



Faculty Center Annual Report 2018/19

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Below you will find a summary of activities based on 2018/19 goals. This does not include all of the programs in the Faculty Center. For a comprehensive list of Faculty Center workshops and programs, along with attendance numbers, please see Appendix A; Faculty Mentoring Program Events can be found in Appendix B; and Quality Learning & Teaching (QLT) information can be found in Appendix C.

Progress Report on AY 2018/19 Goals

The 2018/2019 AY continued to be a highly productive year in the Faculty Center. Over **409** different faculty members and administrators participated in **122** 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 1,361 attendees**). The team in the Faculty Center continues to be quite responsive to topics and issues that are of interest to faculty. In addition to the Director, Associate Director and Coordinator, we have four Faculty Fellows and six Faculty Learning Community Leaders, who lead 6 FLCs in 2018/19. This team, with diverse expertise and a strong commitment to faculty development, contributes greatly to our thriving CSUSM Faculty Center.

Develop Professional Development Workshops and Activities to Support GE Diversity Courses

Faculty Fellow Ranjeeta Basu worked closely with the GE sub-committee chair, Fredi Avalos, through the year to stay informed about the developing certification process. During the fall semester, Ranjeeta met with faculty and college deans across the four colleges to gather feedback about faculty professional development needs. In the spring semester, she also led a Faculty Learning Community for nine faculty who were selected to be coaches for other faculty who wish to develop and/or modify courses to meet the diversity and equity course requirement criteria. They met once a month for two hours to develop course content, identify inclusive pedagogical strategies and engage in self-reflection about one's own positionality in the classroom. They used Maurianne Adams & Lee Anne Bell, *Teaching for Diversity and Social Justice* as the main text for the FLC. During the summer, Ranjeeta is facilitating a five-day summer institute for ten faculty who are interested in submitting courses for the diversity and equity course requirement in the fall. She is being assisted by four of the coaches from the spring FLC.

Continue to Support Faculty Interest in Contemplative Practice and Mindfulness

Ranjeeta Basu and Jocelyn Ahlers led a Faculty Learning Community on Contemplative Pedagogy for Social Justice. They met with eleven faculty once a month for three hours to read and learn how contemplative pedagogies could be used to teach social justice course content. In the fall, they learned about a variety of contemplative practices designed to help create more inclusive, identity-safe student learning communities which would foster the courage and resilience to deal with issues of social injustice. Some themes include developing the capacity to be vulnerable, self-aware and reflexive; valuing the struggle together; and developing compassion, public love and resilience. They used Beth Berila's *Integrating Mindfulness into Anti-Oppression Pedagogy: Social Justice in Higher Education* as the main text for the FLC. In the spring semester, FLC participants incorporated these practices into selected courses and assessed the impact of using these practices using a variety of qualitative methods. Ranjeeta also offered three workshops for faculty interested in mindfulness and contemplative pedagogy (see Appendix A).

Continue to Develop New Faculty Support

The appointment of a new director made this a perfect time to make changes to the New Faculty Institute. The structure of the Institute was changed, while allowing for more interaction with more departments without diminishing the quality of the learning. We added a Resource Fair over lunch to allow faculty to visit tables hosted

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by different departments and spend time with each based on their interest and need. Moving some presenters to the Resource Fair allowed us to spend extra time going deeper on topics that were more immediately relevant to new faculty, including the Retention, Tenure & Promotion (RTP) process. Additionally, this year's cohort of new faculty are fully engaged with the Faculty Center, University and each other, and many participated in the Faculty Mentoring Program (FMP), and Faculty Center Connections (FCC), the peer-mentoring program for faculty.

Provide Faculty Writing Support

For the sixth year, the Faculty Learning Community (FLC) for Writing an Article in 12 Weeks was offered in Fall 2018. This FLC is integral in helping faculty succeed in their role as a "teacher-scholar." The Faculty Center is working to build capacity to offer this FLC, along with additional writing support as the campus and faculty ranks grow. The Faculty Learning Community will continue this FLC in 2019/20 under the direction of the new Faculty Fellow for Research, Scholarly & Creative Activity.

