

To: Dana Nakano, Speaker of the Faculty  
From: Matt Cover, FDC Chair 2021-22  
CC: FDC Members, Minerva Perez  
Date: May 11, 2022  
Re: Annual Report of the Faculty Development Committee, 2021-22

The duties of the Faculty Development Committee (FDC) include helping to integrate new faculty into the University community, to improve faculty's competence as instructors and scholars, and to encourage them to engage in research and artistic activities (see <https://www.csustan.edu/faculty-center/faculty-development-committee>). This committee aims to promote an atmosphere of shared scholarly activity and to advise the campus community on issues related to faculty development -especially via communications with the Director of the Faculty Center for Excellence in Teaching and Learning (FCETL) and the Associate Vice President for Faculty Affairs (AVPFA). During the 2021-22 Academic Year, FDC addressed the following major issues under its purview.

1. **New Faculty Orientation (NFO).** FDC members participated in NFO planning and event activities. All new faculty in TT, FTL, and PT roles are invited to NFO, and offered compensation for their participation. NFO was organized around three synchronous days and two asynchronous days, with abundant resources provided on a Canvas page. FDC members and other faculty facilitated live synchronous sessions on Being an Academic at Stan State, Near Peer Panel, First Day of Class and Syllabi, Developing Campus Relationships, and Mentors and Mentoring. NFO saw 16, 19, and 17 new faculty in attendance respectively spread over the 3 synchronously scheduled days. 55 individuals attended all together including returning faculty. Much thanks to everyone who helped welcome and support our new faculty.
2. **Mentoring for New Faculty.** FDC members hosted several discussion and feedback sessions for new faculty in Fall 2021 with the goal of identifying needs and possible structures to support mentoring of new faculty. Outcomes of these sessions included recognition of the importance of regular interaction with peers and senior faculty outside of the home academic programs of new faculty. FDC discussed several models for mentoring, including group mentoring and collaborative projects. For Spring 2022, FCETL programming included several sessions specifically targeted and advertised to new faculty. NFO 2022 will include sessions designed to support the development of mentorship pods for new faculty.
3. **Instructional Mini-Grant program:** FDC helps to manage the FCETL instructional mini-grant program. Prior to initiating the call for proposals, FDC evaluated the current process, and opted to not make major changes in the call or the rubric, given that it has worked satisfactorily and is typically not a highly competitive review process. The campus-wide call for proposals was made in early October, with a submission deadline of October 26. We received six applications, and made awards to all six applicants. As of early May, three applicants had expended their funds, while the other three had met difficulties with procuring items given challenging university purchase policies. As in past years, there was abundant evidence that there is an excessively high administrative

burden of supporting faculty in expending funds for scholarship and instructional activities. We extend our special thanks to Tabbitha Raebel, administrative support coordinator for FCETL, for going above and beyond in supporting these efforts.

4. **FCETL Strategic Planning, Leadership, and Budget:** The FDC continued discussions from 2020-21 on appropriate leadership models and support for the FCETL. From an analysis of the FCETL and related campus ecosystem using a national evaluation framework of centers for teaching and learning (<https://podnetwork.org/content/uploads/ACE-POD-Teaching-Center-Matrix-2018.pdf>), FDC members conclude that the university needs to consider restructuring and providing greater investments in FCETL leadership, staffing, and budget. In particular, there is a critical need for more robust support of operations through creating a full-time director position and/or increasing the number of faculty involved in day-to-day operations through co-director, assistant director, or faculty fellow positions. Current FCETL program offerings, which must be considered central to the university's mission, are unsustainable given the lack of investment in personnel to manage and offer this programming. Additionally, there are tensions and lack of support for integrating faculty activities related to faculty development and support for effective teaching and learning that occurs at FCETL, OAT, and elsewhere in the university. Moving forward, we call on university administration, in close consultation with faculty governance including FDC, FAC, and SEC, to expand support for leadership for faculty development and excellence in teaching and learning. Specific actions FDC has taken to support this effort include:
  - a. Supporting the AVPFA's proposal to extend the appointment of FCETL Director Shradha Tibrewal for another three year term through Spring 2025, while committing to move forward a plan to expand and restructure leadership of FCETL with the goals of (1) better aligning leadership roles with the extensive workload requirements; (2) better supporting the integration of FCETL leadership with related campus activities and with university administrative processes; (3) increasing the involvement of more faculty in FCETL leadership roles through co-directors, assistant directors, faculty fellows, or some other model; and (4) clearly defining policies and procedures for appointment and reappointment of the FCETL director and expanded leadership positions that enable proactive as opposed to reactive decision-making.
  - b. Advocating to the Provost and AVPFA, in the form of a memo and committee discussions, for increasing the base budget allocation to FCETL from \$28,000/year to >\$200,000/year, which is more in-line with the expenditures for programming undertaken by the center in recent years through the addition of one-time-funds and grants.
  - c. FDC began considering ways to conduct a needs assessment for university faculty with regards to faculty development and supporting excellence in teaching and learning. Preliminary discussions have identified several areas of inquiry that will be investigated through a university-wide electronic survey of faculty, with follow-up focus groups. FDC hopes to implement the needs assessment in early Fall 2022.

5. **Instructional Institute Day (IID):** FDC discussed and recommended potential speakers for IID. FCETL adopted and enacted these recommendations, resulting in a novel program that included a five-part series of workshops with Loretta Ross on “Calling In the Calling Out Culture” as well as a number of follow-up conversations through community circles. Additionally, on day 2 of IID, for the first time FCETL hosted two tracks on a related topic: Susan Blum hosted a session on Practicing Ungrading aimed towards social sciences, humanities, and related disciplines, while Clarissa Sorensen-Unruh facilitated a session on Ungrading in STEM. FDC applauds FCETL in offering this innovating programming to support faculty in equitable and inclusive teaching practices.
6. **End-of-Year Celebration.** As we did in 2021, to mark the end of the academic year FDC and FCETL will host a fun celebration for faculty on Wednesday, May 18 from 3:30-5:00. The event includes games, prizes, and a special treat to the first 50 faculty members to RSVP.

I would like to thank all of the elected members of the 2021-22 Faculty Development Committee: Debra Bukko, Saejoon Kim, Mirta Maldonado, Jennifer Whitmer, and Karen Zandarski. Maryann Hight and Dana Nakano both brought enormous insight and activism to the committee in their roles as speaker of the faculty. Shradha Tibrewal provided strong leadership of FCETL and tremendous collaboration with FDC. Additionally, I thank Betsy Eudey for her insights and contributions to the work of the committee as an invited guest in her role as FCETL faculty fellow. In his service in the new role of interim AVPFA, Terry Jones expressed and enacted commitment to supporting faculty development activities and the work of the FDC. Finally, a huge thanks is due to Tabbitha Raebel, who moved into the ASC II role in the FCETL and provided tremendous service to this committee and in support of FCETL operations.

Matt Cover  
Chair, FDC 2021-22  
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