

To:	Keith Nainby, Speaker of the Faculty
From:	Betsy Eudey, Chair, Faculty Development Committee, 2020-21
CC:	FDC Members; Dr. Shradha Tibrewal, FCETL Director; Minerva Perez
Date:	May 2, 2021
RE:	Annual Report of the Faculty Development Committee, 2020-21

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. 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). While these are the formal duties of the FDC, the nature of this work was substantively impacted in 2020-21 by the COVID-19 pandemic.

Each year, the FCETL sponsors a New Faculty Orientation (NFO) program. In response to the COVID19 pandemic, NFO had to be offered in a fully online format. Most members of the FDC participated in summer planning for this event (receiving funding to do so). The NFO combined live/synchronous sessions, pre-recorded videos, and text-based online resources presented over several days prior to the start of the academic year. It is important to note that part-time faculty were invited to attend NFO this year. Although in prior years new faculty participants had received a small stipend for attending orientation on days prior to the academic year, Academic Affairs indicated that the budget could not accommodate payments to all full-time and part-time faculty. Therefore, for equity purposes no stipends were made available to faculty participants this academic year. We hope to revisit this issue for 2021, as we believe faculty of all ranks who participate in the necessary orientation to the campus should be paid for their time. FCETL Director Shradha Tibrewal and other partners throughout the campus deserve special recognition for the high quality synchronous and asynchronous sessions offered to new faculty. The NFO received positive evaluations by participating faculty.

Another annual event hosted by the FDC is the Instructional Institute Day. This program had to be offered remotely and it was delivered over two days to limit Zoom fatigue and to create opportunities to address two interconnected topics. On January 26th Dr. Gina Garcia (Associate Professor, University of Pittsburgh) presented on "Developing Inclusive Curriculum in Hispanic Serving Institutions," and on January 27th Dr. Laura Rendon (Professor Emerita, University of Texas-San Antonio) presented on "The Power of Validation and Student Potential: Educating for Wholeness, Justice and Liberation." Dr. Garcia's program had 61 attendees, and Dr. Rendon's workshop had 58. Both workshops received positive evaluations by participants, and informed the content of additional workshops/events sponsored by the FCETL this year.

In late October the FDC became aware that Dr. Tibrewal's term as FCETL Director was ending in Spring 2021, and that typically the search for the Director for the next 3-year term would have already begun, or actions to support a reappointment would be underway. However, the FDC identified the lack of a clear process for reappointment, evaluation or recruitment of the Director. Therefore, after consultation with the Senate Executive Committee (SEC), the AVPFA, and Provost, the FDC recommended that Dr. Tibrewal's current 3-year term be extended for an additional year (to end in Spring 2022) to ensure continuity of the Center's work and to have time to develop the necessary processes for reappointment, evaluation and recruitment. This recommendation was approved by the AVPFA and Provost. We also recommended that the AVPFA and Provost work with the Faculty Affairs Committee to develop guidelines for the recruitment, retention, evaluation, and possible reappointment for all faculty directors, coordinators and fellows, including the FCETL Director, noting that this issue should be addressed with some urgency. With Dr. Tibrewal's current term ending in Spring 2022, some decisions related to the Director's position will need to be made in early Fall to allow for timely recruitment. We call upon the SEC and Academic Affairs to work with the FDC to address this situation as soon as possible after the start of the 2021-22 academic year.

The committee also reviewed the American Council on Education/POD Network [Center for Teaching and Learning Matrix](#). This matrix was designed to help institutions with evaluation, goal-setting, and self-study of university centers for teaching and learning (CTL). The matrix is organized so that CTLs can identify their development (beginning/developing, proficient/functioning, accomplished/exemplary) in 17 domains organized in three levels: Organizational Structure, Resource Allocation and Infrastructure, and Programs and Services. We will continue discussion of the Matrix next year as we consider the types of information the FDC members should access to best meet their charge, and the ways to best support strategic planning for the FCETL. Two areas of particular concern we have identified using the matrix are the Center's budget and leadership/staffing in relation to the scope of expected programs and services. When compared to similar institutions, the program's base budget is limited, and the expected workload far exceeds the 18 WTU of funded reassigned time the Director receives. We continue to discuss whether the Center is best served by having the Director be in a faculty line or MPP role, whether the Center would benefit from an additional faculty line, to whom the Director should report, and to which meetings the Director has regular access/permanent membership. We have also discussed the length of the Director's term in office to support program quality, and timelines/processes for recruitment and selection.

Although we normally report upon programming for the academic year, it's important to recognize that the FCETL supported extensive programming throughout Summer 2020 and in Winter 2021 to better prepare faculty for remote instruction as we responded to conditions created by the COVID-19 pandemic. Although the programming itself was coordinated by the Director of the FCETL, the FDC provided input into some topics and scheduling in consultation with our colleagues, and helped to promote center programming throughout the campus. Many FDC members presented at FCETL events and/or served as mentors for the Center. Additional funding was provided to the FCETL for the summer, winter, and academic year to expand local programming related to online teaching and remote instruction, and this campus-based programming was supplemented by free online teaching opportunities offered by the Chancellor's Office, and with funding for workshops and certificates offered by national organizations.

