To:	Dr. Kim Greer, Provost and Vice-President, Academic Affairs
From:	Shradha Tibrewal, Director, Faculty Center for Excellence in Teaching and Learning
Date:	May 25, 2021
RE:	Report of the Faculty Center for Excellence in Teaching and Learning, Fall 2018 to Spring 2021

Executive Summary

This three-year report outlines the work of the Faculty Center for Excellence in Teaching and Learning (FCETL), over the 2018–21 academic years (under the Directorship of Dr. Shradha Tibrewal). Details about our events and programs are divided into the four areas of our purview, color-coded to ease skimming (Pedagogical – yellow; Equity, Social Justice and Anti-Racism – purple; Population | Transfer Students, First Generation Students- blue, and Faculty Support – green).

Mission of FCETL

The primary mission of the Stan State Faculty Center for Excellence in Teaching and Learning is to support faculty in their roles as teacher, learners, scholars, and members of the university and wider community as a means of enhancing student learning. Enhancement of faculty skills, professional fulfillment, and promotion of collegiality and a sense of campus community are integral to this mission. Faculty Center for Excellence in Teaching and Learning staff take a visionary role, to promote the spirit of innovation and collaboration among faculty, staff, students, and administrators at Stanislaus State. Faculty Center for Excellence in Teaching and Learning services are available to all university faculty at all stages of their professional careers, as well as student teaching assistants" {Academic Senate 16/AS/97).

Vision

The Faculty Center for Excellence in Teaching and Learning (FCETL) is a vibrant, high-profile, easily accessible facility combining a variety of current faculty support offices in a location where faculty can meet to get to know each other, discuss issues of mutual concern, discover faculty development resources, and experiment with instructional technology.

FCETL Participation Data		
ACTIVITY	**ACADEMIC YEAR**	**# OF PARTICIPANTS**
ACUE	2019/20	28
	2020/21	52
	2022	48 (on-going)
Certificate in Inclusive Teaching	2018/19	40
	2019/20	27
	2020/21	14
Faculty Learning Communities	2018/19	81
	2019/20	65
	2020/21	79
QLT/QM	QLT 2018/19	25
	QLT 2019/20	53
	2020/21	124
FCETL WORKSHOPS (total workshop attendance)	2018/19	710
	2019/20	919
	2020/21	1772

2018/19 WORKSHOPS PARTICIPATION BY COLLEGE

10%
26%
43%
14%
6%

CAHSS   COB   COEKSW   COS   OTHER

2018/19 WORKSHOPS PARTICIPATION BY GRADE

17%
8%
76%

TENURE   FT LECT   PT LECT

2019/20 WORKSHOPS PARTICIPATION BY COLLEGE

16%
22%
39%
15%
9%

CAHSS   COB   COEKSW   COS   OTHER

2019/20 WORKSHOPS PARTICIPATION BY GRADE

20%
6%
74%

TENURE   FT LECT   PT LECT

2020/21 WORKSHOPS PARTICIPATION BY COLLEGE

8%
23%
42%
17%
9%

CAHSS   COB   COEKSW   COS   OTHER

2020/21 WORKSHOPS PARTICIPATION BY GRADE

22%
7%
71%

TENURE   FT LECT   PT LECT

Pedagogical

FCETL programs and services are grounded in teaching and learning scholarship, encouraging faculty to explore, experiment, and reflect on their teaching practice. We strive to inspire excellence in teaching by offering a rich array of professional development workshops, critical conversation series, peer individual consultation support, and through the facilitation of our transformative faculty learning communities. Faculty are introduced to innovative pedagogies and instructional strategies for integration into their classroom

and work with students and beyond. The FCETL encourages a learner-centered approach to teaching students and models and promotes teaching practices that cultivate inclusive and equitable learning environments. This section highlights the range of programs and services offered to Stan State faculty.

Instructional Institute Days

Offered on a non-instructional day just before the start of Spring term, Instructional Institute Day (IID) is an opportunity to engage in focused, extended consideration of an issue of importance to faculty in all disciplines and at all academic ranks. The topics and speakers are identified collaboratively by the Faculty Development Committee and the Director of the FCETL, with the FCETL Director and administrative staff taking primary responsibility for coordinating the logistics for the event (program focus, scheduling, publicity, food, travel, stipends, etc.). IID events are intentionally practical and interactive, helping to build faculty community while providing faculty with knowledge, tools, and/or skills that can be immediately applied to instruction (and often RSCA and service).

In 2019, Dr. Tasha Souza, Associate Director for the Center for Teaching and Learning at Boise State, presented "Fear to Freedom: Facilitating Difficult Conversations in the Classroom." The workshop helped faculty to recognize and more successfully respond to "hot moments" that arise in classrooms, and to engage in strategies to prevent these from occurring in the first place. Faculty were able to discuss the ways in which "difficult" moments presented themselves in their own classroom settings, and to strategize and role play means to apply Dr. Souza's model. In 2020 Drs. Susan Longerbeam and Alicia Chávez offered a workshop on Teaching Across Cultural Strengths, sharing their model of cultural strengths in learning, teaching, development and facilitating. Activities in the session assisted participants in applying introspection to understand how our own cultural values, beliefs, assumptions, and behaviors manifest in ways as we professionals design for, interpret, interact with, and engage students in person as well as through policy, services, physical aspects of campus, and services.

In 2021, due to the pandemic, IID had to be offered remotely. The program was delivered over two days to limit Zoom fatigue and to create opportunities to address two interconnected topics. On January 26th Dr. Gina Garcia, author of *Becoming Hispanic-Serving Institutions*, presented on "Developing Inclusive Curriculum in Hispanic Serving Institutions." Dr. Garcia provided a framework for understanding how to not simply "enroll" Hispanic/Latinx students, but to actively serve them and enhance their life opportunities through intentional institutional and individual practices. Approaching this from a social

justice framework, Dr. Garcia helped faculty to evaluate their own syllabi, course materials, and pedagogical practices to better support equity and just outcomes. On January 27th Dr. Laura Rendón, author of *Sentipensante (Sensing/Thinking) Pedagogy* presented on "The Power of Validation and Student Potential: Educating for Wholeness, Justice and Liberation." Also addressing issues of equity and social justice, Dr. Rendón shared her concept of a *sentipensante* pedagogy that is grounded in caring and affirming relationships between students and faculty, and that emphasizes student assets that are informed by their cultural identities and experiences. Faculty explored ways to develop culturally-validating learning experiences via course activities and assignments that afforded meaningful ways to achieve learning outcomes.

2019 | Fear to Freedom: Facilitating Difficult Conversations in the Classroom

Guest Speaker: Dr. Tasha Souza, Boise State

In this interactive workshop, participants learned how to lay the foundation for, and facilitate, meaningful conversations about difficult topics in the classroom setting. The workshop provided strategies for fostering a supportive classroom environment where students are more open to engage in conversations across, and about, differences and activities for recognizing triggers, reflecting on identity, bias and privilege, and establishing group agreements. Participants learned how to Identify microaggressions and describe their impact, recognize and respond to student resistance, and apply the OTFD and ACTION frameworks as strategies for managing hot moments. Participants were encouraged to reflect upon one's own positionality and the role it may play in pedagogical/curricular choices. By the end of this workshop, participants should be better equipped to facilitate and navigate difficult conversations about diversity-related topics in the classroom setting.

2020 | Cultural Strengths

Guest Speakers: Drs. Susan Longerbeam and Alicia Chavez

This interactive session introduced participants to a model of cultural strengths in learning, teaching, development, and facilitating. Activities in the session assisted participants in applying introspection to understand how our own cultural values, beliefs, assumptions, and behaviors manifest in ways as we professionals design for, interpret, interact with, and engage students in person as well as through policy, services, physical aspects of campus, and services. Participants were guided to discuss and apply a balance of cultural strengths to redesign collegiate processes and services including in pedagogical, assessment, advising, mentoring, supervising,

communications, websites, operations and more as well as interaction techniques to facilitate student learning and development.

2021 | Developing Inclusive Curriculum in Hispanic Serving Institutions

Guest Speaker: Dr. Gina Garcia, University of Pittsburgh

Dr. Garcia provided an overview of HSIs and discussed the importance of becoming "Latinx- enhancing," offering suggestions for how to center Latinxs and other minoritized students in the curriculum and classroom. She provided a definition of social justice in the curriculum, stressing the need for faculty across the institution to think about equity and justice outcomes. This hands-on training allowed faculty to evaluate their syllabi and reflect on using culturally relevant pedagogy and developing a socially just curriculum.

2021 | The Power of Validation and Student Potential: Educating for Wholeness, Justice and Liberation

Guest Speaker: Dr. Laura Rendon

During the extraordinary time of a world-wide pandemic, we are caught in a transformational middle space that Gloria Anzaldúa calls nepantla. As we experience a realm shift, we have a unique opportunity to shape a new educational vision that centers our humanity and our commitment to justice and equity. Participants learned how to identify and transform false master narratives that work against equity and student success, employ validation theory to build caring and affirming relationships with students, and work with student assets. A holistic teaching and learning model, Sentipensante (sensing/thinking) Pedagogy, that addresses the rhythmic connection between intellectual development and aspects of our humanity were presented along with examples of culturally-validating deep learning experiences.
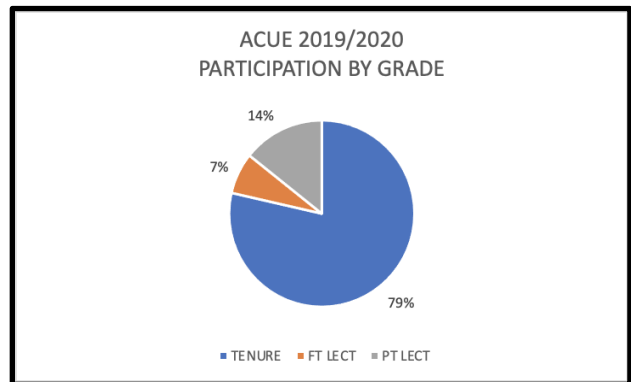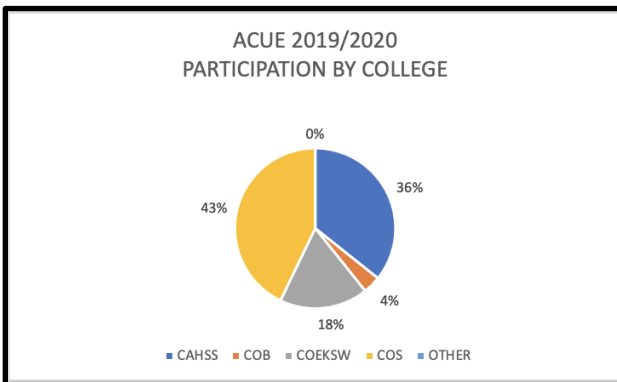
Certificates

Association of Colleges & University Educators (ACUE) | Certificate in Effective Teaching Practices

The Faculty Center for Excellence in Teaching and Learning, with support from the Office of the Provost, partnered with the Association of Colleges & University Educators (ACUE) to provide faculty an opportunity to participate in state-of-the-art online

ACUE's course in Effective Teaching Practices ensures that faculty learn about and implement approaches that improve engagement and persistence and promote deeper learning. This outstanding professional development opportunity, that exposes faculty to research-based effective instructional practices, is the first course designed for higher education faculty that leads to a nationally-recognized Certificate in Effective College Instruction co-endorsed by the American Council on Education (ACE) and ACUE.

This 25 module course concentrates on teaching practices effective in face-to-face instruction. Comprehensive in scope, and organized around five units of study, faculty members learn together in cohorts and implement approaches to design an effective course and class, establish a productive learning environment, use active learning techniques, promote higher order thinking, and assess in ways that inform instruction and promote deeper levels of learning. This course addresses all of the core competencies in ACUE's Effective Practice Framework and leads to a Certificate in Effective College Instruction.