Highlight and Share the Work of our Faculty and Faculty Learning Communities (FLC)

With the transition to the new Director and three new Faculty Fellows, this was put on hold for 2018/19. This was previously achieved by the Teaching Expo, which had mixed success in the past. We had conversations with the Faculty Center Advisory Committee (FCAC) to best determine the purpose of previous events and whether these events were achieving our intended outcomes. FCAC approved revised FLC guidelines which include options for sharing their work with the campus, and larger academic community.

Implement the Teaching Academy Model

In AY 2018-2019, the Faculty Center created and administered the Teaching Academy, with nine inaugural members. The Teaching Academy is a year-long series of teaching-focused professional development workshops under the leadership of Associate Director Matt Atherton. Building on the success of the Summer Teaching Institute and the Avid Teaching Toolbox series, the Teaching Academy provides a series of workshops that focus on reexamining the fundamentals of teaching and providing participants with tools to make changes to their classes. Faculty were chosen from applications to participate in eight two-hour workshops across the academic year. Topics included: student motivation, growth mindset, critical pedagogy, grit, active readings, metacognition, assessment, and reflection. The workshops went incredibly smoothly given that it was the first administration and we achieved our goal of getting a diverse representation of faculty across Colleges and ranks.

Provide more Support and Resources Regarding the Scholarship of Teaching and Learning

In order to provide the most up-to-date teaching resources, we spent time examining the Faculty Center Library Collection. Much of the collection, which was over 25 years old, was grossly outdated. This project will carry over into 2019/20 with a focus on (re)building the Faculty Center Library Collection, both the print books held in the Center and resources available online.

Faculty Mentoring Program (FMP)

Faculty Fellow Kendra Rivera worked closely with Sonia Perez to identify and meet the needs of the Faculty Mentoring Program participants in AY 2018-2019. Kendra attended all Transfer Student Orientation sessions and several other student recruiting events to encourage eligible students to apply to FMP. Kendra also presented with a former FMP Alumni to recruit new faculty mentors at All-College Meetings and/or College Fall Convocations. In

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addition, she contacted several current faculty mentors and encouraged them to take on more than one protege for the year. As a result, the FMP was able to serve 206 students in Fall 2018 and 177 served in the Spring 2019 (the gap is primarily due to winter graduation rates). The total number of faculty serving as mentors in the program for the 2018-2019 year was the largest to date, with a total of 247 faculty mentors, 25 of whom were new mentors in the program. For a complete list of Faculty Mentoring Program Events, please see Appendix B.

Support for Lecturer Faculty

Under the leadership of the Lecturer Faculty Fellow/Liaison, Janette Larson, we 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. Janette also experimented with various formats of disseminating this information to lecturers. Those who were interested in the workshops but could not attend due to teaching commitments on other campuses, were provided a combination of video presentations and written recaps. Lecturer faculty responded positively to the additional modes of communication. Also, the in-person workshops are now condensed and offered on multiple dates and differing times (for example, Tuesday evening and Friday morning) to meet the scheduling challenges uniquely felt by Lecturer faculty. We continue to encourage all lecturer faculty to be involved in our Faculty Center workshops and Faculty Learning Communities. Of our 400 faculty who attended a Faculty Center function, approximately 121 were lecturers and graduate students.

Unanticipated Opportunities for Advancing the Unit's and Division's Vision and Mission

Responsive Programming Related to Faculty Concerns and Interests

While we plan the Faculty Center calendar over a year in advance, we remain flexible in order to respond to current events and faculty needs.

The Faculty Center offered space this year for faculty to come together around concerns regarding the confirmation of Brett Kavanaugh, and the shooting at the Poway synagogue. Attendance at each event was 9 and 31 respectively, which demonstrates the desire for such events, even when scheduled on short notice.

For the second year, Ranjeeta Basu organized a One-Day Immigration and Diaspora Studies Symposium for faculty with research and teaching interests in this area. Seven faculty attended this event and shared their research, community service and teaching on this topic. As this was the second year of this "unanticipated opportunity," the new Research, Scholarship and Creative Activity (RSCA) fellow will work to institutionalize these kinds of events in the future.

