

The CSUDH Faculty Development Center

The mission of the Faculty Development Center is to support the University's mission of success in education through a student's contact with faculty members who effectively combine teaching, scholarship, and service and to help create a campus culture that values and supports excellence in teaching, learning, and research.

- Cultivate and expand faculty skills in teaching and scholarship to support the university's strategic planning goals of building excellent academic programs that reinforce our position as a comprehensive model urban university.
- Encourage the effective use of innovative technologies and teaching strategies, and assist faculty in providing diverse instructional modalities to increase student flexibility and retention.
- Provide work-life resources to support faculty research and creative activities and to assure engagement and retention of excellent faculty in disciplines that support the stated priorities.

Faculty development at CSUDH includes support, resources and services that enable faculty to achieve excellence, integration, and satisfaction in the areas of teaching, scholarship and service across their career lifespan.

Fall 2012 activities:

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| August 20 th | Academic Affairs Division meeting and Faculty Information Fair |
| August 22 nd | Faculty Orientation and Reception |
| August 23 rd | Instructional Technology: Get ready for courses |
| September 7 | New Faculty RTP pulling the pieces together |
| September 21 | Grading strategies and rubrics |
| October 12 | Student engagement and classroom management |
| October 26 | A spectrum of scholarly activities: Your research |
| November 9 | Course design and assessment |
| December 7 | Celebrate and share the first term lessons learned |

CSUDH History: 2000's

2000: CSU Dominguez Hills celebrates its 40th anniversary.

February 2000: Mexican journalist and author Carlos Monsivais makes a presentation on Mexican culture and politics.

March 2000: The new Extended Education building opens and later wins a major design award from American School and University magazine.

April 2000: Ralph Nader, consumer activist, speaks on campus as part of the "Distinguished Scholars 2000" series.

Angela Davis, political activist and professor, draws a capacity audience to the University Theatre talking about women's rights, prisoner's rights and violence in society.

Christopher Nance of NBC-TV is the master of ceremonies at the 2nd annual Presidential Scholarship & Awards Dinner.

Dee Hardison, Mayor of Torrance, is named "Alumna of the Year" at the annual Alumni Mixer.

January 2001: The CSU Dominguez Hills men's soccer team becomes NCAA Division II national champions.

CSU Dominguez Hills becomes one of two CSUs dividing up \$5.4 million in "state-of-the-art" technology equipment; U.S. Department of Commerce Secretary Norman Mineta donates used Census 2000 equipment to 82 colleges and universities nationwide to "help close the digital divide."

Considered by some to be one of the foremost interpreters of the 1992 Los Angeles civil unrest and its aftermath, author and professor Edward Chang visits campus.

Orthotics & Prosthetics student, Shawn Brown, takes home gold medal in discus throw from the 2000 Paralympic Games in Sydney, Australia.

February 2001: The CSUDH School of Health and South Korea's Taegu Health college sign a memo of understanding to further explore exchanges between the two institutions.

February 6, 2001: Workshop on the spiritual performance practice for singers and conductors is conducted in La Corte Hall featuring Dr. Albert McNeil, distinguished resident artist.

February 15, 2001: Leo F. Cain, founding President of California State University, Dominguez Hills, dies at the age of 91.

April 2001: First annual Cesar Chavez celebration is held on campus.

April 28, 2001: CSU Dominguez Hills presents "Much Ado about Nothing" live via television and the Internet.

May 2001: Jim Walton, president of Domestic Networks for the CNN News Group, gives keynote address at thirty-fifth commencement.

June 2001: The RISE and SCORE programs, supporting minority science research, awarded a \$5.2 million dollar grant by The National Institute of Health.

June 3, 2001: The Dominguez Hills Jubilee Choir performs at Carnegie Hall.

June 4, 2001: The California State University Trustees vote to approve the proposed construction of the National Training Center/Sports Complex at CSU Dominguez Hills.

September 2001: Student Alex Bengard drafted by L.A. Galaxy in major league soccer draft.

The Western Association of Schools and Colleges approves MPA Online, the first Web-based master's in public administration program in the CSU system.