ACUE 2019/2020 PARTICIPATION BY COLLEGE

ACUE 2019/2020 PARTICIPATION BY GRADE

Association of Colleges & University Educators (ACUE) | Certificate in Effective Online Teaching Practices

This 25-module course focuses on teaching practices effective for online instruction. Comprehensive in scope, the course's content and facilitation focuses on proven online teaching approaches across all of the core competencies in ACUE's Effective Practice Framework. This course supports all design and delivery models, including synchronous,

asynchronous and hybrid formats, and is relevant for all faculty roles. Based on the same evidence-based pedagogy as ACUE's course in effective teaching practices, the Effective Online Teaching Practices course enables faculty to be impactful online instructors and ensure student success.
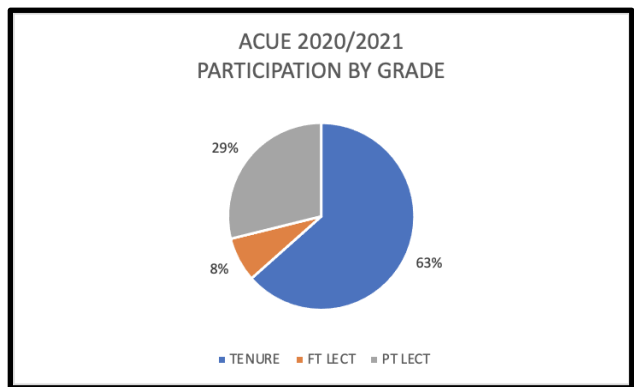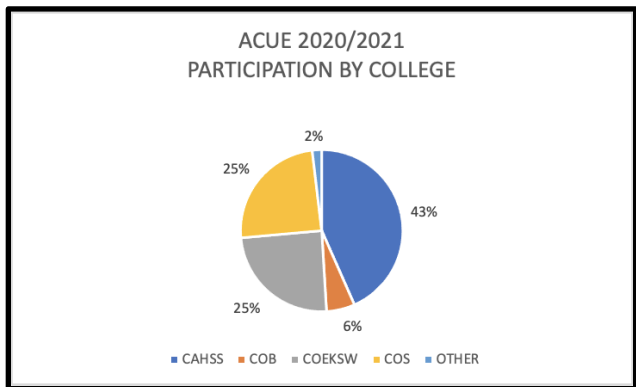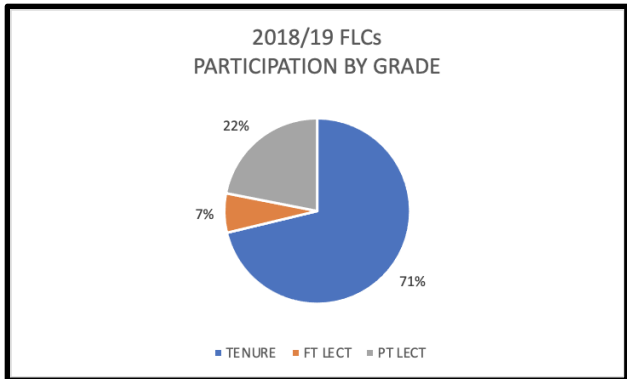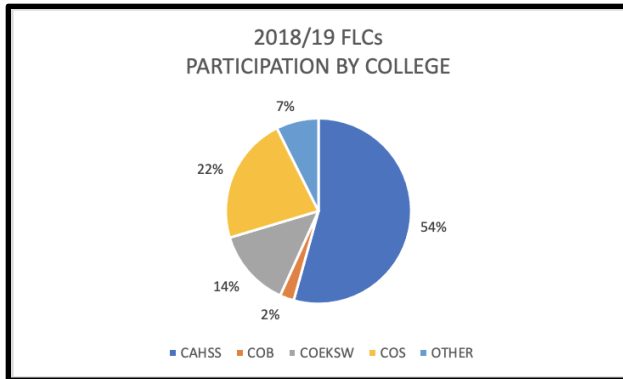
In 2020/21, 52 faculty completed the Association of Colleges & University Educators' (ACUE) Certificate in Effective Online Teaching Practices

ACUE 2020/2021
PARTICIPATION BY COLLEGE

2%
25%
43%
25%
6%

■ CAHSS ■ COB ■ COEKSW ■ COS ■ OTHER

ACUE 2020/2021
PARTICIPATION BY GRADE

29%
8%
63%

■ TENURE ■ FT LECT ■ PT LECT

Faculty Learning Communities

As part of the Faculty Center for Excellence in Teaching and Learning's mission to promote transformative learning experiences for faculty at Stan State, FCETL sponsors multiple Faculty Learning Communities (FLC) each year. A Faculty Learning Community (FLC) typically includes a cross-disciplinary cohort of faculty members, often from different disciplines or fields of study, who collaborate through weekly/bi-weekly meetings in explorations of issues related to teaching, learning, and scholarship. These FLCS are semester/year-long or topic-based communities of practice that provide support, feedback, and inspiration while each faculty member pursues a project in their area of interest. At the end of the FLC, the community shares their learnings and accomplishments with the wider campus community. Past research indicates that FLCs are not only extremely effective mechanisms for faculty learning, they are also enriching social experiences.

**2018/19 FLCs
PARTICIPATION BY COLLEGE**

7%
22%
54%
14%
2%

CAHSS COB COEKSW COS OTHER

**2018/19 FLCs
PARTICIPATION BY GRADE**

22%
7%
71%

TENURE FT LECT PT LECT

In 2018/19, 81 members of the campus community participated in the FLCs.

**2019/20 FLCs
PARTICIPATION BY COLLEGE**

9%
17%
9%
8%
57%

CAHSS COB COEKSW COS OTHER

**2019/20 FLCs
PARTICIPATION BY GRADE**

24%
10%
66%

TENURE FT LECT PT LECT
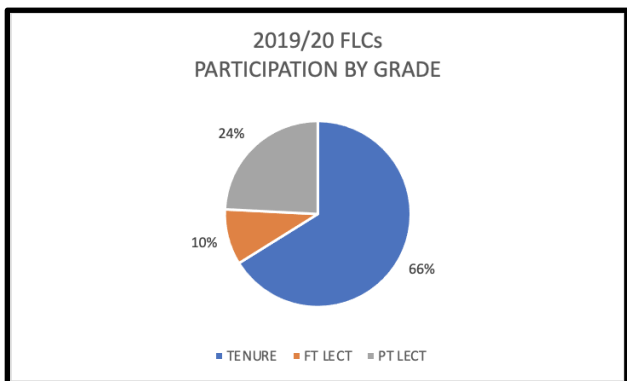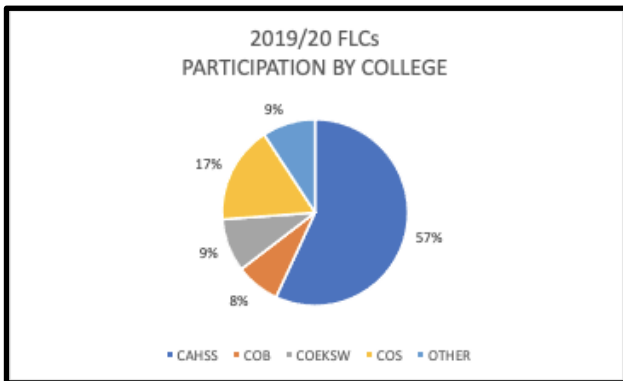
In 2019/20, there were 65 participants in the FLCs.

**2020/21 FLCs
PARTICIPATION BY COLLEGE**

3%
23%
14%
4%
57%

CAHSS COB COEKSW COS OTHER

**2020/21 FLCs
PARTICIPATION BY GRADE**

20%
5%
75%

TENURE FT LECT PT LECT
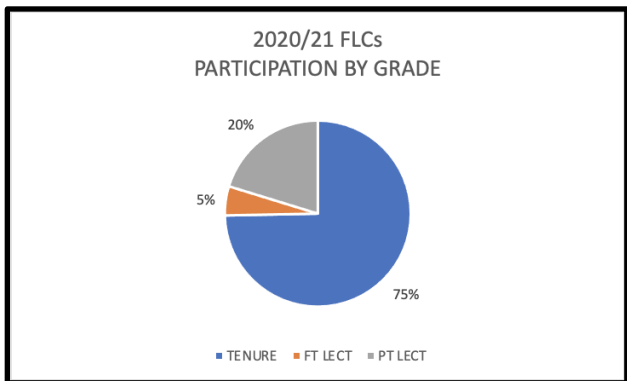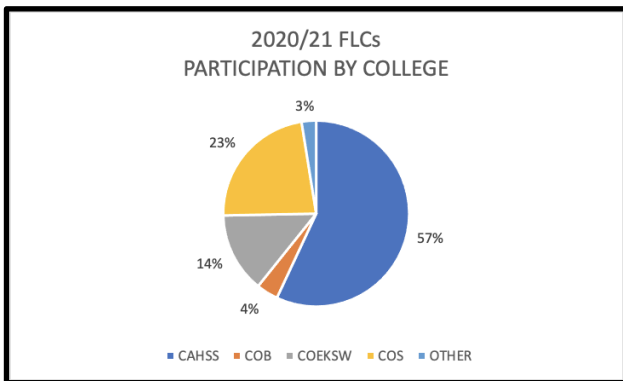
In 2020/21, the 9 FLCs featured 79 participants.

Scholarship of Teaching and Learning (SoTL)

Facilitated by Drs. Betsy Eudey and Shradha Tibrewal

Using Cathy Bishop-Clark and Beth Dietz-Uhler's *Engaging in the Scholarship of Teaching and Learning: A Guide to the Process and How to Develop a Project from Start to Finish*, members of this faculty learning community (FLC) supported one another in their individual quests to develop research projects within their classrooms with the goal of submitting their pedagogy research for peer-reviewed publication. Additional resources and support were provided for navigating the Institutional Review Board process for working with human subjects and in developing and administering surveys/other data collection strategies. The goals of the FLC included planning a Sotl Project and getting IRB approval, enacting a scholarship of teaching and learning project, and preparing a journal article, book chapter, presentation, or other means by which to share Scholarship of Teaching and Learning experiences and findings. Gatherings involved identifying locations for sharing findings (journals, conferences, community events, etc), exchanging drafts of our work, and supporting one another's project completion.

Teaching Writing Across the Curriculum

Facilitated by Dr. Matthew Moberly

Within this FLC, participants explored best practices in designing writing assignments, incorporating drafting and peer review, responding to student writing, and assessing student writing. Current scholarship related to antiracist writing pedagogy was also highlighted. Participants created or revised a writing assignment sequence (drafting, feedback, and grading), learned about specific strategies for responding to student writing, explored ways to incorporate peer review within writing assignments, considered writing pedagogy as it relates to topics such as teaching for transfer across courses within their programs and approaches to antiracist writing pedagogy.

Sustainability 2.0

Facilitated by Sustainability Coordinator Wendy Olmstead, Betsy Eudey, and Shradha Tibrewal

This faculty learning community was intended to help faculty infuse sustainability into the curriculum and pedagogy using an approach that is interconnected and multi-disciplinary. Through this FLC, faculty explored ways to support curricular development, make courses more connected, facilitate collaborations among faculty/courses, and make courses more visible to students. Additionally, this FLC

researched ways to build stronger connections among faculty engaged in this work, identify ways to share resources or engage in collaborative activities, and discuss the future possibilities for curriculum/academic programs.

Teaching Sustainability/Campus as a Living Lab

Facilitated by Wendy Olmstead and Shradha Tibrewal

This is a faculty learning community designed to explore a multi-disciplinary approach to the scholarship of teaching sustainability and the use of the Stan State campus as a living lab. Faculty explored sustainability through the lens of systems thinking, place and pedagogy, social equity, and indigenous perspectives as well as approaches to embedding sustainable practice as a core value on campus. The FLC included presentations of potential curriculum resources for the use of the Campus as a Living Lab including food, water, energy, waste management, transportation, green practices, and the university's urban forest.

Adobe

Facilitated by Dr. Greg Jacquay

A faculty learning community to discuss and explore classroom applications that utilize Adobe Creative Cloud Software, this was a semi-structured, exploratory FLC designed to support Faculty who are novices in Creative Cloud software. In collaborative work sessions, participants discovered resources both on and off campus to support creative projects, learned where Creative Cloud is being used on campus, shared on-campus resources and users, developed strategies for self-learning and practice, and developed assignments that utilize Creative Cloud applications.

Using Universal Design for Learning to Adapt to LMS

Increasingly online, on-ground and hybrid classrooms in colleges and universities make use of Learning Management Systems (LMS). There are many advantages of these systems, but they work best for students with disabilities and learning differences, when the instructors use a variety of tools to get the message across. This session looked at course design, some of the barriers LMS technology use may raise, and the application of Universal design for Learning (UDL) in light of accessibility in LMS course design.

Using Instagram as a Cultural Tool in the Classroom

Facilitated by Dr. Cassandra Drake

This workshop was designed to provide participants with a solid foundation in social media engagement and an action plan for utilization of Instagram as a cultural tool within their individual contexts. Attendees gained a functional understanding of how the social media platform Instagram can be used for engagement, instruction and assessment in an educational setting; established an account on the platform and learned the basic skills needed for utilization in an educational setting and in research.