Ranjeeta Basu also initiated the *Conversations that Transform* series by holding several small group conversations with faculty of color about issues/experiences that are of import to faculty of color on this campus. The goal of these conversations was to create an environment where we can all thrive and succeed – an environment which not only values the contributions of faculty of color but is capable of being transformed as a result of these contributions. These

Lastly, we piloted Degree Planner workshops this year to help faculty understand how students use the tool, and how faculty can advise them regarding major course offerings. We hope to offer these workshops on a regular basis in the future.

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Professional Development Funding

Each year, the Faculty Center awards grants to faculty in various areas. While the amount of funding changes each year, our goal is to fund as many applicants as possible. This year we awarded the following:

- Faculty Center Professional Development Grants: \$28,675 was awarded to 37 faculty members
- Diversity and Social Equity Grants (in collaboration with Office of Inclusive Excellence): \$3,000 was awarded to 6 faculty members
- CSU Teaching & Learning Symposium Travel Grants: \$400 for 2 faculty members to attend

Course Redesign Funding from Chancellor's Office

In the fall, CSUSM was given \$90,000 for Course Redesign. In collaboration with Academic Programs, the Faculty Center offered grants of up to \$6,000 per faculty member to redesign high DFW courses. 12 faculty were awarded grants to complete the redesign of their course in Fall 2018 and teach the course in Spring 2019. There were three workshops/meetings to offer support during the application period, and also to awardees during the redesign process. The results of the redesign efforts were mixed, but we will continue with this program through 2019/20 with an FLC for Course Redesign.

Faculty Mentoring Program

The FMP currently offers reimbursement scholarships for post-graduate testing (ex. GRE, LSAT, Credentials, etc.). However, the University does not provide these funds. Sonia Perez worked to secure a small private grant in order to keep this scholarship fund available for another academic year. However, in the future, the FMP will need to seek out additional opportunities for fund-raising. As such, the FMP participated in the University-Wide "Day of Giving" in the 2018-2019 year. Because this was our first year, we only raised a modest amount of funds. However, we believe that in the future, we can better promote this giving opportunity, and therefore increase this opportunity to give back to the FMP.

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2019/2020 Goals and Priorities

The Faculty Center programming and support falls into the following six thematic areas. While there is an overlap between the areas, these themes provide specific areas of focus and provides strategic direction when developing programming. See Appendix D for complete definitions and programs.

Teaching & Learning
Diversity, Equity & Inclusion
Research, Scholarly & Creative Activity
Faculty Development
Community Building
Faculty Mentoring Program

Teaching & Learning

- **Continue the Faculty Center Book Club** resulting from a pilot group in AY 2018/19, where faculty read and discussed a book over the course of several meetings and culminated in a workshop open to all faculty. This workshop was a professional development opportunity for all faculty about the broader topics of the book and did not require any knowledge of the book. The workshop was well attended and created an engaging dialogue. The Faculty Center will formally continue the book club in AY 19-20 and with two book clubs (one per semester) with a similar aim of producing a workshop at the end of the book club.
- **Continue and improve upon the Teaching Academy** with a solid curriculum in place, we will increase the number of guest presenters in order to tap into the teaching expertise of CSUSM faculty as well as diversify the perspectives participants receive; and we will encourage faculty to make changes and try activities covered in workshops and share the results. While this was done with informal sharing, it will be more formalized with the use of the Moodle Community page.
- **Develop a series of workshops on *Assessing Teaching Effectiveness*** in order to take a critical look at the ways that effective teaching can be assessed. This will include discussions of institutional teaching evaluations, peer observation/evaluation, innovative classroom assessment techniques, and self-reflection.
- **Investigate faculty development options around student success**, including non-curricular experiences of students, mental health needs, and accommodating students by building and sustaining partnerships across campus.
- **Improve support for online teaching** by moving the FLC for Teaching Online to a fully online platform in order to better model best practices; and offering more “brown bag” lunchtime events to create a sense of community.
- **Continue to offer diverse professional development opportunities** for faculty at all ranks, career stages and disciplines.

Diversity, Equity & Inclusion

- **Continue professional development offerings for the Diversity and Equity course requirement** in order to meet the deadline of Fall 2020 for course offerings through a faculty learning community, and workshops.
- **Continue contemplative practice for social justice** for faculty through an FLC and workshops.

