cognitive load in processing the information. This enhances learning.

3) Learning Communities also provides opportunities to build community since participants attend the same sessions, engage in the same discussions, and collaborate on the same assignments. The community created makes it more likely for introverts to participate more actively than they would in one-shot sessions.

4) Learning Communities generally require participants to provide evidence of implementing what they have learned during the yearlong process. Participants typically have a project – based on teaching and learning – that they are all working on. This enables the FC to assess the impact of the Learning Communities on faculty pedagogical approach.

5) Assessment: Participants in isolated workshops generally engage in first level assessment. They are generally asked to provide feedback on what they liked about the session, the format, and the facilitator's presentation style as well as on what they believe can be done differently in a future session on the same topic. Learning Communities provides the opportunity for second level assessment. Feedback will include information not only on what the participants learned from participating in the initiative but also on what they could apply or implement in their classrooms.

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

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

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

It was an honor and a pleasure to serve as the Director of the CSULB Faculty Center in 2020/2021. I look forward to continuing to advance CSULB's vision the Center in 2021/2022.

Appendix

The Faculty Center Advisory Board (FCAB)

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

➢ Promote equitable, inclusive, and high impact practices in pedagogy, scholarly and creative activities, and service.
➢ Enhance faculty's pedagogical skills to support student learning and engagement as well as faculty's knowledge of and strategies for working with diverse students.
➢ Promote a campus culture of belonging and create a welcoming environment for faculty members to seek both support and community.
➢ Create a collegial environment of shared purpose and mutual support, and promote a culture of campus collaboration in teaching, scholarship, and service.
➢ Develop of programs to support different stages of faculty growth and development.
➢ Connect faculty growth and development to the university's mission, goals, and strategies.
➢ Encourage and support faculty in exploring new roles and developing new research and scholarly activities and services.
➢ Celebrate diversity among faculty with the goal of recruiting and retaining faculty who embrace diversity, equity, and inclusion.

The Functions of the FCAB

➢ Advice the FC Director regarding the formulation and implementation of a wide range of programs designed to facilitate implementation of professional development services that build a community of faculty; assist faculty in enhancing teaching and student learning; facilitate faculty scholarly and creative activities; and promote an ethos of service and civic responsibility among faculty.
➢ Provide recommendations that will generate activities in areas such as workshops, information sessions, and presentations on instructional improvement, innovative teaching, and syllabus and curriculum development.
➢ Provide recommendations that facilitate development of programs and initiatives that will cultivate a culture of classroom innovation; foster an inclusive and engaging classroom climate; and expand access to learning for students of different backgrounds, experiences, affiliations, and abilities.
➢ Review, assess and evaluate the effectiveness of FC programs and make recommendations on future programs where appropriate.
➢ Encourage, assist and serve as liaisons with CSULB colleagues in enhancing faculty awareness and access of resources for faculty and program development.

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

The FC is appreciative of the support it received from the FCAB during the 2020-2021 AY under the leadership of the Chair Dr. Deepali Bhandari and Interim Chair (Spring 2021) Dr. Yolanda Green, and looks forward to continuing working with the Board in advancing the mission of the FC.