Empowering Adult Learners in Higher Education

*Facilitated by Dr. Virginia Montero Hernandez*

During this workshop, facilitators discussed the unique characteristics of adult learners in higher education and strategies to create productive and caring relationships with them. The workshop also focused on identifying mechanisms to empower students as active agents in their learning and helping faculty stimulate students to be authors of their learning experiences both inside and outside the classroom.

Assessment

Transparency in Learning and Teaching (TILT): *Dr. Mary Ann Winkelmes*

The Unwritten Rules of College: Creating Transparent Assignments that Increase Underserved College Students' Success:
Underserved students are the new incoming majority student population in US higher education, and transparent instruction shows great promise for increasing their confidence, sense of belonging, persistence and success. Transparent teaching/learning practices make learning processes explicit while offering opportunities to foster students' metacognition, confidence, and their sense of belonging in college. A 2016 Association of American Colleges & Universities publication identifies transparent assignment design as a replicable teaching intervention that significantly enhances students' learning and persistence, with greater gains for historically underserved students [Winkelmes et al, *Peer Review,* Spring 2016]. In this workshop, participants reviewed the findings as well as educational research behind the concept of transparent teaching/learning then applied that research to the
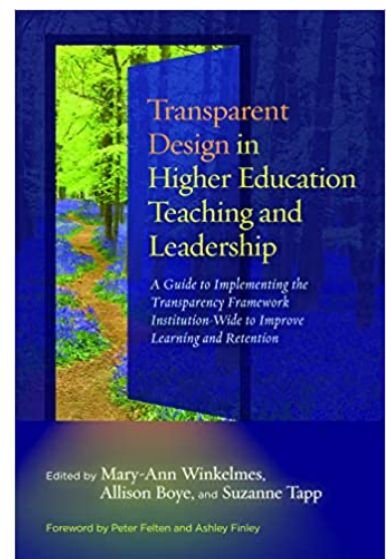
design of class activities and assignments. Participants completed a draft assignment or activity for one of their courses, and a concise set of strategies for designing transparent assignments that promote students' learning equitably.

Cheating Lessons: Learning from Academic Dishonesty
Facilitated by Dr. Curtis Pro

James M. Lang wasn't planning to do research into why, how, and for how long college students have cheated. Dr. Lang, a professor of English and director of the D'Amour Center for Teaching Excellence at Assumption College, just wanted to know what to do when he encountered the occasional incidence of cheating. Fortunately, he was already doing research on cognitive theory and brain and memory functioning. He writes, "…I realized that if I looked at…cheating through the lens of cognitive theory and tried to understand cheating as an inappropriate response to a learning environment that wasn't working for the student, I could potentially empower…faculty members to respond more effectively to academic dishonesty by modifying the learning environments they constructed," (p. 2). Based on his provocative research indicating that students often cheat because their learning environments give them ample incentives to try, he offers strategies that make cheating less worthwhile and that can improve student learning.
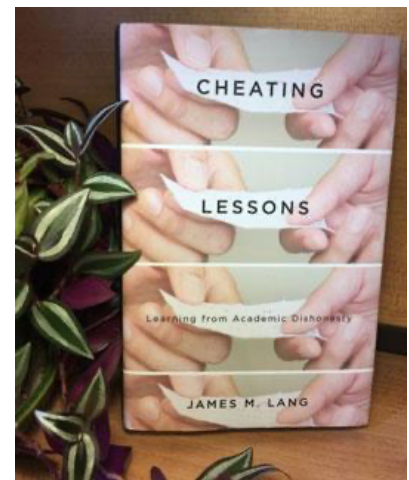
Formative & Summative Assessment

Facilitated by Catherine Haras, Senior Director, CETL CSULA

Often, instructors believe they are being"clear" with students. However, our courses may hide performance expectations. How do we make our standards crystal clear to learners? What is assessment anyway? The two workshops, Formative Assessment and Writing Better Test Questions, attacked formative (real time) and summative (testing) assessments. In this workshop, participants modeled in real time the 7 formative techniques and their related activities. Formative thinking helps students take responsibility for their own learning (a precondition for improvement) and challenges our assumptions about what "assessment" looks like in any environment. Facilitators demonstrated multiple, creative activities that can be integrated into a class session-- or over the entire term-- whether teaching online or face-to-face.

Ungrading

Faciltiated by Dr. Mary Roaf and Shradha Tibrewal

Susan Blum calls the "ineffectiveness and inhumanity" of "an industrial model of pre-determined, teacher-centered curriculum, measured by time-in-seat and assessed by high-stakes testing, with sorting (evident in grades and scores) as the principal goal" (Blum, 2016, p. 4). In Ungrading, fifteen educators discuss their experiences with going gradeless across a range of disciplines (Humanities, Social Sciences, STEM). Some contributors are new to the practice and some have been engaging in it for decades. Based on rigorous research, this is the first book to show why and how faculty who wish to focus on learning, rather than sorting or judging, might proceed. It includes honest reflection on what makes ungrading challenging, and testimonials about what makes it transformative.

Online/Hybrid Teaching and Learning

Faculty Learning Communities

QLT Faculty participants obtained a greater understanding of the similarities and differences between face-to-face, hybrid, and online instruction; became prepared to self-and peer-evaluate courses utilizing the QLT rubric; and developed knowledge and skills to help them to design and facilitate an online course that meets QL criteria in the following areas: Course Overview and Introduction; Assessment and Evaluation of Student Learning; Instructional Materials and Resources Utilized; Students Interaction and Community; Facilitation and Instruction; Technology for Teaching and Learning; Learner Support and Resources; and Accessibility and Universal Design.

QLT Courses in collaboration with CO

As part of our commitment to continue providing support for teaching in different modalities, we have been partnering with the Chancellor's Office & OAT to offer the *Introduction to Teaching Online using the QLT Instrument and the Advanced* QLT Course in Teaching Online courses. The *Introduction to Teaching Online using the QLT Instrument course* is designed for faculty new at teaching online using the CSU QLT rubric. Content includes orienting students to the online course, setting up the structure and navigation, designing online modules for content delivery and engagement, developing discussions, developing assessment tools, and using technology tools. This online course is an introduction to the pedagogies and strategies of successfully teaching in blended-online formats.

Advanced QLT Course in Teaching Online

This is an advanced QLT course in creating a course and module structure that is in alignment with course objectives, incorporates social presence, equity-minded strategies, engagement strategies in synchronous and asynchronous activities, and active learning with video, and alternative assessments. Participants completed a QLT Core-24 self-review on their own course for reflection to guide them as they progressed through the course in identifying areas to improve on. The final project included creating a video tour to highlight three course changes made in the course while completing the training.

Online Course (Re)Design Institute- Winter 2021

Facilitated by Dr. Shradha Tibrewal and the Team of Faculty Peer Mentors
In response to continued remote online courses in the Spring 2021 semester, the Faculty Center for Excellence in Teaching and Learning offered a new Online Course (re)Design Institute (OCDI). The 2-week institute enabled faculty to develop skills and use technology to convert face to face courses to effective online courses with support from experienced faculty and campus resources. Modeled on successful programs at other institutions (UVA, Vanderbilt, Cornell, UNC, and others), the Online Course (re)Design Institute provided faculty the opportunity to learn and apply foundational, effective practice approaches to designing dynamic, learning-focused courses in any discipline.

FLC Online Hybrid Teaching & Learning

Facilitated by Drs. Betsy Eudy and Shradha Tibrewal
FCETL introduced faculty learning communities to support faculty professional development in teaching in online and hybrid modalities. This FLC focused on exploring pedagogies/ best practices associated with online/hybrid teaching and learning, identifying emerging technological needs to support online/hybrid teaching and learning, sharing collective expertise across disciplines, and supporting new and experienced online/hybrid faculty through dialogue and samples. The goal was to help faculty discover the most effective course design practices, teaching pedagogies, and technology integration strategies. This project was designed to help faculty create, reflect on, or revise an online/hybrid course that meets the objectives included in the Quality Learning and Teaching (QLT) assessment instrument. Discussions were also grounded in access and equity-related issues that impact students and teaching and learning.

Pandemic Pedagogy: Remote Instruction Support

FCETL and the faculty peer mentors executed a remarkable feat in May and Summer of 2020. With Covid-19 declared a pandemic and the state of California issuing a state-wide shelter in place order on March 19, 2020, the University made the decision in March to pause courses for 3 days during which time faculty needed to transition all courses to remote instruction for the remainder of the spring semester.

To assist, the Faculty Center for Excellence in Teaching and Learning coordinated, developed, and implemented several options for professional development, including offering remote instructional support workshops in all areas of virtual teaching, making the Introduction to QLT courses available to additional Stan state faculty, updating the website to share best practices and creating a one-stop shop for faculty to find resources related to remote teaching. As part of our efforts to efficiently communicate with faculty and keep them updated, a social media presence was created through Facebook as yet another platform to share evidence-based practices and strategies for remote teaching effectiveness.

During Spring and Summer 2020, 280 faculty collectively attended 1,205 virtual workshops for a total of 2115+ hours that were recorded and subsequently accessed by several more, and 70 faculty accessed one on one support with faculty peer mentors. Eighty-nine faculty completed the Q1 course offered through a special collaboration with the Chancellor's Office for only Stan State faculty.

Remote Instruction Support workshops included:

Certificate in Remote Instruction	Grading/Assessment
Pedagogies of Online Teaching:	Group Work
Networked Learning	Online Discussions
Community of Inquiry and	Instructional Modality
Engaged Lecture	Universal Design for Learning &
Course (Re)Design	Accessibility
Google Classroom	Academic Integrity
Google Docs/Drive	Helping Students Engage with
Breakout Rooms	Online Texts/Note Taking
Connection/Community	Synchronous and Asynchronous
Faculty Workload/Time	Teaching
Management	Faculty Consultation Peer Mentors

Library Workshop Series
Co-hosted by the university library and FCETL, the series offered the following workshops:
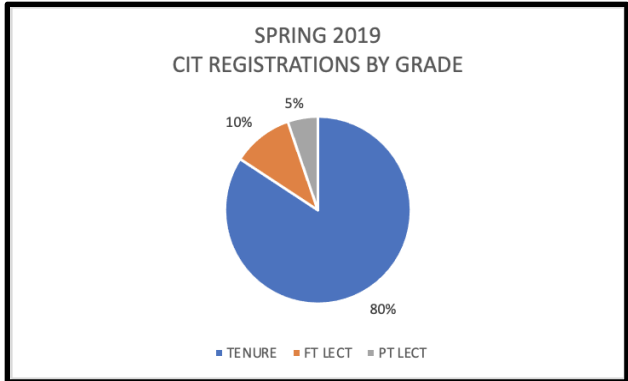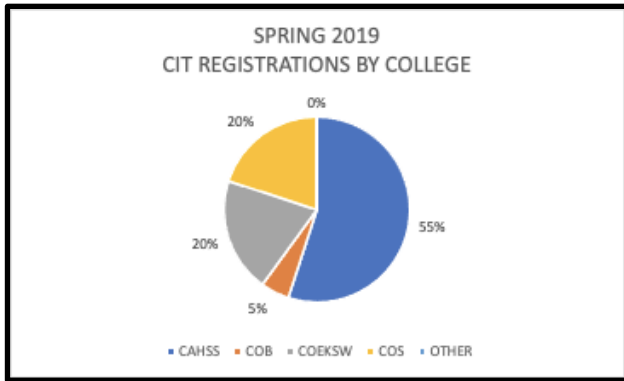- Virtual Library Services: What can Librarians do for You?