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- **Develop a series of workshops to support a campus-wide *Beloved Community* program** including difficult conversations in the classroom, teaching in this political moment, and more.

Research, Scholarly & Creative Activity

- **Develop support for faculty research, scholarly and creative activity** with the new Faculty Fellow for RSCA, including leading the FLC for writing, creating a structure assessing and building faculty interest in research interest groups.

Faculty Development

- **Continue to support Lecturer Faculty** by conducting a needs assessment, continuing workshops in new formats and times/locations, and centralizing resources.
- **Formalize training and orientation for Teaching Associates** through the inaugural *Preparing Future Faculty: Teaching Associate Orientation* in August 2019.

Community Building

- **Celebrate the 25th Anniversary of the Faculty Center** through special programming that will highlight the importance of faculty development, bring together previous cohorts of faculty for reunions, and showcase the work of the Faculty Center.
- **Continue with existing programs**, including Annual Faculty Reception and Super STEM Saturday, while remaining open to new opportunities.

Faculty Mentoring Program

- **Increase the visibility of the FMP** in order to grow the program in faculty and students, build partnerships across campus and in the community, and increase fundraising capabilities.
- **Integrate a new FMP internship** that will work with the FMP Fellow, Kendra Rivera, to start and manage social media, promote events and workshops, update the FMP website, and recruit new faculty and students. The intern will also work on public communication about the FMP.
- **Develop new programming** both post-graduation preparation as well as mental health wellness, a topic of focus for both the Faculty Center and the campus at large.

Appendix A: List of Faculty Center Events and Attendees, 2018/19

Workshop	Date	Total #	Theme	Program	Campus Partner
July					
Summer Teaching Institute: Serving Our Communities (Day 1)	7/9/18	20	Teaching & Learning	Summer Teaching Institute	Office of Community Engagement/Service Learning
Summer Teaching Institute: Serving Our Communities (Day 2)	7/10/18	19	Teaching & Learning	Summer Teaching Institute	Office of Palliative Care
Summer Teaching Institute: Serving Our Communities (Day 3)	7/11/18	19	Teaching & Learning	Summer Teaching Institute	Office of Community Engagement/Service Learning
Summer Teaching Institute: Serving Our Communities (Day 4)	7/12/18	23	Teaching & Learning	Summer Teaching Institute	Office of Community Engagement/Service Learning
Summer Teaching Institute: Serving Our Communities (Day 5)	7/13/18	20	Teaching & Learning	Summer Teaching Institute	Office of Community Engagement/Service Learning
August					
New Faculty Institute (Day 1)	8/21/18	38	Faculty Development	New Faculty Institute	
New Faculty Institute (Day 2)	8/22/18	26	Faculty Development	New Faculty Institute	
Faculty Reception	8/22/18	73	Community Building		University Library
New Faculty Institute (Day 3)	8/24/18	17	Faculty Development	New Faculty Institute	
New Lecturer Orientation	8/24/18	33	Faculty Development	Lecturer Support	
September					
NFI: Faculty Panel: "What I know now, I wish I knew then"	9/7/18	18	Faculty Development	New Faculty Institute	
Teaching Academy	9/25/18	9	Teaching & Learning	Teaching Academy	The Office of Undergraduate Studies
PFF: Boundaries Transitioning Between Graduate Student and Instructor	9/28/18	19	Faculty Development	Preparing Future Faculty	
October					
Faculty Book Club	10/2/18	7	Teaching & Learning	Book Club	
NFI: Preparing Your First Year RTP File	10/5/18	13	Faculty Development	New Faculty Institute	
Teaching Academy	10/10/18	10	Teaching & Learning	Teaching Academy	The Office of Undergraduate Studies
Course Redesign: Lunch & Learn	10/11/18	14	Teaching & Learning	Course Redesign	Academic Programs
Aftermath of the Kavanaugh Confirmation	10/11/18	9	Faculty Development		
Service Learning	10/16/18	5	Teaching & Learning		Office of Community Engagement/Service Learning
Introduction to the Evaluation Process (Lecturer WPAF Series)	10/16/18	14	Faculty Development	Lecturer Support	
Faculty Insights on Online Learning	10/16/18	6	Teaching & Learning	Quality Learning & Teaching (QLT)	
Faculty Book Club	10/23/18	7	Teaching & Learning		
Self Care Series: Knitting/Quilting Circle	10/23/18	6	Faculty Development		
Writing the Reflective Narrative (Lecturer WPAF Series)	10/25/18	13	Faculty Development	Lecturer Support	
PFF: Academic Integrity	10/26/18	10	Faculty Development	Preparing Future Faculty	
RTP Workshop	10/30/18	27	Faculty Development		Office of the Provost
Teaching Academy	10/31/18	8	Teaching & Learning	Teaching Academy	The Office of Undergraduate Studies
November					
NFI: CSUSM Research Resources	11/2/18	20	Faculty Development	New Faculty Institute	
Teaching and Learning Luncheon	11/6/18	20	Teaching & Learning		The Office of Undergraduate Studies
Rethinking Your Syllabus	11/8/18	11	Teaching & Learning		
Faculty Book Club	11/13/18	4	Teaching & Learning	Book Club	
Round Table on Working with International Students	11/13/18	13	Teaching & Learning		Global Education
Faculty Research Colloquium: Linguistics Under the Mountains what the Ixhil Maya Can Teach Us (Michael Hughes)	11/13/18	41	Research, Scholarly & Creative Activity	Colloquium	