The full listing of FCETL programming from Summer 2020-Spring 2021 is included at the end of the report.

Instructional Support Mini-grants have been a cornerstone of the support the FCETL and FDC offer to faculty. After reviewing all proposals, the committee recommended awarding full funding to 6 projects, and partial funding to a seventh, committing \$3,250 in funds. Currently the FCETL is concluding the year by reviewing the call for the mini-grants as well as the evaluation rubric.

After many years of extraordinary service as the Faculty Center's Administrative Support Coordinator, Emy Barsley moved to a position in Faculty Affairs. A search was conducted for an emergency hire, and while this was a successful process it left the FCETL without administrative support for 5 weeks during the spring term, and with understandably decreased capacity during this period, and for several weeks afterwards while the temporary ASC was learning the position. We commend Ms. Barsley and Director Tibrewal for the preparatory work they engaged in to limit the disruption during the transition, and the extra work taken on by Dr. Tibrewal in the absence of an ASC and while training the temporary hire.

Addressing a long-standing need, Dr. Tibrewal, Ms. Barsley and I (in my capacity as FDC Chair) developed a proposal to reclassify the FCETL's administrative support position from an ASC-I to an ASC-II classification, and with the support of AVPFA Myers and Provost Greer this reclassification was approved in early April. As this report is being written, a subcommittee of FDC members and Director Tibrewal is in the midst of the selection process for the new ASC-II.

The Associate Vice President of Faculty Affairs serves as an ex-officio member of the FDC and is the direct supervisor of the FCETL Director. On March 12, 2021 it was announced that AVPFA Jake Myers would be leaving this position effective March 31. Director Tibrewal and I were able to meet with Provost Greer to affirm that the FCETL Director will temporarily report directly to the Provost until a full-time AVPFA begins. Provost Greer will be taking on the Interim Provost role at CSU East Bay on July 1, and it is unclear what the start date of our new Provost shall be, so we will be continually working with SEC and the Provost's Office to ensure that the FCETL and FDC continue to receive necessary support and communication throughout staffing transitions.

This was an extraordinary year as the campus responded to the COVID-19 pandemic and its impacts on teaching and learning, and the health and well-being of all members of the campus community. The FCETL and FDC were called upon to serve the campus in unprecedented ways, and I wish to offer my heartfelt gratitude to everyone who provided support and leadership for FCETL programming, and all who found time to participate in the Center's events. I want to draw special attention to the work of the Faculty Peer Mentors – including Matt Cover, Pengtao Li, Wendy Olmstead, Daniel Soodjinda, Dianne Vargas, Karen Zandarski and David Zhu – who offered workshops and one-on-one consultations throughout the Spring, Summer and 2020-21 academic year. I also wish to acknowledge the work of Faculty Fellow Mary Roaf for her extraordinary work especially addressing the issues of anti-Blackness, anti-racism, equity and social justice.

I would also like to thank all the members of the 2020-21 Faculty Development Committee: Matt Cover, Saejoon Kim, Virginia Montero Hernandez, Jennifer Whitmer, and Karen Zandarski; as well as Ex-officio

members Keith Nainby, Shradha Tibrewal and AVPFA Jake Myers. I would like to thank Jake Myers for his support for the FDC and FCETL, and look forward to our continuing engagement with him as a faculty colleague. In addition, I would like to thank Emy Barsley for her years of service to the FDC and FCETL, and to Noely Ortiz in her service as Interim ASC I as we close out the academic year.

Submitted May 2, 2021,

Dr. Betsy Eudey
Chair, Faculty Development Committee
Director/Professor, Gender Studies

FCETL Offerings in Summer 2020 included:

<u>Workshop</u>	<u>Date</u>
The emotional labor of navigating COVID19: Empathy and compassion between students and instructors	May 6 & May 8
Sustainability presentation (co-sponsored)	May 6
Pedagogies of Online Teaching: Networked Learning	May 19
Synchronous and Asynchronous Teaching	May 20
Lecture to Promote Engagement	May 21
Workload Management	May 21, August 4
Course Redesign	May 22
Helping Students Engage with Online Texts/Notetaking	May 26
Lecture to Promote Engagement	May 26
Academic Integrity	May 27
ADA Rules and UDL	May 28
Course Redesign	May 28, June 9, August 3
Assessment and Assignments	May 27
Engage with Online Texts/Online Notetaking	June 8, August 6
Assessment Strategies	June 8, August 4
Asynchronous Teaching	June 9, August 7