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- Office Hours for Faculty
- E-Resources Deep Dive: Using Library Materials Online
- Enhance Your Online Information Literacy Instruction with Credo's Information Literacy Core
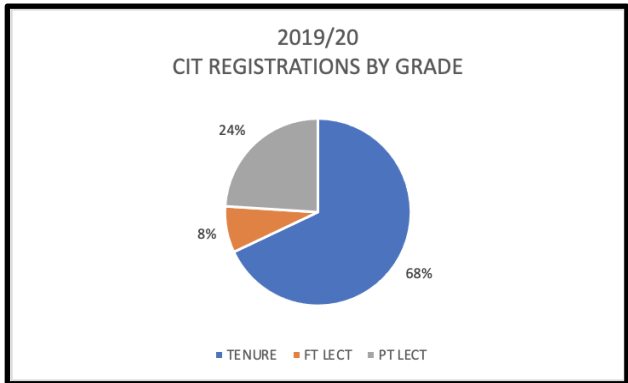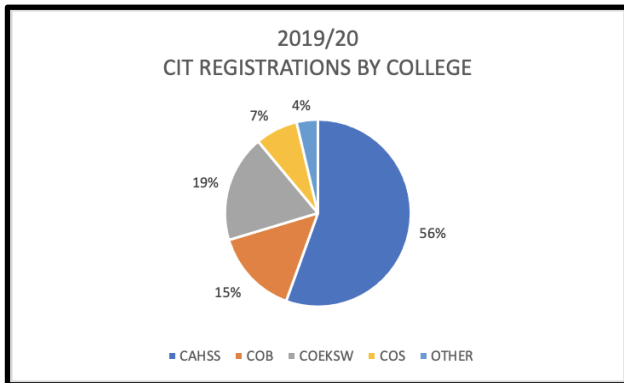
Equity, Social Justice, and Anti-Racism

One of my biggest commitments when I took on the position of the Director of FCETL in Fall 2018 was to establish FCETL as the hub for inclusive pedagogy workshops, transformational faculty learning communities, critical conversations, and seminars, all that support equity-minded and anti-racist teaching and learning. My 20+ years as a social justice advocate, social worker and scholar-educator along with the incredible support of faculty and administration on campus helped bring this vision to fruition with the launch of the Certificate in Inclusive Teaching in Spring 2019. accompanied with eight new workshops and an IID that faculty could participate to accrue credits towards the certificate. Today, we offer anywhere between 15-20 workshops and an intense Faulty Learning Community each year in support of the Certificate in Inclusive Teaching.

Certificate in Inclusive Teaching

Launched in Spring 2019, the Certificate in Inclusive Teaching was created to encourage faculty to examine their beliefs about diversity and inclusion, gain knowledge and understanding about how equity and identity influence higher education, and to work towards developing humility and sensitivity to create inclusive classrooms and workplaces. This certificate focuses on helping faculty integrate pedagogical principles aligned with inclusive excellence into creating an equitable learning environment, course design, selection and implementation of diverse course content and assignments to increase awareness of the importance of diversity, equity and inclusion in the classroom, and contribute to student success. Faculty are required to complete 12 credits and a reflection to be awarded a basic Certificate in Inclusive Teaching and recognition at the year-end faculty celebration. Participants are offered a range of workshops to meet the goals of the certificate, which must be completed within three academic years. Eighty-one faculty members at Stan State are currently pursuing the Certificate in Inclusive Teaching.

SPRING 2019
CIT REGISTRATIONS BY COLLEGE

0%
20%
20%
5%
55%

■ CAHSS ■ COB ■ COEKSW ■ COS ■ OTHER

SPRING 2019
CIT REGISTRATIONS BY GRADE

5%
10%
80%

■ TENURE ■ FT LECT ■ PT LECT

Spring 2019: 40 Faculty Registered for the Certificate in Inclusive Teaching.

2019/20
CIT REGISTRATIONS BY COLLEGE

4%
7%
19%
15%
56%

■ CAHSS ■ COB ■ COEKSW ■ COS ■ OTHER

2019/20
CIT REGISTRATIONS BY GRADE

24%
8%
68%

■ TENURE ■ FT LECT ■ PT LECT

During 2019/20, 27 faculty registered for the Certificate in Inclusive Teaching.

2020/21
CIT REGISTRATIONS BY COLLEGE

14%
21%
14%
7%
43%

■ CAHSS ■ COB ■ COEKSW ■ COS ■ OTHER

2020/21
CIT REGISTRATIONS BY GRADE

23%
8%
69%

■ TENURE ■ FT LECT ■ PT LECT
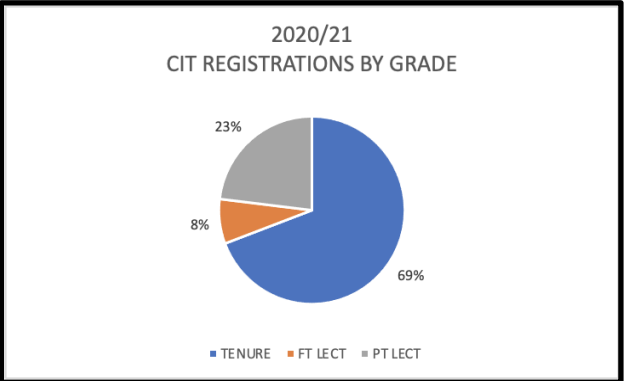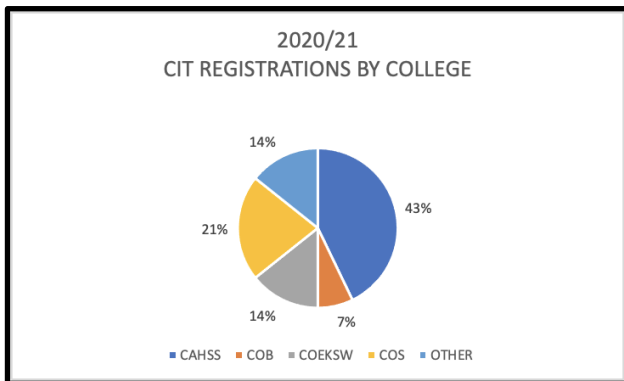
In 2020/21, 14 faculty registered for the Certificate in Inclusive Teaching.

Teaching for Equity, Social Justice and Anti-Racism FLC

Facilitated by Drs. Shradha Tibrewal, Betsy Eudey and Mary Roaf

In Spring 2021, we launched a new Faculty Learning Community focusing on Teaching for Equity, Social Justice, and Anti-Racism with the goal of taking a deeper dive into the work it takes to be an anti-racist educator-scholar. As current events highlight the dynamics surrounding race and racism, this FLC provided some essential resources to facilitate productive discussion about issues related to equity, justice and racial awareness in the classroom and beyond. We understand that this journey to design antiracist learning environments is a lifetime commitment that is active, not passive. Therefore, this learning community was open to Stan State faculty from all backgrounds, disciplines, identities, ranks, and depths of experience with anti-racism. We, as a community, joined in this work not as experts on this subject, but as partners in the ongoing learning process. This was an opportunity to share collective expertise across disciplines and feel an increased sense of belonging to a community of scholar-educators.

As Parker Palmer (1998, p. 144) once said: "The growth of any craft depends on shared practice and honest dialogue among the people who do it. We grow by trial and error, to be sure--but our willingness to try, and fail, as individuals are severely limited when we are not supported by a community that encourages such risks." In this FLC, we collectively focused on learning about and incorporating equity/justice-minded and anti-racist pedagogy into our teaching practice. The learning community engaged in reading, reflection, discussion, and design together during a series of meetings through the semester. Outcomes of this FLC included preparing faculty to: identify and assess personal goals for anti-racist pedagogy practice; deconstruct personal identity and positionality and the role it plays in our teaching and beyond; examine the influences of historical and contemporary institutional and individual racism and white supremacy in education practice; develop the skills for mindful facilitation and to build conversational "brave spaces;" facilitate conversations on best practices in social justice and anti-racist pedagogy; facilitate conversations on ways to dismantle institutionalized racism and other forms of systemic oppressions; and assess current curriculum (content/materials, assignments, assessments) and teaching practices through a critical race perspective; and Identify and practice ways to engage in self-care and support of one another.

Creating Transformative Learning Experiences (CTLE)

This series offers deeper opportunities for faculty to engage in theoretical frameworks and evidence-based practices of inclusive and equity-minded teaching. Over the course of the last two years, topics have included facilitating class environments that go beyond the comfort zone, facilitating brave spaces and hot moments in the classroom and beyond, culturally relevant pedagogy, responding to microaggressions in the classroom, how to facilitate win-win conversations and inclusive syllabus.

Difficult Conversations Part 1 | Facilitating Class Environments that Go Beyond the Comfort Zone

Facilitated by Drs. Mary Roaf, Betsy Eudey, and Shradha Tibrewal
In this interactive workshop, faculty learned how to facilitate meaningful conversations about difficult topics in the classroom. The first part of the workshop focused on strategies for creating a supportive and brave classroom environment where students are willing to engage in discussions about diversity, oppression/anti-oppression, inclusion and social justice, as well as activities for helping faculty/students to develop greater awareness of intersectionality and their personal identities, biases, and privileges.

Difficult Conversations Part 2 | Facilitating Brave Spaces and Managing Hot Moments in the Classroom

Facilitated by Drs. Mary Roaf, Betsy Eudey, and Shradha Tibrewal
The Facilitating Critical Conversations Part 2 workshop built on the foundation laid during Part 1 by going deeper into how to facilitate conversations one-on-one and how to manage hot moments and challenging situations in the/classroom and beyond. Participants learned about and applied Marshall Rosenberg's Nonviolent Communication (NVC) approach as well as Kathy Obear's PAIRS process.

Culturally Relevant Pedagogy

Facilitated by Drs. Cassandra Drake and Mary Roaf
This workshop provided participants with a working definition of culturally responsive vs. culturally relevant teaching practices with a focus on providing participants with workshopping of their course materials to integrate one-four CRT practice into their curriculum. The objective of this workshop was to develop the ability to implement CRT strategies in areas of practice based on the established theories and frameworks from Gloria Ladson-Billings and Zaretta Hammond.

Responding to Microaggression in the Classroom

Facilitated by Drs. Mary Roaf and Cassandra Drake

This workshop focused on microaggressions based on Zaretta Hammond's definition. The objective of the workshop was to build on participants' existing practices that maintain effective and safe learning environments. The cornerstone of achieving this goal is to recognize and address microaggressions as they affect and threaten students' academic and social development. The facilitators walked participants through identifying and reflecting on microaggressions they have experienced and observed through scenarios. A key part of the workshop was to practice how to address microaggressions in effective and intentional ways.

How To Facilitate Win-Win Conversations

Facilitated by Drs. Debra Bukko and Keith Nainby

This workshop explored strong practices for fostering humane and effective communication in challenging or difficult conversations in work or as a faculty member.

Inclusive Syllabus Workshop

Facilitated by Dr. Debra Bukko

With a focus on inclusive pedagogical practices in syllabus language and construction and attending to student needs and identities in inclusive ways, participants collaborated on the creation of guidelines to support active student participation in inclusive and engaging course discussions. Guidelines included recognition of the importance of honoring preferred names/pronouns, so that transgender, gender diverse, and students in general will know that their identities will be respected in the classroom. The workshop provided instructions on how to make syllabi visually appealing to engage students while ensuring that any images or graphics that are used are accessible to all students. Learning objectives included how to utilize models, checklists, and rubrics to reflect upon and revise course syllabi to close equity and opportunity gaps, how to format an accessible and inclusive syllabus through the purposeful use of text, images, and page layout, and how to design interactive activities to engage students in learning from the syllabus as a course reading and resource.

Exploring Bias to Become Equity-Minded Instructors

Facilitated by Dr. Marcella De Veaux, Professor of Journalism & Special Projects Director for Faculty Development at CSU, Northridge

It is easy for educators to commit to creating inclusive and equitable learning environments for students. It is much harder to understand how and why bias surfaces in the classroom or how it impacts students, especially students of color. This two-hour workshop provided a dynamic space for faculty interested in understanding and interrupting bias to explore, through self-reflection and introspection, their own bias and learn strategies for creating equitable environments for learning in and beyond the classroom. During the workshop, faculty learned to locate personal bias through self-reflection and introspection, to identify ways that unconscious bias may surface in classrooms and lead to microaggressions, to describe the impact that microaggressions may have on students and learning, and practiced teaching strategies that interrupt bias and promote student belonging and success.

Unconscious Bias Workshops

A two-part professional development series on exploring Unconscious Bias was introduced by FCETL, in collaboration with CFA. In the safety of the workshop environment, participants were encouraged to engage in open and respectful dialogue, identify their unconscious biases, and challenge those biases. And finally, with a new awareness, workshop participants talked about how we can transform the systems we work in by changing individual behavior so that these unconscious biases, preferences, and micro-aggressions no longer perpetuate a system where discrimination and inequities occur. This workshop was intended to be different from others participants attended, because most workshops focus on the content, but the energy of this workshop was focused on the 'user' of the content.
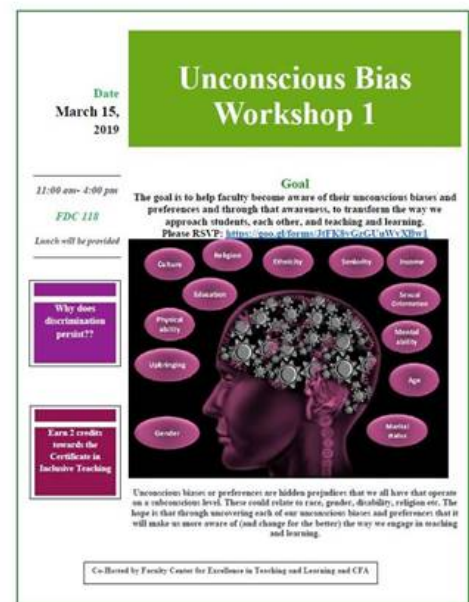
Unconscious Bias Workshops Part I

In the safety of the workshop environment, participants were encouraged to engage in open and respectful dialogue, identify their unconscious biases, and challenge those biases. And finally, with a new awareness, workshop participants talked about how we can transform the systems we work in by changing individual behavior so that these

unconscious biases, preferences, and micro-aggressions no longer perpetuate a system where discrimination and inequities occur.