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Open Forum: Professional Development for the Diversity & Equity Course Requirement	11/14/18	8 Diversity, Equity & Social Justice	
Vet Net Ally Training	11/15/18	4 Teaching & Learning	Veterans Center
Open Forum: Professional Development for the Diversity & Equity Course Requirement	11/20/18	11 Diversity, Equity & Social Justice	
Online 101 Workshop	11/27/18	16 Teaching & Learning	Quality Learning & Teaching (QLT)
Self-Care Series: Knitting/Quilting Circle	11/27/18	5 Faculty Development	
December			
QLT Wrap up Meeting (Quality Online Learning & Teaching)	12/3/18	8 Teaching & Learning	Quality Learning & Teaching (QLT)
NFI: End of the Semester Celebration	12/7/18	12 Faculty Development	New Faculty Institute
January			
STEM Teaching Kick-Off Retreat	1/15/19	16 Teaching & Learning	Office for Training, Research and Education in the Sciences (OTRES)
STEM Teaching Kick-Off Retreat	1/16/18	14 Teaching & Learning	Office for Training, Research and Education in the Sciences (OTRES)
New Lecturer Orientation	1/18/19	16 Faculty Development	Lecturer Support
Syllabus Workshop	1/18/19	7 Teaching & Learning	
PFF: Supporting Your Students	1/25/19	8 Faculty Development	Preparing Future Faculty
Crafting for Wellness	1/29/19	4 Diversity, Equity & Social Justice	Office of Graduate Studies
Teaching Academy	1/30/19	8 Teaching & Learning	Teaching Academy
			The Office of Undergraduate Studies
February			
NFI: Developing Cultural Intelligence in the Classroom	2/1/19	13 Faculty Development	New Faculty Institute
FLC Diversity Requirement Coaches	2/1/19	12 Diversity, Equity & Social Justice	
Teaching in the Political Now	2/12/19	17 Diversity, Equity & Social Justice	
Crafting for Wellness	2/12/19	7 Faculty Development	
Designing Writing Prompts	2/14/19	8 Teaching & Learning	Writing Center/Evan Smith
Special WPAF for 3 Year	2/19/19	9 Faculty Development	Lecturer Support
Teaching Academy	2/20/19	9 Teaching & Learning	Teaching Academy
Culturally Intelligent Pedagogy	2/21/19	7 Diversity, Equity & Social Justice	The Office of Undergraduate Studies
The Faculty Book Club	2/26/19	8 Teaching & Learning	Book Club
Crafting for Wellness	2/26/19	3 Faculty Development	
Online 101 Teaching	2/26/19	19 Teaching & Learning	Quality Learning & Teaching (QLT)
March			
NFI: Degree Planner Workshop	3/1/19	11 Faculty Development	New Faculty Institute
NFI: Cultural Intelligence Pedagogy	3/1/19	14 Faculty Development	New Faculty Institute
Faculty Research Colloquium: The Role of Culture and Stress Biology on Perinatal Health Disparities: Mice to Mothers (Kimberley D'Anna-Hernandez)	3/5/19	51 Research, Scholarly & Creative Activity	Colloquium
Critical Pedagogy	3/6/19	12 Teaching & Learning	
Fostering Compassionate Interconnectedness in the Classroom	3/8/19	6 Diversity, Equity & Social Justice	
Super STEM Saturday	3/9/19	120 Community Building	
RTP Full Professor Workshop	3/12/19	12 Faculty Development	Office of the Provost
Crafting for Wellness	3/12/19	5 Faculty Development	

