
Faculty Center Annual Report

Academic Year
2016-2017



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Report on AY 2016/17

The 2016/2017 AY continued to be a highly productive year in the Faculty Center. Over 467 different faculty members and administrators participated in **112** functions, meetings, and activities hosted by the Faculty Center during the academic year. Many faculty members participated in more than one event (**for a total of 1672 attendees**). The team in the Faculty Center continues to be quite responsive to topics and issues that arise for faculty. For example, over the past several years, we had numerous faculty become interested in contemplative pedagogy; we responded with workshops, FLCs and discussions related to these topics. This year, when numerous faculty contacted us with concerns about holding difficult conversations in the classroom, we were able to respond with workshops and online resources very quickly. The Faculty Center team responds quickly and collaboratively. In addition to the Director, Associate Director and Coordinator, we have 4 Faculty Fellows and 6 Faculty Learning Community Leaders. This team, with diverse expertise and a strong commitment to faculty development, contributes greatly to our thriving CSUSM Faculty Center.

Major 2016/2017 Accomplishments

1) Developed NCHCA Collaborations: As the leadership for NCHCA moved back to the CSUSM campus this year, we focused on building stronger connections between the three North County campuses. We hosted a senior leadership retreat as well as a department chair retreat. Faculty and administrators discussed ADTs as well as other transfer pattern issues. In addition, we hosted the 6th Annual Tri-Campus Teaching event for close to 100 faculty from across the three campuses. Through these tri-campus conversations we are able to better provide a seamless transfer experience for our students.

2) Focused on Online Learning and Teaching (QOLT project): Under the leadership of our Faculty Fellow for Online Teaching, Pam Kohlbray, we have not only refined the QOLT review process, but have built faculty expertise across the university. Over the year, 17 courses went through our campus review process and six faculty have met the Core 24 internal standards. Eight more faculty will revise their courses over summer to meet the standards. In addition to providing course reviews, the Faculty Center offered a Faculty Learning Community on online teaching (8 faculty participated and worked on course development). In addition for the first time, we offered a Faculty Insights into Online Teaching workshop and received very favorable evaluations. Faculty have expressed how much they appreciate learning from the experiences of other faculty. All of these development activities have not only created faculty expertise on campus but have provided numerous opportunities to faculty to learn best practices from each other. Next year we will continue to provide the review process but will focus on helping faculty complete the review process and meet the Core 24. In addition, we will offer an FLC as well as a series of faculty led workshops on online learning.

(3) Increased Summer Programming: Under the leadership of Matt Atherton, Associate Director, we will hold the fifth annual Summer Institute for Teaching and Learning, *Identifying Struggle and Inspiring Success in the Classroom*. The theme of this year's institute is focused on implementing/improving early assessment techniques to identify struggling students and provide helpful tools. This approach helps develop educational agency by developing the ways students learn through the explorations of ideas such as metacognition, mindset, and grit. We continue to receive a lot of interest in the summer institute, and had 30 faculty members apply this summer; we were able to offer **22** spots for faculty. In addition, because of the success of our writing FLCs, we are offering a three part series, *Jump Start your Summer Writing Projects* led by Rebecca Lush. Faculty will meet two days in June to outline and organize their writing goals for the summer and then meet back in August for a follow up meeting to discuss and share summer accomplishments. We had 17 faculty members apply for this professional development opportunity. Finally, in late May, we held a ½ day workshop titled, *Contemplative Pedagogy*, and we had 15 faculty in attendance. It is clear that well-scheduled summer programming is drawing faculty interest and providing a needed opportunity for faculty development.

(4) Responded to Faculty Concerns Regarding Difficult Dialogues in the Classroom: Under the leadership of Fredi Avalos, Faculty Fellow for Cultural Intelligence, three "Teaching in Difficult Times" workshops were created and facilitated in response to a highly contentious election season and its aftermath. A workshop entitled "Difficult Dialogues in the Classroom: Transforming Controversy, Hot Topics, and Conflict into Moral Conversations" was also held in the Fall semester. At the request of CSUSM faculty, the Faculty Fellow successfully intervened and mediated in 2 separate racially charged incidents that occurred post-election. Also in response to concerns post-election, the Fellow co-chaired two teach-ins surrounding undocumented students. In Spring 2017, a campus wide "The Beloved Community: Walking each other home" inter-active art campaign was successfully developed, facilitated and led by the Diversity Fellow.