Unconscious Bias Workshops Part II: Interrupting Racism
In Part II of the workshop, participants learned to interrupt racism by analyzing workplace scenarios and using a racial equity lens to practice how to challenge them; strengthened their understanding of how racial narrative and white supremacy culturally impact POC as they negotiate the university; and increased their understanding of why it is important to challenge racial narratives and build a racially equitable university.

Critical Conversations Book Series

In Spring 2019, FCETL launched a new series titled Lunch and Critical Conversations (during Covid 19 times, it was modified to the Critical Conversation Series as we could not include lunch). The Critical Conversations Book Series has expanded consideration of diversity and inclusion to consider structural inequalities, the impact of systems of inequality on learning and faculty life, and the need to de-center whiteness and white culture in pedagogical practices. The book series supports the Certificate in Inclusive Teaching, and advances achievement of the Statement on Diversity, Equity, Inclusion and Social Justice, and Goal 2 "Provide transformational learning experiences driven by faculty success" of the University Strategic Plan 2017-2025. The books selected for the Critical Conversations series serve as foundational or reference texts for other FCETL workshops and events including Instructional Institute Day, the Working with First Generation College Students series, and the Teaching for Equity, Social Justice and Antiracism Faculty Learning Community. The intentional linkages between and among these center activities provide multiple means to engage with the issues raised in the texts and through faculty dialogue. Books are recommended by campus faculty and the FCETL Director, and discussions are led by volunteers and/or those recruited by the FCETL Director. Print and/or e-texts made available via Amazon or the campus

library are provided to faculty free of charge. Over the last two and a half years, we have grappled with 11 thought-provoking critical books in this series.

Broad issues of race, anti-racism, and structural, institutionalized inequalities were especially addressed in Crystal Marie Fleming's *How to Be Less Stupid About Race: On Racism, White Supremacy and the Racial Divide,* Ibram X. Kendi's *How to be an Antiracist,* Claude M. Steele's *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do,* and Isabel Wilkerson's *Caste: The Origins of our Discontents*. These works helped to provide faculty with a stronger historical understanding of racism and white supremacy, and further developed their understanding of sociological and psychological research on the impacts of intersectional oppressions. The impacts of structural inequalities specifically within colleges and universities were explored through discussions of Gina Ann Garcia's *Becoming Hispanic-Serving Institutions: Opportunities for Colleges and Universities,* Yolanda Flores Niemann, Gabriella Gutiérrez y Muhs, Carmen G. González, and Angela P. Harris (eds), *Presumed Incompetent II: Race, Class, Power, and Resistance of Women in Academia,* Jennine Capo Crucet's *My Time Among the Whites: Notes from an Unfinished Education,* and Sonja Ardoin and Becky Martinez' (eds) *Straddling Class in the Academy.* Participants not only engaged with the content of the texts, but considered connections to Stan State, and actions to be taken to address structural inequalities and to better support members of the campus community.

Pedagogical practices were especially addressed through discussions of bell hooks' *Teaching to Transgress: Education as the Practice of Freedom,* Robin Wall Kimmerer's *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants,* Laura I. Rendón's *Sentipensate (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice, and Liberation,* and Cia Verschelden and Lynn Pasquerella's *Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization.* Discussions of these works expanded understanding of ways to better engage and support our students, and helped faculty to better design assignments and course activities that draw upon, celebrate, and center students' cultural backgrounds and strengths.

Caste, The Origins of Our Discontents | Author, Isabel Wilkerson
Facilitated by Dr. Mary Roaf
Poetically written and brilliantly researched, Caste invites us to discover the inner workings of an American hierarchy that goes far beyond the confines of race, class, or gender. Caste explores, through layered analysis and stories of real people, the structure of an unspoken system of human ranking and reveals how our lives are

still restricted by what divided us centuries ago. "Modern-day caste protocols," Wilkerson writes, "are often less about overt attacks or conscious hostility. They are like the wind, powerful enough to knock you down but invisible as they go about their work." Wilkerson rigorously defines eight pillars that underlie caste systems across civilizations, including divine will, heredity, and dehumanization. She documents the parallels with two other hierarchies in history, those of India and of Nazi Germany, and no reader will be left without a greater understanding of the price we all pay in a society torn by artificial divisions.
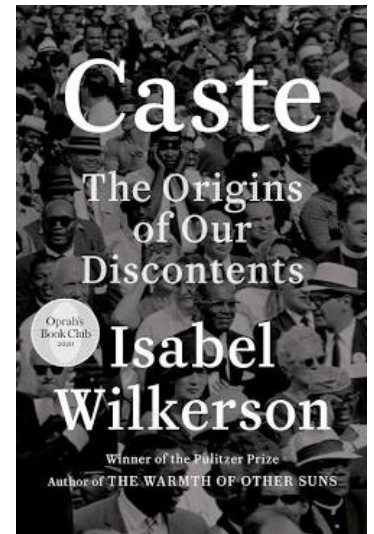
How to Be an Antiracist | Author, Ibram X. Kendi
Facilitated by Dr. Mary Roaf

In his memoir, Kendi weaves together an electrifying combination of ethics, history, law, and science-- including the story of his own awakening to antiracism--bringing it all together in a cogent, accessible form. He begins by helping us rethink our most deeply held, if implicit, beliefs and our most intimate personal relationships (including beliefs about race and IQ and interracial social relations) and reexamines the policies and larger social arrangements we support. How to Be an Antiracist promises to become an essential book for anyone who wants to go beyond an awareness of racism to the next step of contributing to the formation of a truly just and equitable society.
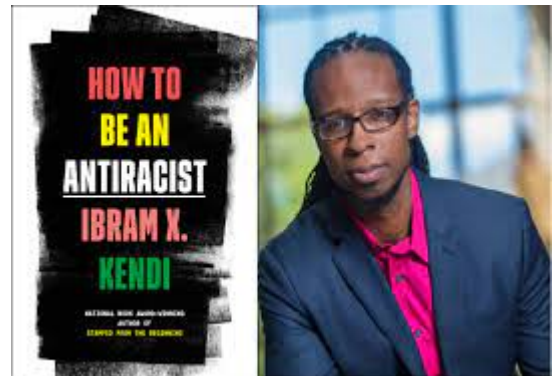
How To Be Less Stupid About Race | Author, Crystal M. Fleming
Facilitated by: Drs. Debra Bukko and Steven Filling

Combining no-holds-barred social critique, humorous personal anecdotes, and analysis of the latest interdisciplinary scholarship on systemic racism, sociologist Crystal M. Fleming provides a fresh, accessible, and irreverent take on everything that's wrong with our "national conversation about race." Drawing upon critical race theory, as well as her own
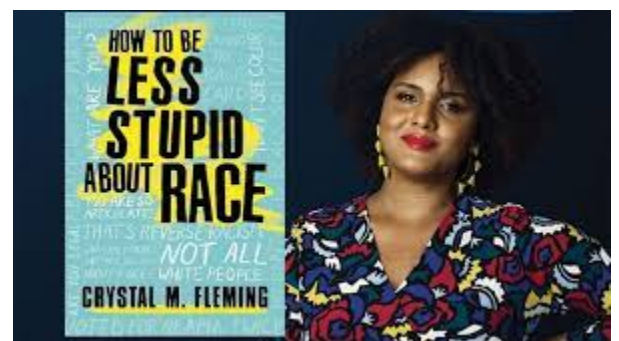
experiences as a queer black millennial college professor and researcher, Fleming
unveils how systemic racism exposes us all to racial ignorance—and
provides a road map for transforming our knowledge into concrete social change.

Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation | Author, Laura I. Rendon

Facilitated by Drs. Matt Cover and Betsy Eudey

Dr. Laura Rendón shares the realization that she, along with many educators, had lost sight of the deeper, relationship-centered essence of education, and lost touch with the fine balance between educating for academics and educating for life. Her purpose is to reconnect readers with the original impulse that led them to become educators; and to help them rediscover their passion for teaching and learning in the service of others and for the well-being of our society. She lays the framework and provides the rationalization for the need for higher education professionals to embrace and integrate the concepts of "wholeness, consonance, social justice, and liberation" (p. 2) in teaching and learning. She offers a transformative vision of education that emphasizes the harmonic, complementary relationship between the *sentir* of intuition and the inner life and the *pensar* of intellectualism and the pursuit of scholarship; between teaching and learning; formal knowledge and wisdom; and between Western and non-Western ways of knowing.
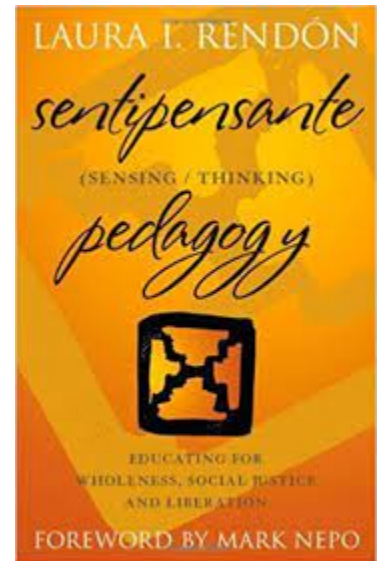
Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants
Facilitated by Dr. Betsy Eudey and Wendy Olmstead

As a botanist, Robin Wall Kimmerer has been trained to ask questions of nature with the tools of science. As a member of the Citizen Potawatomi Nation, she embraces the notion that plants and animals are our oldest teachers. In *Braiding Sweetgrass*, Kimmerer brings these two lenses of knowledge together to take us on "a journey that is every bit as mythic as it is
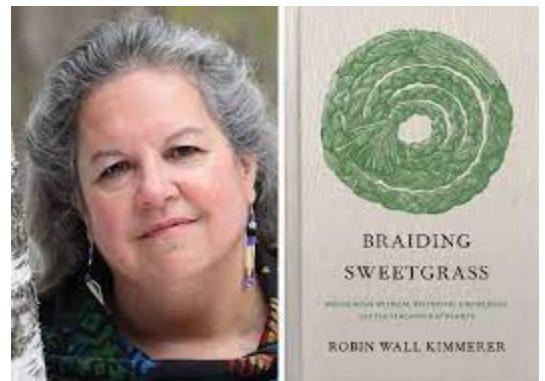
scientific, as sacred as it is historical, as clever as it is wise" (Elizabeth Gilbert). In this book discussion, participants explored the themes of reciprocity, the spirit of community, a gift economy versus a property (market) economy, gratitude, the four aspects of mind, body, emotion, and spirit combined with the learning of the language of animacy, and preserving the relationship between plants and people through ecological restoration and the enduring power that arises from mutualism, the sharing of the gifts carried by each species.

My Time Among the Whites: Notes from an Unfinished Education | Author, Jennine Capo Crucet

Facilitated by Dr. Monica Montelongo Flores Jennine Capó Crucet was born to Cuban parents and raised in Miami, Florida. Her highly-acclaimed debut story collection - named a Best Book of the Year by both the MIAMI HERALD and the MIAMI NEW TIMES - won the Iowa Short Fiction Award, the 2010 John Gardner Award, and the 2010 Devil's Kitchen Reading Award in Prose. She's been a finalist for the MISSOURI REVIEW Editors' Prize and the UC Irvine Latino Literary Award. In addition to writing, she's currently a college counselor at a nonprofit community-based organization that works with teens in South Central and downtown LA. A "Connecting Latinx Experiences in Pedagogy, Research, and Service: Critical Applications of Jennine Capo Crucet's My Time Among the Whites. In the first workshop, participants discussed the first part (essays 1-3) of My Time Among the Whites and reflected on the impact these essays might have on their teaching, research, and service through guided activities. In the second workshop, participants applied the knowledge gained from My Time Among the Whites to their teaching, research, or service through guided activities and developed an implementation plan that will transform knowledge into action.

