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# Faculty Center Annual Report

Academic Year  
2015-2016



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Matt Atherton, Associate Faculty Center Director  
Sonia Perez, Faculty Center and FMP Coordinate

Terri Metzger, Faculty Fellow for Lecturers  
Fred Avalos, Faculty Fellow for Cultural Intelligence  
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Karno Ng, Faculty Fellow for Online Teaching

## ***Report on AY 2015/16***

The 2015/2016 AY continued to be a highly productive year in the Faculty Center. Over 435 different faculty members and administrators participated in **113** 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 2052 attendees**).

### **Major 2015/2016 Accomplishments**

**(1) Refined the Quality Online Learning and Teaching (QOLT) project:** To support faculty in developing high quality online education continues to be a priority for the Faculty Center. Over the past year, under the leadership of our Faculty Fellow for Online Learning, Karno Ng, we continued to improve our review process for online courses. We recently received our fourth grant from the Chancellor's Office on Quality Assurance to help support this review process. During AY 2015/16, we had six faculty associates and IDS staff members peer review twenty-four online courses using the QOLT instrument. Next year we will continue this review process and, in addition, offer a Faculty Learning Community focused on online teaching for faculty who are new to this type of pedagogy.

**(2) Offered an increased number of Teaching and Learning Activities:** Under the leadership of Matt Atherton, who served his first year as the Associate Director of the Faculty Center, we were able to offer numerous teaching and learning events that focused on innovative topics such as democratizing the classroom, building sustainability into your classroom and threshold concepts. In addition, we held several workshops that focused on supporting our students (e.g., a panel on transgender students, autistic students, and classroom triggers). The Faculty Center also introduced workshops exploring how faculty characteristics and experiences affect classroom outcomes and approaches to teaching. Building off previous cultural intelligence groundwork, workshops were developed to explore topics of women in academia (Teaching While Female) and working-class faculty (Exploring "Class"-room Consciousness) We continued to collaborate with other key offices on campus on important programming (Office of Undergraduate Studies, IDS, First Year Programs, Office of Service Learning and Community Engagement, and Office of Diversity and Educational Equity, and Engaging Diverse Dialogues).

**(3) Developed the Teaching and Learning Website:** We enhanced tools for faculty, including information about course design and teaching innovations; we also added a new calendar that details teaching and learning events and pages designed to provide further information on workshops such as the one designed to support the Teaching While Female workshop. Lastly, a [CSUSM teaching and learning blog](#) was created that shared relevant link but also served to spotlight the work of CSUSM faculty. Work from previous Summer Teaching Institute participants was featured on the blog.

**(4) Created Programming for Faculty at Different Levels of Career Development:** While we continued to offer our New Faculty Institutes, we also developed new programming aimed at faculty across their career life-course. Building on the work of the New Faculty Institute, the Faculty Center hosted junior faculty reconnects which reinforced the community building and support. Beyond junior faculty, a newly developed Faculty Learning Community supported and explored issues facing mid-career faculty. For the first time, the Faculty Center held a focus group for faculty thinking about retirement. In collaboration with the CSUSM Retirees Association we are planning several workshops for next year that will focus on helping faculty make decisions about retirement. Supporting faculty at every career stage is vital to the Faculty Center mission.

**(5) Institutionalized Summer Programming:** This summer we will hold the third annual Summer Institute for Teaching and Learning, *Empowering Student Learning: Creating Environments to Promote Self-Efficiency and Enthusiasm*. The theme of this year's institute is focused on ways to empower students with the skills, agency and motivation to learn. 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 21 spots for faculty. It is clear that well-scheduled summer programming is drawing faculty interest and providing a needed opportunity for faculty development.

**(6) Offered AVID Teaching Toolbox Series:** In collaboration with the Office of Undergraduate Studies, we offered our first certificate for faculty participating in a series of workshops. We held four all-day sessions focused on topics such as note taking, academic reading, and metacognition. We had 18 participants in the series of workshops, and 12 participants received a certificate for completing all workshops. Given the length of the session, the participation in terms of number of faculty and hours was positive for a first-iteration. Participants were already informally sharing the ways they had incorporated ideas into the classroom between sessions. 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. There is discussion with The Office of Undergraduate Studies to continue and evolve the program in 16/17.

**(7) Provided Increased Lecturer Support:** The Lecturer Faculty Fellow/Liaison, Terri Metzger, 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, she facilitated communication among and with lecturers through a webpage on the Faculty Center website, a Cougar Community site for lecturers, emails, newsletters, and individual conversations, both electronic and face-to-face.