(5) Supported Faculty Interest in Contemplative Practices: The Faculty Center continues to sponsor activities that facilitate the development of contemplative practices on campus. Ranjeeta Basu and Marie Thomas conducted a follow-up to their very successful 2015 Introduction to Contemplative Pedagogy workshop; the purpose of this recent workshop was to gather together faculty using contemplative practices in their classrooms to discuss best practices, challenges, and solutions. In addition, Jacky Thomas and Marie Thomas co-led a year-long Faculty Learning Community on compassion; the FLC was so successful that the participants have decided to continue meeting in the fall so that they can further their conversations about how to increase compassion on campus. One example of the impact of this work comes from Paul T. Stuhr, Associate Professor, Kinesiology; he co-wrote a paper with Marie Thomas, on the topic of mindfulness ("*Conceptualizing Mindfulness for Health and Physical Educators*") and shared with us, "this paper would not have come to fruition without the wonderfully delivered Faculty Learning Community on mindfulness. The mindfulness FLC was simply the best professional development I have had during my 9 years at CSUSM!"

(6) Offered AVID Teaching Toolbox Series: In collaboration with the Office of Undergraduate Studies, we refined our teaching toolbox series. This year, we used a train the trainer model; 6 faculty who participated in the series the previous year were trained to be workshop facilitators. They presented four all-day sessions focused on topics such as note taking, academic reading, and metacognition. We had 29 participants in the series of workshops, and 22 participants received a certificate for completing all workshops. Providing certificates for completing professional development activities continues to draw interest and seems to provide an incentive that faculty can include in their tenure or review files. We found the model of training CSUSM faculty to be facilitators to be highly beneficial (and cost effective). With the Office of Undergraduate Studies, we are discussing how to evolve the program into a *Teaching Academy*. While the AVID focus appeals to some faculty (especially those in first year programs), we feel that developing a more general model for teaching tools will appeal to a wider audience. Developing the Teaching Academy model will be the focus for 17/18.

(7) Provided Faculty Writing Support: Under the leadership of Rebecca Lush, the Writing FLC was offered in both Fall 2016 and Spring 2017 and helped faculty find ways to succeed as scholars in the "teacher-scholar" expectation set forth in the campus's mission. Each semester had full participation with 8 faculty. The Writing FLC is run as a workshop and all participants leave with specific feedback on their manuscripts. Workshop activities lead faculty writers to produce and revise abstracts, conclusions, and literature reviews. Because of the hands-on nature of the workshop structure, faculty must regularly bring in pieces of new writing to share with colleagues for feedback. The participants in this year's Writing FLC used their work in the group to present at conferences. Many also submitted their manuscripts for review at university presses and journals. Several FLC participants received publication acceptances in book collections and online journals.

(8) Provided Lecturer Support: The Lecturer Faculty Fellow/Liaison, Ash Fogle, successfully planned and hosted events for lecturer faculty, including New Lecturer Orientations, WPAF info sessions, WPAF hands on workshops, campus-wide lecturer representative meetings, and casual events. In addition to these lecturer focused workshops, we

continue to encourage all lecturer faculty to be involved in our Faculty Center workshops and Faculty Learning Communities. In fact, of our 400 faculty who attended a Faculty Center function, almost 60% were lecturers. We are pleased we are reaching such a large number of lecturer faculty.

The Lecturer Faculty Fellow has also been actively involved with the Senate Task Force Committee for lecturer inclusion. Based on the charge from FAC, the Task Force focused on issues related to lecturer work space; lecturer inclusion in shared governance at the department, college, and university level; and lecturer participation in department/college/university service. This past year, they collected information, and preliminary recommendations based on that data, will be compiled during Summer 2017 in a final report to be delivered to FAC prior to the beginning of the Fall 2017 semester.

Faculty Center Events, Activities and Faculty Learning Communities

(1) Faculty Learning Communities: Our communities continue to thrive and interest in them continues to be strong. This past year we had eight different learning communities with over 80 faculty participants. In survey evaluations, faculty reported a high level of satisfaction with our FLCs and suggested that not only did they provide an excellent opportunity for growth and development, but FLCs provide a place of support, friendship and community.

Our FLCs focused on numerous critical topics:

- Building and Strengthening Faculty-Faculty Relationships, led by Fredi Avalos
- Compassion, led by Marie Thomas and Jacky Thomas
- Writing a Journal Article in 12 Weeks/Power Writers (Fall 2016 & Spring 2017), led by Rebecca Lush
- Pathways to Academic Success and Opportunities (PASO), led by Marisol Clark-Ibanez
- Quality Online Learning and Teaching (QOLT), led by Pamela Kohlbray
- Learning Matters, led by Elizabeth Matthews and Melissa Simmitt

** Except for the Writing FLC, which meets for one semester, FLCs met approximately 30 hours throughout the AY and faculty receive \$500 in professional development funds for participating.