Synchronous Teaching	June 10, August 3
Group Work	June 10, August 5
UDL Level 1	June 11, August 3
Community of Inquiry and Engaged Lectures	June 11, August 4
Google Docs/Drive	June 12, August 6
Equity/Inclusivity	June 12
UDL Level 2	June 17, August 5
Academic Integrity	June 17, August 7
Critical Conversation Series: How to be Less Stupid About Race	July 7, July 21, August 4
Assessment in STEM	August 5
Pandemic Pedagogy	August 6
Google Classroom	August 7
New Faculty Orientation	August 10- August 14

FCETL Offerings in the Fall 2020 Semester included:

Workshop	<u>Date</u>
Faculty Peer Mentor Consultations (for Virtual Instruction)	August 19 to September 18
RPT Workshop for Department Committee Chairs	September 9 – 11
New Faculty Meeting	September 9
Remote Instruction Support (RIS): Connection/Community	September 11
ACUE Cohort A	Monthly: Sept, Oct, Nov
ACUE Cohort B	Monthly: Sept, Oct, Nov
ACUE Cohort C	Monthly: Sept, Oct, Nov
Remote Instruction Support: Online Discussions	September 17
Critical Conversations Series, Caste: The Origin of our Discontents	September 18, October 16

RIS: Faculty Workload/Time Management	September 21
RIS: Group Work	September 23
Difficult Conversation Part 1	September 28, October 2
Braiding Sweetgrass Book Club	October 1, November 17, December 1
RIS: Breakout Rooms	October 6
Critical Conversation Series: How to be an Antiracist	October 8
RIS: Grading / Assessment	October 8
CTLE: Culturally Responsive Teaching	October 21-22
Writing Café	October 26
My time Among the Whites Book Club	October 29, November 5
Difficult Conversation Part 2	October 30, November 2
Pre-Election Hangout	November 2 & 3
RPT Workshop	November 4-5
Post-Election Hangout	November 6
CTLE: Microaggression in the Classroom	November 13 and 19
Faculty Mentor Program New Mentor Training	November 18 (Co-sponsored with FMP)
Critical Conversation Series: Straddling Class in the Academy	November 30
Writing Cafe (in collaboration with San Jose State)	Semester-long (twice a week)
<u>Faculty Learning Communities</u>	<u>Semester- long</u>
FLC: Transfer Students and Online High Impact Practices	Biweekly
FLC: Transfer Students and First Semester Experience	Biweekly
FLC: Scholarship of Teaching and Learning	Biweekly September 30 - December 9
FLC Online Hybrid Teaching and Learning	Weekly September 23 - December 9
FLC: Quality Teaching and Learning (QLT-AR)	Bi-weekly

FCETL Offerings in Winter-Spring 2021 included:

<u>Workshop</u>	<u>Date</u>
Online Course (re)Design Institute (OCDI)	January 4 - 15
Instructional Institute Days 2021	January 26 & 27
ACUE Cohort B	Monthly: Jan, Feb, March, April
ACUE Cohort C	Monthly: Jan, Feb, March, April
Working with Transfer Students FLC Showcase	February 8
Facilitating Brave Spaces and Managing Hot Moments in the Classroom Part 1	February 22
Facilitating Brave Spaces and Managing Hot Moments in the Classroom Part 2	March 1
Assessment with Rigor and Equity Series: Formative Assessment	March 5
Working with First Generation College Students #1 and 3	March 15 and 16
Assessment with Rigor and Equity Series: Ungrading	March 17, April 14, May 12
Presumed Incompetent Book Club	March 25, April 29
Assessment with Rigor and Equity Series: Summative Assessment	March 26
Assessment with Rigor and Equity Series: Cheating Lessons	March 30, May 4, May 11
FCETL/CFA Happy Hour	March 24, April 22
Building a Sense of Belonging in the Classroom for Black, Indigenous, People of Color (BIPOC) students in Graduate School	April 2 (Co-sponsored with CEGE)
FGCS #4 Working with First Generation College Students	April 12 - 13
Instructional Modality Workshop	April 13
Showcase: FLC Online/Hybrid Teaching & Learning	April 16
Women and Leadership Series: Uncommon Sense-Abilities	April 19
Understanding Latinx students' motivation to pursue graduate education: Strategies to enhance their journey	April 27 (Co-sponsored with CEGE)
ACUE Certification Celebration (Cohorts B and C)	May 14

Faculty End of Year Celebration	May 19
Showcase: FLC Scholarship of teaching and Learning	May 21
<u>Faculty Learning Communities</u>	<u>Semester-long</u>
FLC Teaching Writing across the Curriculum	Biweekly February 18 - May 6
FLC Teaching for Equity, Social Justice and Anti-Racism	Biweekly February 18 - May 6
FLC: Scholarship of Teaching and Learning	Monthly March 12 - May 14
FLC: Sustainability 2.0	Bi-weekly thru May
FLC: Quality Teaching and Learning (QLT-AR)	Ended in March 2021