Presumed Incompetent II: Race, Class, Power, and Resistance of Women in Academia

Facilitated by Drs. Mary Roaf and Betsy Eudey

The courageous and inspiring personal narratives and empirical studies in Presumed Incompetent II: Race, Class, Power, and Resistance of Women in Academia name formidable obstacles and systemic biases that all women faculty—from diverse intersectional and transnational identities and from tenure track, terminal contract, and administrative positions—encounter in their higher education careers. They provide practical, specific, and insightful guidance to fight back, prevail, and thrive in challenging work environments. This new volume comes at a crucial historical moment as the United States grapples with a resurgence of white supremacy and misogyny at the forefront of our social and political dialogues that continue to permeate the academic world.
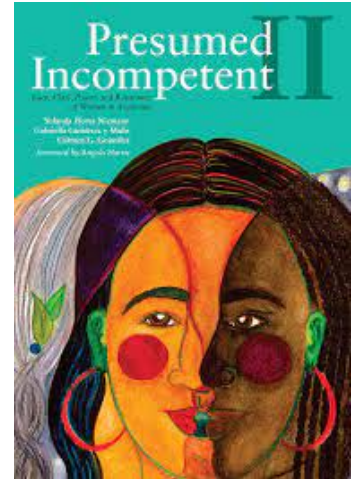
Whistling Vivaldi

Facilitated by Dr. Ann Strahm

Why are students of color not graduating from college at the same rate as white students? Why might white students be reluctant to take courses with a substantial number of students of color in them? What can educators do to address these problems? From Claude M. Steele, Whistling Vivaldi: "by imposing on us certain conditions of life, our social identities can strongly affect things as important as our performances in the classroom and on standardized tests, our memory capacity, our athletic performance, the pressure we feel to prove ourselves, even the comfort level we have with people of different groups—all things we typically think of as being determined by individual talents, motivations, and preferences."

Bandwidth Recovery

Facilitated by Dr. Ann Strahm

Excerpted from the publisher: Verschelden uses "bandwidth" as a metaphor for cognitive and emotional resources—she analyzes how nonmajority students' cognitive loads can be impacted by experiences of economic insecurity,

discrimination, and hostility based on race, ethnicity, sexual orientation, or gender identity, and other aspects of difference. The chronic stress of systematic oppression can result in decreased physical and mental health and social and economic opportunity. People who are operating with depleted mental bandwidth are less able to succeed in school, are much less likely to make it to college, and, if they do, are less likely to persist to graduation. Participants learned strategies for promoting a growth mindset and self-efficacy, developing supports that build upon students' values and prior knowledge, and creating learning environments both in and out of the classroom so students can feel a sense of belonging and community.
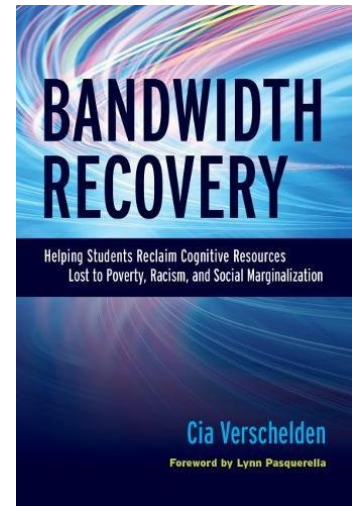
Becoming Hispanic-Serving Institutions: Opportunities for Colleges and Universities

Facilitated by Drs. Virginia Montero-Hernandez and Betsy Eudey

Excerpted from the publisher: Gina Ann Garcia explores how institutions are serving Latinx students, both through traditional and innovative approaches. Drawing on empirical data collected over two years at three HSIs, Garcia adopts a counternarrative approach to highlight the ways that HSIs are reframing what it means to serve Latinx college students. She questions the extent to which they have been successful in doing this while exploring how those institutions grapple with the tensions that emerge from confronting traditional standards and measures of success for postsecondary institutions. Laying out what it means for these three extremely different HSIs, Garcia also highlights the differences in the way each approaches its role in serving Latinxs. Incorporating the voices of faculty, staff, and students, the book asserts that HSIs are undervalued, yet reveals that they serve an important role in the larger landscape of postsecondary institutions. How can striving Hispanic-Serving Institutions serve their students while countering the dominant preconceptions of colleges and universities?
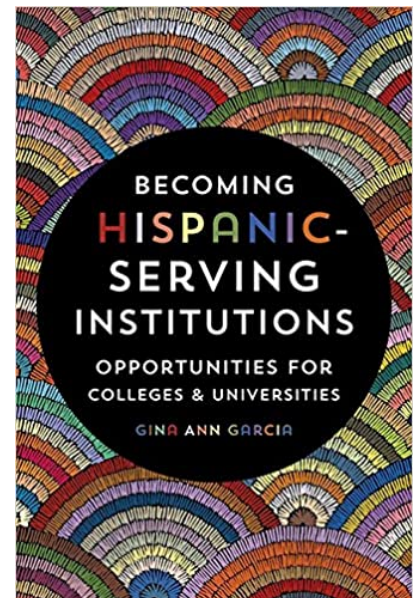
Teaching to Transgress: Education as the Practice of Freedom

Facilitated by Dr. Betsy Eudey

In this discussion, participants were asked to ponder the what/why of education for freedom, why participation is so important in pedagogy, and why transgression is used as a teaching tool. From the book: "The professor must genuinely value everyone's presence; there must be an ongoing recognition that everyone influences the classroom dynamic, that everyone contributes...these contributions are resources" (p. 8). "This pedagogical strategy is rooted in the assumption that we all bring to the classroom experiential knowledge, that this knowledge can indeed enhance our learning experience. If experience is already invoked in the classroom as a way of knowing that coexists in a non hierarchical way with other ways of knowing, then it lessens the possibility that it can be used to silence."
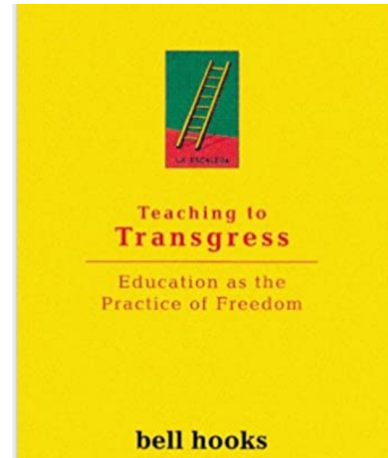
Women & Leadership Series

In collaboration with the Women's Campus Connection, the FCETL has just begun co-sponsoring a Women and Leadership book series, aimed especially at Stan State faculty, staff and administration, but sometimes also involving students. The first book discussion occurred in April 2021, featuring a self-published book, *Uncommon Sense-Abilities,* by Dr. Roberta Anderson, a former Stan State Provost. The second book discussion in the series will occur June 1 and 28, 2021, discussing Dr. Anna Malaika Tubbs' *The Three Mothers: How the Mothers of Martin Luther King, Jr., Malcolm X, and James Baldwin Shaped a Nation.*

Uncommon Sense-Abilities

Dr. Roberta Anderson shared the wisdom gained from classrooms to boardrooms and from her positions at major universities and in Washington DC. Full of common sense, wry humor, and a principled consistency, *Uncommon Sense-Abilities* contains decades of stories and strategies to enhance life and is a valuable guide along anyone's path. Dr. Anderson offers several tips in this enlightening and entertaining journey through the life lessons learned on a 50 year career path as

she rose through academia, in a time when she was often the first woman in many of her positions.

Population | Transfer Students, First Generation Students

Working with First Generation College Students (FGCS) #1, 2, 3, and 4- *Facilitated by Drs. Betsy Eudey, Debra Bukko, and Keith Nainby*

First generation students, whose either parent does not hold a four-year degree, comprise a significant and growing population at Stan State. Based on past research, we know, they are at higher risk of dropping out of college. This often invisible group has unique concerns that deserve more focused attention to help them succeed academically. This series of workshops focuses on strategies that faculty can integrate to increase the likelihood that first gen students will achieve their academic goals, including challenging myths/assumptions about first gen students, supporting their academic success in culturally relevant ways, addressing issues related to social isolation, and financial burdens, and connection to campus resources.

Parts 1 & 3: Promoting Academic Success
- Recognize how I think about First Generation College Students
- Describe what it means to be a first-gen student
- Recognize some of our students' current life situations and the barriers they face
- Identify the diverse characteristics of first-generation students and how this might influence their experience of college students
- Discuss research on cultural strengths as it applies to our students
- Discuss the relationships of Integrated and Individuated Learning to the FGCS experience and to our teaching practices

Part 2 FGCS: Strategies for Transparent teaching
- Implement pedagogical strategies that will ultimately benefit all types of students
- Clarify and model expectations
- Make your assignments and exams more transparent and culturally inclusive
- Scaffold learning experiences
- Apply principles of effective adult learning to your teaching

Part 4 FGCS: Strategies for Academic Integration and Community Engagement
- Consider students' funds of knowledge and previous experiences and how they shape the ways in which they engage in the learning community.

- Explore strategies for designing and fostering active learning through collaboration.
- Become more aware of campus resources and supports
- Obtain new strategies for supporting social and community integration

FLCs: Transfer Students

We are grateful to the Office of SPEMI for funding the two Faculty Learning Communities focusing on Transfer Students, through a College Futures Grant.

Research identifies some assumptions that have undermined transfer students' full integration on four-year campuses. One of these assumptions include the belief that transfer students have college experience, therefore, they require less attention and fewer services than first-time college students. This assumption does not account for the, sometimes, radical transition that students must make from a community college to a four-year institution. Also, we know from past research that engagement in HIPs (integration of classroom and co-curricular practices such as internships, study abroad, research opportunities, community service, etc.) contributes to students' cumulative learning and increase retention and graduation rates for minority students (and the general student body). However, transfer students are with us for a shorter duration, making it hard for each of them to have more than one HIPs experience in their educational journey at Stan State. Our two Faculty Learning Communities focusing on transfer students attempted to address these issues and better prepare Stan State faculty to work with transfer students towards their success.

FLC: Transfer Students and Online High Impact Practices FLC

Facilitated by Drs. Sebastián Sclofsky and Betsy Eudey
This Faculty Learning Community highlighted the necessity of expanding on High Impact Practices (HIPs) for Online and/or Hybrid teaching and learning, particularly for transfer students. Specifically, this FLC focused on two elements: 1. Faculty working on a HIP that they could implement through remote/online instruction in an upper division course, and 2. Faculty recruiting and working with a transfer student (funded position) to provide them the experience of a HIP through this project.

FLC: Transfer Students and First Semester Experience

Facilitated by Drs. Marcy Chvasta and Matt Cover
This Faculty Learning Community purported to identify ways to better support transfer students' transition to Stan State through their first semester courses/experiences in an effort to promote a sense of belonging, success, and student achievement. Participants reviewed current literature on best practices for creating a more inclusive and welcoming

first year experience/smoother transition, identified a course and created a plan to provide a more inclusive/welcoming learning environment for transfer students [in their first semester] that they could implement in fall 2020 or 2021, and engaged in a peer review of, and provide feedback on, a fellow learning community member's plan.

Building a Sense of Belonging in the Classroom for Black, Indigenous, People of Color (BIPOC) Students in Graduate School

Facilitated by Drs. Cueponcaxochitl Moreno Sandoval and Virginia Montero Hernandez
This workshop, co-sponsored with CEGE, assisted faculty in understanding how to draw from culturally sustaining pedagogies to foster a sense of belonging among Black, Indigenous, and People of Color (BIPOC) students in graduate school.

Understanding Latinx Students Motivation to Pursue Graduate Education: Strategies to Enhance their Journey

Facilitated by Drs. Virginia Montero Hernandez and Steven Drouin (in collaboration with CEGE)
Based on a published research article by the presenters, in this workshop, the facilitators discussed Latinx graduate students' motivations to pursue a master or doctoral degree and examined ways in which students' personal journeys and unique cultural experiences define their engagement in graduate school. Faculty learned strategies to support and maximize the graduate education experiences for Latinx students.

Faculty Support

FCETL strives to support faculty in all areas of professional development and personal well-being. A significant area of faculty support relates to the welcoming and orienting of new faculty joining the Stan State fraternity.