(2) Teaching and Learning Activities

- NCHCA Tri-Campus Symposium – *Metacognition, Mindset, and Motivations: Keys to Student Success*
- Preparing Future Faculty Workshops (6 workshops for graduate teaching assistants)
- Four part Teaching Toolbox (AVID) Series
- Exploring Pedagogy Discussions (for example, Teaching in Difficult Times, Maximizing the University Writing Requirement, Rethinking Student Motivation: from Apathy to Engagement)

(3) Ongoing Professional Development Workshops and Support

- Lecturer Orientation
- Lecturer Evaluation Training
- New Faculty Institute
- RTP and Sabbatical Workshops
- Professional Development Grants: (\$26,908 was awarded to 42 faculty members)
- Diversity and Social Equity Grants: (\$3,000 was awarded to 6 faculty members)

(4) Cultivating Relationships

- Twelfth Annual Faculty Reception (86 attendees)
- Super STEM Saturday (over 150 faculty, friends, and special guests attended)
- Faculty Center Connections Program (47 members participated in mentoring circles)
- Research Colloquium Dinners: In fall, Rebecca Lush, Ph.D., spoke about her research, *Dangerous Liaisons:*

Frontier Romances Past and Present and the Myth of America. In spring, Andrea Liss, Ph.D., spoke on the topic, *Prisms of Mourning: Gender, Justice, and Hope*. These continue to be popular events and close to 40-60 faculty attended each one

Faculty Mentoring Program

- **FMP Activities:** With the Faculty Fellow for the FMP program, Michelle Ramos- Pellicia, we hosted a range of group activities during the academic year including, Orientation & Welcome Lunch for fall and spring, Coffee Cookie Klatches, Ice Cream Social, workshops and conference opportunities, cultural events, Year End Celebration (graduation) (attendance ranged from 5-120 protégés and faculty at each event).
- **Demographics Report:** This Academic Year, 96 mentors volunteered their time and knowledge. We served 144 protégés for Fall and 151 protégés for Spring. Of the 53 of our FMP graduating protégés, 48 graduated this Spring and 5 last Fall semester.
- **Post-graduate Testing Scholarships:** We received 9 applications, Fall 2016 (6) and Spring 2016 (3). We were able to provide complete or partial support for the 9 applicants (\$1,481) from our CSUSM Foundation funds. The Post-graduate testing scholarships help our protégés cover the costs of the GRE, GMAT, LSAT and CBEST tests.

2017/2018 Goals and Priorities

- **Highlight and Share the Work of our Faculty Learning Communities:** We will host a Teaching EXPO for the fourth time in September 2017 to highlight the work of faculty and to provide an opportunity for faculty to share best practices with one another.
- **Develop Teaching Academy Model:** Building on the success of the Avid Teaching Toolbox series, we will develop a multi-part Teaching Academy to assist faculty with course redesign. The course will incorporate themes from the Summer Teaching Institutes and AVID series (e.g., learning outcomes, motivation and mindset, reading and writing skills, and higher order thinking) but we hope will appeal to both new and more seasoned faculty. Faculty will receive a certificate for completion.
- **Department Chair Training:** In collaboration with the Office of Faculty Affairs, we are in the process of developing a multi-part training for new chairs. The training will include workshops as well as panels of past and current chairs. This will begin in Fall 2017.
- **Focus on Quality Online Teaching:** Our goal for next year is to encourage faculty to “close the loop” and ultimately revise their courses based on feedback to meet our internal Core 24 standard. Also, we hope to have at least 5 faculty submit courses for Chancellors level review in order to meet the 85% level.
- **Provide More Support and Resources Regarding the Scholarship of Teaching and Learning:** Building on the foundation of workshops, resource development (blog, webpage), and collaborations (Office of Undergraduate Studies etc.) the Faculty Center will seek to deliver more quality programming to engage faculty in publishing their work.
- **Faculty – Faculty Relationships:** A Faculty Learning Community will explore topics of faculty perceptions regarding campus climate and faculty incivility issues.
- **FMP:** Continue to explore innovative ways to encourage faculty and student interaction in FMP and recruit more faculty to participate.