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Teaching Academy	3/13/19	7 Teaching & Learning	Teaching Academy	The Office of Undergraduate Studies
Course Redesign Check In	3/18/19	9 Teaching & Learning	Course Redesign	Academic Programs
Teaching and Reaching First Year Students	3/19/19	20 Teaching & Learning		
Conversations that Transform, Assistant Professors	3/21/19	4 Diversity, Equity & Social Justice		
Conversations that Transform, Associate Professors	3/22/19	2 Diversity, Equity & Social Justice		
Degree Planner Workshop	3/26/19	7 Teaching & Learning		
Conversations that Transform, Lecturer Faculty	3/26/19	4 Diversity, Equity & Social Justice		
Crafting for Wellness	3/26/19	4 Faculty Development		
Degree Planner Workshop	3/27/19	12 Teaching & Learning		
Introduction to the Evaluation Process (Lecturer WPAF Series)	3/28/19	7 Faculty Development	Lecturer Support	Faculty Affairs
April				
Teaching and Learning Luncheon	4/9/19	15 Teaching & Learning		The Office of Undergraduate Studies
Crafting for Wellness	4/9/19	3 Diversity, Equity & Social Justice		
Teaching Academy	4/10/19	8 Teaching & Learning	Teaching Academy	The Office of Undergraduate Studies
Conversations that Transform, Assistant Professors	4/10/19	2 Diversity, Equity & Social Justice		
Conversations that Transform, Associate Professors	4/11/19	6 Diversity, Equity & Social Justice		
New Faculty Institute	4/12/19	11 Faculty Development	New Faculty Institute	
Sabbatical Workshop	4/16/19	17 Faculty Development		Office of the Provost
Conversations that Transform, ALL Faculty	4/18/19	3 Diversity, Equity & Social Justice		
Conversations that Transform, Assistant Professors	4/19/19	1 Diversity, Equity & Social Justice		
PFF: Preparing for an Academic Career	4/19/19	3 Faculty Development	Preparing Future Faculty	
Crafting for Wellness	4/23/19	1 Diversity, Equity & Social Justice		
Reflecting on Teaching Online	4/23/19	7 Teaching & Learning	Quality Learning & Teaching (QLT)	
Diverse Learning Environment Survey	4/25/19	13 Teaching & Learning		
One-Day Symposium on Immigration/Diaspora Studies	4/26/19	11 Diversity, Equity & Social Justice		
RTP Workshop	4/29/19	13 Faculty Development		Office of the Provost
May				
Contemplative Pedagogy for Inclusive Excellence	5/3/19	8 Diversity, Equity & Social Justice		
NFI: What's next? Your 2nd year and Beyond Celebration	5/10/19	10 Faculty Development	New Faculty Institute	
Holding Space for Trauma in our Classroom (day 1)	5/7/19	17 Teaching & Learning		
Crafting for Wellness	5/7/19	5 Faculty Development		
Holding Space for Trauma in Our Classroom (day 2)	5/14/19	14 Teaching & Learning		
STI: Service Learning (Day 1)	5/28/19	15 Teaching & Learning	Summer Teaching Institute	Office of Community Engagement/Service Learning
STI: Service Learning (Day 2)	5/29/19	15 Teaching & Learning	Summer Teaching Institute	Office of Community Engagement/Service Learning
STI: Service Learning (Day 3)	5/30/19	12 Teaching & Learning	Summer Teaching Institute	Office of Community Engagement/Service Learning
STI: Service Learning (Day 4)	5/31/19	13 Teaching & Learning	Summer Teaching Institute	Office of Community Engagement/Service Learning
June				
STI: Diversity and Equity Course Requirement (Day 1)	6/12/19	16 Diversity, Equity & Social Justice	Summer Teaching Institute	
STI: Diversity and Equity Course Requirement (Day 2)	6/13/19	16 Diversity, Equity & Social Justice	Summer Teaching Institute	
STI: Diversity and Equity Course Requirement (Day 3)	6/14/19	13 Diversity, Equity & Social Justice	Summer Teaching Institute	