CSUDH wins national education award for promoting diversity in teacher education from the American Association of College for Teacher Education.

September 13-14, 2001: "The Borders in All of Us: A Global Approach to Three Diasporic Societies" conference is held at the Loker Student Union for some of the most preeminent scholars in the country on mass migrations of non-Western people of color and their ability to create communities and cultures beyond their traditional or historical borders.

November 2001: U.S. Department of Education awards TRIO grant to CSUDH for its student support services. Undergraduate student training in academic research (U*STAR) program receives additional five-year funding of \$1.3 million dollars from Minority Opportunities in Research Division of the National Institute of General Medical Sciences.

February 26, 2002: Groundbreaking ceremony for the Home Depot Center gets construction underway on the \$150-million sports complex.

September 2002: Fall enrollment eclipses 13,500 students for the first time in school history.

May 2002: Antonio Villaraigosa, state assemblyman, gives commencement address.

January 28, 2003: Katherine B. Loker gives \$4 million, the largest gift in school history, towards the expansion of the student union.

February 27, 2003: Campus celebrates the dedication of James L. Welch Hall, the first state-funded building constructed on campus in nearly a quarter-century.

June 1, 2003: The Home Depot Center kicks off its inaugural season with a premiere track event highlighted by 100-meter gold medalist Maurice Greene. The sports complex soon follows with major events in soccer, tennis and beach volleyball.

August/September 2003: James T. Strong is appointed new dean of the School of Business and Public Administration.

Allen A. Mori is named new provost and vice-president for Academic Affairs.

October 2003: David Heifetz, chair of interdisciplinary studies and director of the Program for Adult College Education (PACE), receives the highest honor bestowed upon an individual by the County of Los Angeles, for providing accessible quality education for county employees. A two-year partnership with CSUDH resulted in 500 county employees receiving their degrees through PACE.

Ossur North America, one of the prosthetics industry's leading suppliers, open a premier training facility in Aliso Viejo, kicking off a partnership with CSUDH's Orthotics and Prosthetics program. The Multicultural Center and ASI celebrate National Coming Out Day on Oct. 11, with a week of activities, speakers and the launch of a new Safe Zone campus program, honoring tolerance for gay and lesbian students, faculty and staff.

Laura Robles, professor of biology, receives the 2003 Minority Access Faculty Mentor Role Model Award at the 4th Annual National Role Models Conference in Washington D.C. Alum Jerome Nwachukwu, (B.A. biochemistry, 2002) receives the 2003 Student Role Model award at the event.

The Home Depot Center hosts Women's World Cup Soccer Championship Game.

November 2003: Professor Clarence Augustus Martin publishes his second book on terrorism, *The New Era of Terrorism: Selected Readings*. Martin teaches the public administration course, "Terrorism and Extremism," the only homeland security course in the CSU system.

January/February 2004: Jamie Dote-Kwan is appointed vice provost for Academic Affairs.

Martin Luther King, Jr. Breakfast celebrates its 10th anniversary. Former CSUDH president, Herbert Carter, civil rights activist Rev. James Lawson, and world-renowned gospel vocalist Wintley Phipps comprise the program.

David Bradfield, professor of music, premiered his electronic composition, "Toxic Agenda" on Dec. 1 at the SCREAM L.A. Festival at the REDCAT Theatre in Los Angeles' Walt Disney Concert Hall. The Southern California Resource of Electro-Acoustic Music (SCREAM) is a consortium of faculty that offers programs in electro-acoustic music.

"The Fate of Democracy," a panel discussion on how California politics has changed the face of American democracy, is held in the University Theatre on Feb. 26. Free and open to the public, the participants include Bonnie Boswell, journalist and correspondent for KCET's "California Connected", former Rep. Glen Browder (D-Alabama, 1989-1996), Steve Kuykendall, former Congressman (R-36th District, 1999-2001) and John Chiang, member of the California State Board of Equalization. The panel was moderated by Bill Rosendahl, cable-TV public affairs host. Televised by DHTV, the discussion is a live-interactive with a statewide audience.