**(8) Support of Cultural Intelligence Pedagogy:** Under the leadership of Fredi Avalos, Faculty Fellow for Cultural Intelligence, we developed research, seminars, and workshops that addressed how to use the principles of culturally intelligent pedagogy to better prepare students for a competitive and complex world. The workshops included how to deal with conflict creatively and how to create meaningful dialogue when controversy arises as part of the curriculum or spontaneously during class discussion.

**(9) Created Faculty Development Workshops on High-Impact Practices:** The Faculty Center partnered with Dean Formo and the Office of Undergraduate Studies to further develop high-impact practices at CSUSM. The overall goal was to bring together key faculty and staff members to discuss the implementation of high-impact practices into campus programs as well as the classroom. The Faculty Center helped plan and deliver two workshops surrounding the topic of mindset. This included developing an opening workshop in the fall, which provided an overview lecture for participants. A second session occurred in the spring including a webinar with Dr. Eduardo Bricenio and follow up activities.

### **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 60 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:

- Developing Cultural Intelligence in the Classroom, led by Fredi Avalos
- Contemplative Teaching Practices, led by Marie Thomas and Ranjeeta Basu
- Palliative Care and Veteran Students, led by Sharon Hamill
- Writing a Journal Article in 12 Weeks/Power Writers (Fall 2015 & Spring 2016), led by Rebecca Lush
- Mid-Career Faculty, led by Elisa Grant-Vallone
- Community Engaged Scholarship, led by Vivienne Bennett and Jodie Lawson
- Common Core, led by Pat Stahl
- Threshold Concepts (Spring 2016), led by Yvonne Meulemans

\*\* Except where noted, FLCs met approximately 30 hours throughout the AY and faculty received \$500 in professional development funds for participating.

## **(2) Teaching and Learning Activities**

- NCHCA Tri-Campus Symposium – Capitalizing on Connections: Making the Most of Our Networks
- Preparing Future Faculty Workshops (6 workshops for graduate teaching assistants)
- Hands On Workshops (Using GIS, Pep up Your Projects, NBC Learn)
- Four part Teaching Toolbox (AVID) Series
- Exploring Pedagogy Discussions

## **(3) Ongoing Professional Development Workshops and Support**

- Lecturer Orientation
- Lecturer Evaluation Training
- New Faculty Institute
- RTP and Sabbatical Workshops
- Professional Development Grants: (\$22,533 was awarded to 35 faculty members)
- Diversity and Social Equity Grants: (\$4,750 was awarded to 11 faculty members)

## **(4) Cultivating Relationships**

- Twelfth Annual Faculty Reception (121 attendees)
- Super STEM Saturday (over 150 faculty, friends, and special guests attended)
- Faculty Center Connections Program (43 members participated in mentoring circles and were awarded \$4,300 in professional development)
- Research Colloquium Dinners: In Fall, Erika Daniels, Ed.D spoke about her research *Motivation Matters: Creating Contexts That Support Adolescent Education*. In spring, Paul Stuhr, Ph.D., spoke on the topic, *Adventure-based Learning: Transcending the Communal Experience in Education for Social-Emotional Growth*. These continue to be popular events and close to 50-60 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 4-148 protégés and faculty at each event).
- **Demographics Report:** This Academic Year, 86 mentors volunteered their time and knowledge. We served 130 protégés for Fall and 131 protégés for Spring. Of the 52 of our FMP graduating protégés, 42 graduated this Spring and 10 last Fall semester.
- **Post-graduate Testing Scholarships:** We received 8 applications, Fall 2015 (4) and Spring 2016 (4). We were able to provide complete or partial support for the 7 applicants (\$1,449). Post-graduate testing scholarships help our protégés cover the costs of the GRE, RICA, and CSET tests.

## **2016/2017 Goals and Priorities**

- **Highlight and Share the Work of our Faculty Learning Communities:** We are piloting an FLC EXPO in September 2016 as a mechanism to highlight the work of faculty in our faculty learning communities.
- **Continue to Reach Faculty at Different Career Levels:** This continues to be an important goal for the FC. Over the next year, we will continue to refine new faculty mentoring, find innovative ways to reach mid-career faculty, and plan a series of workshops for faculty who are beginning to prepare for retirement.

- **Continue to Develop Expertise in Quality Online Teaching:** With a new faculty learning community focused on quality online learning, developing expertise in faculty who are teaching online will continue to be a priority for the Faculty Center.
- **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.
- **Diversity Mapping & Great Colleges to Work for Data:** In collaboration with the Great Colleges to Work for Work Group, we will explore topics of faculty perceptions regarding campus climate and faculty incivility issues.
- **Outline and Pilot a Certificate Program for Faculty in Cultural Intelligence**
- **FMP:** Continue to explore innovative ways to support students in FMP and recruit more faculty to participate.