New Faculty Programming/Support

New Faculty Orientation Fall 2018 and 2019
FCETL hosts/facilitates the New Faculty Orientation (NFO) with the primary goal of welcoming faculty to Stan State and assisting in their transition to campus and the larger community. In Fall 2019, the NFO was expanded to be a 2-day event designed to help new faculty prepare for their first year at Stan State. This revision precipitated a complete change in the structure, format, agenda and programming for the NFO, as compared to previous years. The revised New Faculty Orientation purported to: welcome faculty, introduce faculty to the mission, values, and culture at Stan State, help identify resources for effective teaching and research, equip new faculty with essential information concerning the first day of class, key campus

policies, places, processes, and people, provide faculty with information regarding university resources, and promote collegiality and community through opportunities for networking with "seasoned" faculty. Our belief was that helping new faculty become a part of our community needed to begin at NFO, and that the presence of some 'seasoned' faculty members would both accomplish that and seriously enrich the conversations. We ended the two-day orientation with a gathering with their colleagues for wine, hors d'oeuvre and networking.

With this expansion I introduced a new Resource Fair for the NFO where faculty could learn about existing resources on campus. We invited all the departments/units/programs that would play a significant role in the experience and success of new faculty on campus to participate in the resource fair (example, the Office of the Provost, OIT, Library, HIPs, Supplemental Instruction, Sustainable Futures, Stockton Center, OSL, GREAT and/or WASC, etc.). **During our first monumental resource fair, representatives from 23 units/offices across campus were available to share information about their programs and services, and to answer questions.**

New Faculty Orientation Fall 2020

The New Faculty orientation in Fall 2020 needed to be reconceptualized and revised again to be effective and meaningful in a remote mode of delivery. The New Faculty Orientation was offered using a combination of both synchronous and asynchronous materials and sessions to prevent Zoom fatigue. We created a Canvas site for new faculty to be able to access all relevant information in one spot. The site is organized into modules and contains videos, presentations, materials, a schedule of virtual synchronous sessions to attend, and a complete virtual resource fair consisting of helpful information about the various departments on campus. The NFO still attempted to highlight critical information about the university, including a greater understanding of (a) the mission, vision, and values of Stan State, (b) our student demographics and experiences, and (c) the hallmarks of a successful new faculty experience (d) equip new faculty with essential information concerning the first day of class, key campus policies, places, processes, and people, (e) provide faculty with information regarding university resources, and (f) promote collegiality and community through opportunities for networking with "seasoned" faculty.
We worked extensively on the FCETL website in an effort to provide a quick start-up guide linking new faculty to all critical information they might need to start teaching at Stan State. **https://www.csustan.edu/faculty-center/new-faculty-start-guide**

New Faculty Orientation 2020
Agenda

Monday, August 10	
https://csustan.zoom.us/j/99311314920	
10:30- 12:00 pm	OPEN Office Hour with OAT/OIT/FCETL
1:00pm-1:15pm	Welcome by President*
1:15pm-1:40pm	Welcome by Provost*
1:45pm-2:00pm	Disability Resource Services*
2:00pm-2:20pm	Title IX and other related matters*
2:20pm-2:35pm	Office of Faculty Affairs*
2:35pm-3:20pm	Benefits*

Tuesday, August 11	
https://csustan.zoom.us/j/98381167702	
9:30 am – 10:30 am	Connection/Community (**Everyone who can be there** ☺)
10:30 am – 11:00 am	Overarching Picture- Dr. Eudey
11:00 am- 12:00 pm	Developing Relationships & Support on Campus (Dr. Strahm; Drs. Cover, Nainby, Montero Hernandez, Whitmer)
12:00 am – 12:15 pm	Questions/Overview of week
1:30 pm - 3:30 pm	Please access Remote Instruction Support Faculty Mentors (for any one on one consult) [Optional] Zoom Link: https://csustan.zoom.us/j/98808403576

Wednesday, August 12	
https://csustan.zoom.us/j/96322997739	
9:30 am – 10:30 am	Student Panel
10:30 am-12:30 pm	**First day of Class:** Syllabus, Online/Remote Instruction, Policies-permission numbers, add/withdraw, critical dates, grading policy, first day of class activity (Drs. Bukko and Eudey)

Thursday, August 13	
Asynchronous Activities	Watch Luke Wood's webinar (Equity- mindedness in Online Teaching) ,https://www.youtube.com/watch?v=aMrf_MC5COk

10:00 am -12:00pm	,https://www.youtube.com/watch?v=9cEWQJ32nqU Please access Remote Instruction Support Faculty Mentors (for any one on one consult) [Optional] Zoom Link: https://csustan.zoom.us/j/98808403576
3:30 pm – 5:00 pm	Zoom Happy Hour **https://csustan.zoom.us/j/95670977959**

Friday, August 14	
https://csustan.zoom.us/j/94874300328	
9:30am to 10:00 am	Tenure-Track Reviews (URPTC) (Drs. Coughlin, Stone, Filling, Nainby, Tibrewal) ; Lecturer Reviews (Dr. Chris Nagel)
10:00 am to 10:30 am	California Faculty Association (CFA) (Drs. Colnic, Filling, Strahm, Strangfeld)
10:45 am to 11:15 am	Research, Scholarship, and Creative Activity* (Drs. Martin, Cover, Bell)
11:15 am to 12:15 pm	Mentors and Mentoring Map (All Mentors/Mentoring networks)
12:15 pm to 12:30 pm	Wrap up

*These sessions will be recorded and available for later view.

Mentoring Program

We have offered faculty a peer mentoring program for years. Based on feedback from new faculty and the faculty peer mentors and guided by the research in the field of faculty mentoring, I decided to expand our mentoring program. We understand that it is a lot to expect of one faculty "mentor" and therefore, introduced faculty to mentoring maps (see below, Kerry Ann Rockquemore's work), and worked with them during the orientation, to start the process of building a broad and deep network of people who can assist them. Our mentoring program is one small effort towards ensuring that our new faculty members are successful in adapting to life at Stan State.

Our goal is to connect each new faculty member with a primary "seasoned" more connected faculty member who can help provide an additional source of support outside of one's own department and help create connections between faculty members from across campus. However, as part of the mentoring map, we also introduced faculty members to several key people on campus and helped them explore their existing networks for a further examination of and access to existing Stan State and beyond resources that support faculty in their career/professional missions. We truly appreciate our faculty peer mentors and their support of the program.

NCFDD Mentoring Map

© 2011-2018, National Center for Faculty Development & Diversity
www.FacultyDiversity.org
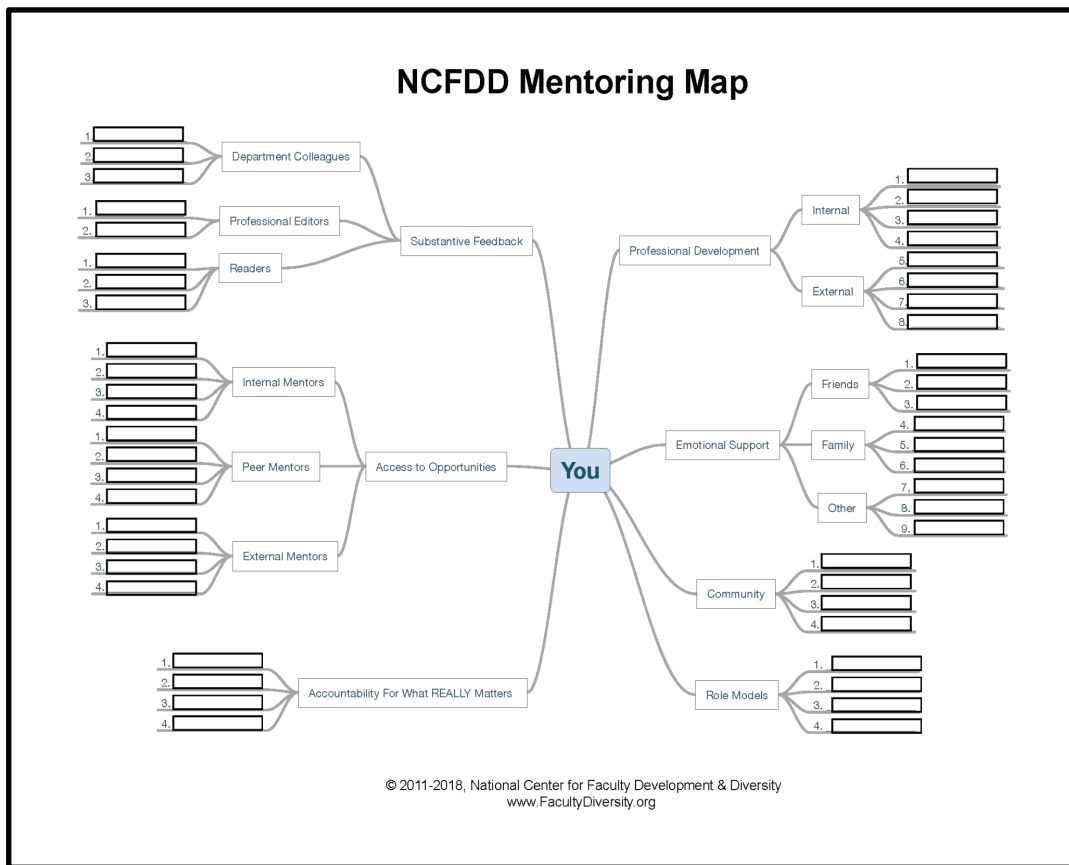
New Faculty Dinner

Back in 1993, when our campus Faculty Development Committee (FDC) was first established, the members of the team, chaired by the extraordinary Dr. Elizabeth Papageorge, agreed that we faculty members should go beyond the official and formal activities on campus and extend an informal and personal welcome to our new colleagues. The group decided to do an informal dinner at the home of a faculty member near the campus, with the goal of encouraging new faculty to get acquainted with one another and meet members of the FDC and some key faculty. This fall event has been a great success since the first one in 1993, even with the steady growth of the campus and the faculty. The event is now an established institution on campus. The FDC has sponsored the New Faculty Welcoming Dinner every year since 1993.

FCETL also purports to support faculty scholarship and retention. A common area of struggle seems to be support for faculty writing. We have added a variety of resources and events to support faculty writing including faculty writing days, faculty learning communities focused on writing, and an everyday writing cafe in

collaboration with SJSU. Similarly, we continue to support faculty with their Retention, Promotion and Tenure (RPT) process through collaborative workshops with the University RPT Committee. In response to faculty request, we have added additional sessions for working on their WPAF files with URPTC members and the FCETL Director available for support

Writing Support

FLC: Writing Your Journal Article in 12 Weeks
Using Wendy Laura Belcher's *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success,* members of this faculty learning community (FLC) support one another in their individual quests to have an article accepted for publication in an academic journal. The FLC members meet for one hour each week for twelve weeks to discuss progress and provide assistance to one another. Participants receive a copy of the book, and each week we read a chapter and complete the associated writing tasks. Chapters include advice related to topic and journal selection, strengthening the structure of the article, presenting evidence, providing feedback, editing, and responding to journal decisions.

FLC: SoTL
The members of this Faculty Learning Community support one another in their individual quests to develop research projects within their classrooms, with the goal of submitting their pedagogy research for peer-reviewed publication. Participants are provided access to Cathy Bishop-Clark and Beth Dietz-Uhler's *Engaging in the Scholarship of Teaching and Learning book*, which guides the discussions. Additional resources and support are provided for navigating the Institutional Review Board process for working with human subjects. We accomplish this through hosting a two-semester faculty learning community that helps faculty develop, enact, and write/present about a teaching and learning project.

Faculty Writing Cafe (In collaboration with SJSU)
We partnered with our colleagues at SJSU to offer faculty a Writing café EVERY day of the week. Our cafes are modeled on the successful Shut Up and Write Tuesdays movement, a growing community of practice among academics from around the world. We meet at our scheduled time each week. Each meeting begins with an electronic check-in. The group writes for 25 minutes, takes a 5-minute break to check in, writes for 25 more minutes, and then takes a couple of minutes at the end

to catch up. The hosts help the faculty stay focused by reminding them when to start, when to rest, when to start again, and when to stop.

Writing Days

We launched Faculty Writing Days to support faculty with their writing projects. The Writing Days provide a sense of community with other faculty who are also working on their writing projects and commitment with marking the writing days on their schedule to help them stay on task. Faculty can drop in and out of the writing days, as per their schedule and with collaboration with Chartwells, lunch is served during Writing Days.

Grading Boot Camp

The Grading Boot Camp, or grading party as faculty call it, was launched as yet another way to support faculty and provide a sense of community. The hope was to help make grading feel less miserable with doing it in community with other colleagues. We encouraged faculty to bring their stacks of exams/papers or their laptops or even other writing/work commitments. The idea is that maybe grading can be fun if we do it together with food and beverages in front to the fireplace!