Appendix B: Faculty Mentoring Program Events 2018/20

Workshop	Date	Total #
September		
FMP: Orientation and Welcome Luncheon	9/25/18	43 mentors 74 proteges
FMP: Training the Mentor	9/27/18	13
October		
FMP: Ice Cream Gathering	10/9/18	22
FMP: Faculty Panel on Grad School	10/23/18	28
November		
FMP: Chips and Salsa Social	11/8/18	16
FMP: Pathways after Graduation Workshop	11/27/18	8
December		
FMP: Holiday Gathering & End of the Semester Celebration	12/7/18	32
February		
FMP: Spring Kick Off	2/19/19	21 mentors 40 protégé
FMP: Student Research Opportunities	2/21/19	9
FMP: Refreshing the Mentors	2/28/19	5
March		
FMP: Chips & Salsa	3/21/19	19
April		
FMP: Surviving Micro-Agressions	4/18/19	9
FMP: Ice Cream Social	4/25/19	6
May		
FMP: Year End Celebration	5/3/19	177

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Appendix C

Quality Learning & Teaching (QLT) Report

Campus Goal for Quality Assurance

1. Increase the pool of faculty reviewers,
2. Increase the number of faculty who have completed QLT training,
3. Increase the number of certified high-quality online courses,
4. Submit an additional 2 courses for QM certification,
5. Design a fully Online FLC that helps our faculty understand and fully utilize ('hands on') all online teaching mechanisms,
6. Continue the support for professional development of faculty participating in the QA programming.

2018-2019 Accomplishments:

1. 9 courses were QLT peer reviewed
2. 7 courses are pending to complete the Core 24 and 85% mark they probably will be complete during summer 2019 and Fall 2019
3. 8 courses completed the Core 24 objectives and the 85% mark
4. 1 course was CO certified and two courses are up for review
5. We have 2 faculty working in the QM certification
6. We developed two workshops one "Online Teaching 101" and the second "Reflecting on Teaching Online"
7. Completed our Faculty Learning Community

Next Steps for QA Efforts

- Maintain and expand FLC on teaching online
- Create workshops for student on how to take an online class/expectations for online learning
- Increase contributions to CSUSM Fully Online
- Increase the numbers of courses QLT and QM certified

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Definitions of Themes with Current Programs.

Teaching & Learning – all aspects of teaching and learning including pedagogy, teaching strategies, understanding our students, online teaching, the scholarship of teaching and learning, and other related areas. Programs include:

- Teaching Academy
- Book Club
- Quality Learning & Teaching (QLT)
- Summer Teaching Institutes
- Workshops on related topics

Diversity, Equity & Inclusion – assisting faculty to learn more about diversity, equity and inclusion in their curriculum, classroom and work with students and colleagues.

- Professional Development for Diversity and Equity Course Requirement
- Conversations that Transform
- Contemplative Pedagogy for Social Justice
- Difficult Conversations in the Classroom

Research, Scholarly & Creative Activity – support for faculty research, scholarly and creative activity

- Faculty Research Colloquium
- FLC for Writing an Article in 12 Weeks

Faculty Development – professional development at all stages of one's career (graduate students, new faculty, mid-career, etc.) for faculty of any rank. This also includes self-care and work/life balance. Programs include:

- New Faculty Institute
- Preparing Future Faculty
- Faculty Connections Mentoring
- Mindfulness and Self-Care Workshops
- RTP and Sabbatical Workshops

Community Building – within the faculty and larger campus community

- Annual Faculty Reception
- Super STEM Saturday

Faculty Mentoring Program – mentoring program to enhance the retention and graduation rates of first-generation and economically-disadvantaged college students.

- Mentor Training
- Career and Grad School Preparation workshops
- End-of-Year/Graduation Celebration