RPT Workshops

RPT Workshops for Spring Candidates and for Department Committees/Chairs

FCETL partners with the Office of Faculty Affairs and URPTC to co-sponsor workshops to help faculty prepare to successfully navigate their Retention, Tenure and Promotion (RTP) reviews. FCETL Director is also available for individual, confidential consultations through the academic year. The workshops are offered for Department RPT committees as well to ensure members of the committee are trained and knowledgeable about the current RPT calendar and policies related to the RPT process.

RPT Workshop for 1st Year Faculty

These sessions were intended to introduce new tenure-track faculty to the retention, promotion and tenure process through a discussion of the review process at CSU Stanislaus, departmental elaborations, the types of information to begin collecting for one's Working Personnel Action File, and strategies for meeting expectations as a probationary faculty member.

WPAF File Support Session

With the understanding that the WPAF (the RPT file/binder) is due very soon after we come back in the fall semester and in an effort to support faculty in this process, FCETL collaborated with URPTC (the University Retention, Promotion, and Tenure committee) to offer a work on your file session with a URPTC member available for consultation if needed. Dr. Steven Filling (URPTC member and CFA President) and Shradha Tibrewal were available for consultation.

Pandemic Support

Pre-Election, Election Hangout, Post-Election Hangout

The lead-up to the November election in 2020 led to a great deal of anxiety. The wide range of political positions coupled with the ongoing pandemic and the ongoing protests over racial injustice, contributed to feelings of stress and uncertainty. Faculty expressed the need for shared spaces to process the issues for themselves and also talk about how to help address students' feelings of stress and anxiety. Therefore, FCETL in collaboration with CFA hosted pre-election, election day and post-election virtual hangouts to provide faculty a space to process and decompress, and we also shared resources with faculty members about how to address the current uncertainty and support students in their learning.

Faculty Virtual Happy Hour

Faculty Virtual Happy Hours were added during Spring and Fall 2020 and Spring 2021 in response to the faculty need for social connection during remote instruction. This provided faculty an opportunity to come together virtually and continue the camaraderie that we all had been missing. We encouraged faculty members to join us for a little fun, conversation, and a few laughs. Some of these were hosted in collaboration with CFA.

Well-Being- Faculty Wellness Series

FCETL launched a new Faculty Wellness Series in Fall 2019 to help faculty focus on different aspects of personal well-being. This series provided information, guided practice, tools, and tips to maintain wellness. Recognizing the stress and disconnects faculty faced during the pandemic, the FCETL hosted several informal Zoom-based "happy hours'' throughout the fall and spring terms, and a 2021 end-of-year faculty celebration that included a series of contests and prizes. The FCETL Director worked with the FDC committee to create a ["virtual care package"](#) that was shared with faculty at the end of Fall 2020 and Spring 2021.

FLC: Introduction to Mindfulness

Facilitated by Drs. Shradha Tibrewal and Mary Roaf

This 6-week course taught participants the basic principles of mindfulness, including how to develop a meditation practice and apply the principles in their daily life. Each session included talks, guided meditations, periods of discussion, in depth inquiry into mindfulness and ways to practice these tools in daily life. The group explored how to develop focus, cultivate embodied ways of beings, work with emotions, navigate thoughts and distractions in meditation, and develop the skill of mindful listening and communication and cultivate kindness and care in meditation.

Yoga

Facilitated by Dr. Kelly Cotter

Faculty of all experience and skill levels were invited to participate in the Hatha style physical practice of breathing, stretching, strengthening, and relaxation to build community and practice self-care.

Qi-gong

Facilitated by Dr. Katrina Kidd

Qigong and Tai Chi are moving meditations, which use slow graceful movements and controlled breathing techniques to strengthen your mind-body connection, reduce stress, and improve circulation thereby enhancing your overall health.

Faculty Recognition Event

FCETL in collaboration with the Office of the Provost started this new celebration in May 2019 in an effort to commend faculty on their incredible accomplishments through the year. In addition to the general overall celebration, we added special recognition of faculty participation/ contribution to the multiple amazing faculty learning communities (FLCs) we have at Stan State. This event provided the larger campus and newer faculty with the opportunity to learn about all the different FLCs being offered on campus as well as recognition to faculty who have been active in the existing FLCs via posters with the names and pictures of every faculty member and a looping slide presentation of the FLCs.

Faculty Lecture Series

The purpose of the Faculty Lecture Series is to share the impressive knowledge and work of Stan State faculty members, while providing a sense of community, allowing the opportunity for faculty from various disciplines to gather, and providing faculty the chance

to learn about other disciplines. This series enables the university constituents to come together to celebrate both faculty excellence and the intellectual liveliness of the university. The Faculty Lectures are open to Stan State faculty, students, staff, and the community at large.

Dr. Marla Seacrest
Dangerous Birth: The Impact of Educational Preparation on Maternal Mortality in Sierra Leone.

Dr. Richard Wallace
The Transformation of Cultural and Ecological Knowledge and Modes of Transmission among indigenous wood carvers in the Colombian Amazon
Dr. Richard Wallace discussed his research with indigenous wood carvers in the Colombian Amazon. His presentation aligned with the MSR Exhibition Space display, that presented an introduction to the artisans living in the the community of Macedonia along the Amazon River and their wood carvings, made possible through collaboration with the Art Department and the MSR Exhibition Space Committee, and support from the Office of the Provost.

Dr. Tony Perrello

This lecture titled "Sustainability in the Anthropocene: Metaphors, Dinosaurs, and Drinking Straws," was based on the animated series, "Cadillacs and Dinosaurs," set 500 years after an unspecified, but anthropogenic, global catastrophe in the twenty-first century. The challenges faced by the survivors in this post-apocalyptic America, in which "the forces of nature have spun wildly out of control" and "dinosaurs have returned to reclaim the earth," informs our own, current eco-challenges.


Dr. Julia Sankey

The Climate Crisis is real and serious. This presentation highlighted the basics about the climate crisis, how it is affecting our lives, and where a faculty member can quickly find resources to teach about it in their classes, from art to zoology.

Latin American Studies Group

Asian Slaves in Colonial Mexico | Author, Dr. Tatiana Seijas, Rutgers University Professor in Latin American History

During the late sixteenth and seventeenth centuries, countless slaves from culturally diverse communities in the Indian subcontinent and Southeast Asia journeyed to Mexico on the ships of the Manila Galleon. Upon arrival in Mexico, they were grouped together and categorized as chinos. Their experience illustrates the interconnectedness of Spain's colonies and the reach of the crown, which brought people together from Africa, the Americas, Asia and Europe in a historically unprecedented way. In time, chinos in Mexico came to be treated under the law as Indians, becoming indigenous vassals of the Spanish crown after 1672. The implications of this legal change were enormous: as Indians, rather than chinos, they could no longer be held as slaves. Tatiana Seijas tracks chinos' complex journey from the slave market in Manila to the streets of Mexico City, and from bondage to liberty. In doing so, she challenges commonly held assumptions about the uniformity of the slave experience in the Americas.
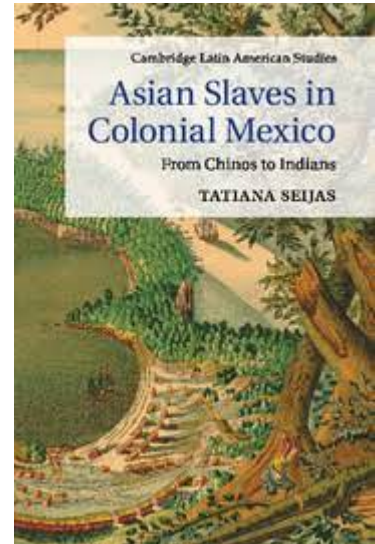
Crude Words: Contemporary Writers from Venezuela | Co-edited by Montague Kobbe, Tim Girven and Katie Brown, and published by Ragpicker Press

Crude Words brings together 30 pieces of writing by Venezuelans, including short stories, extracts from novels, and essays, from genres as diverse as journalism to erotica. This book's goal is to "overcome the kingdom of stereotypes, to defeat the Manichean moralism which aims to turn history into a mere paean. Here is a country that survives its own headlines. A country to be read." – Alberto Barrera Tyska.

## Ida Vitale | Uruguayan Poet, Recipient of the 2018 Cervantes Prize

Moth, Poem

"The poem was there, in mid-air,
tenuous, imprecise.
Also imprecise
was the arrival of the nocturnal moth,
neither beautiful nor ominous,
lost among the folding paper screens.
The unraveled, flimsy ribbon of words,
dispelled with her.
Will either of them ever return?
Perhaps sometime during the night,
when I no longer want to write
anything more ominous
than a moth hiding
to avoid the light,
as all Joys do."

One Hundred Years of Solitude | Gabriel Garcia Marquez, Nobel Prize in Literature Winner

One Hundred Years of Solitude tells the story of the rise and fall, birth and death of the mythical town of Macondo through the history of the Buendiá family. Inventive, amusing, magnetic, sad and alive with unforgettable men and women—brimming with truth, compassion, and a lyrical magic that strikes the soul—this novel is a masterpiece in the art of fiction.
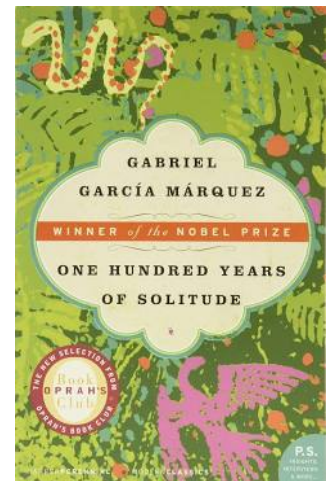
Areas of Future Growth

1. Strategic Plan for FCETL
   While FCETL has existed as a center for the last almost 20 years and contributed immensely to faculty development over the years, we don't have a strategic plan for the Center. My hope is we create a plan that is a living breathing document that can help guide the Center in developing programs and initiatives; that serve as a blueprint for a thoughtful and purposeful way to identify our aspirations and plans for achieving them. It will be valuable to develop a plan that aligns with our campus priorities and takes into consideration the ACE/POD Matrix to help growth and sustainability of the Center:
   a. Sense of Place, Inclusion, Transformation, and Future University Strategic Plan 2017-2025
   b. Campus Diversity Action Plan
   c. ACE and POD: A Center for Teaching and Learning Matrix (https://www.acenet.edu/Documents/Center-For-Teaching-Learning-Matrix.pdf)

2. Evaluation Plan

While we offer a wide range of programming and try to evaluate individual offerings, evaluation of program effectiveness is vital in maintaining and measuring the impact of FCETL long-term.

3. Tracking Database
   We have added two new certificate programs in the last two years and several new workshops. We need an efficient way to track faculty participation and completion. We (the Director and FCETL Staff) have been working with OIT to try and set-up a database that would help us accomplish this. However, we are far from where we need to be. Therefore, I am hoping to be able to collaborate with OIT and IR to find something that would work for us without adding an exponential amount of workload for our Administrative staff. I have already started conversations with a couple of other CSUs as well to see how we can learn from what they have set-up. This is a year- two years project depending on capacity and bandwidth of the units we need to collaborate with.

4. Peer Observation
   We know from past research that in addition to student feedback, peer-to-peer observation—is the most powerful way for teachers to improve their practice. Peer review of teaching is a broad concept that includes an array of practices, including the assessment of teaching dossiers, syllabi, assignments, student and course evaluations, personal reflections, and peer observation. Several faculty and academic units have asked if we offer this option; therefore, I am keen for us to develop our own peer observation and feedback process that accommodate the variability to be most useful to the different departments and colleges (for all modes of course delivery).

5. Directory of Faculty Expertise (pedagogy, research etc.)
   Stan State faculty members are distinguished by dual excellence in teaching and scholarship across a wide range of areas. A directory/database of their areas of expertise vis a vis teaching, learning, scholarship and creative activity will be valuable for FCETL to tap into their collective wisdom and expand its capacity and offerings. A directory of this sort will serve multiple functions including aiding cross- disciplinary research, providing visibility to faculty and their areas of expertise, and making it easy to search for them for external consultations and collaborations.

6. Advanced Certificate in Inclusive Teaching: Anti-Racist Pedagogy
   When we launched our Certificate in Inclusive Teaching, we also offered an option of an Advanced Certificate. With faculty starting to complete the foundation certificate and inquiring about the advanced one, I need to work on the requirements for this advanced level as well as programming to support the same.