March 2004: The California Academy of Mathematics and Science (CAMS) is nominated for 'No Child Left Behind' Blue Ribbon School Honor, a program sponsored by the U.S. Department of Education (USDE). CAMS is located on campus and is one of 35 public schools so nominated.

Graduate student and former ASI president, Jose Solache, recently became the youngest representative ever elected to the Lynwood School Board. Solache, who grew up in the area, will serve a four-year term through 2007.

The Association of American Colleges and Universities (AAC&U) approved CSUDH for membership at their annual meeting in January. Since its founding in 1915, the membership has grown to more than 900 accredited two-and four-year colleges and universities.

Capt. Susan Sloan, University Police, assumes the title of new Police Chief, the first female to do so in the force's 43-year history.

May 2004: The 38th Annual Commencement was held at the Home Depot Center for the first time. 4,600 students were eligible to participate.

June 2004: Alum 2nd Lt. Andre Demetrius Tyson was killed on active duty in Iraq when his patrol was ambushed by enemy forces on June 22. Tyson majored in business administration from 1999-2002 and served in both the Army and the California National Guard for a total of 13 years.

The ADT Event Center, part of the Home Depot Center's world-class athletic facilities, opens on the south end of campus. The only indoor cycle track in the United States officially opened with the USCF Jr. National Track Championships.

July 2004: Former CSUDH President Herbert L. Carter is appointed to the CSU Board of Trustees. Dr. Carter served as interim president from July 1998-March 1999.

CSUDH physics professors Kenneth Ganezer and James E. Hill and CAMS physics instructor William Keig are members of the international Super-Kamiokande collaboration, a new analysis of atmospheric neutrino data. The project revealed findings in 1998 that changed the very groundwork of particle physics by proving that neutrinos have mass; this was featured in Discovery Magazine as one of that year's most important scientific discoveries. 140 physicists from institutions, labs, colleges and universities in Japan, the U.S. and Korea have researched the sources and behavior of neutrinos for the last 15 years.

May 18, 2005: Antonia Coello Novello, M.D.,M.P.H., Dr., P.H., first female and first Latina Surgeon General of the United States, delivers keynote address at 39th Annual Commencement ceremonies.

August 25, 2005: Dr. Mitch Maki appointed dean of College of Health and Human Services (CHHS).

September 2, 2005: CSUDH becomes one of seven CSU campuses to admit or otherwise assist students displaced by Hurricane Katrina.

October 5, 2005: CSUDH Alumni Relations Director Sheila Butts named by fellow CSU Alumni Directors to represent them with the CSU Chancellor and Board of Trustees.

November, 2005: U.S. Department of Defense (DOD) awards \$575,000 to CSUDH Orthotics and Prosthetics Program.

CSUDH men's and women's soccer head coach Joe Flanagan voted the CCAA Men's Soccer Coach of the Year by his fellow CCAA soccer coaches.

March 9, 2006: High number of times his articles cited in scientific journals earns Physics Professor and Pre-Engineering Program Coordinator Kenneth Ganezer spot as one of the world's "hottest researchers" for 2004-2005 in Science Watch magazine.

April 13, 2006: National Institutes of Health (NIH) announces funding for the Minority Biomedical Research Support (MBRS) Research Initiative for Scientific Enhancement (RISE)

program at CSUDH. It will support 12 CSUDH students at about \$320,000 a year for four years, or nearly \$1.3 million total.

August, 2006: CSUDH to offer new M.A. Degree in Social Work. With aim to address concerns of local communities, curriculum to focus on ethnicity, gender and socioeconomic status in south Los Angeles County.

November 13, 2006: President James Lyons announces retirement effective at the end of the academic year.

January 25, 2007: Katherine Loker cuts ribbon, officially opening expanded Loker Student Union building.

February 22, 2007: President Lyons leaves CSUDH to assume appointment as Secretary of Higher Education for the State of Maryland. Chancellor Reed appoints Vice-President of Student Affairs Dr. Boice M. Bowman to serve as Acting President while search for new President continues.

April 22, 2007: Congressional Representative Juanita Millender-McDonald, longtime supporter of CSU Dominguez Hills, dies of cancer.

May 15, 2007: CSU Board of Trustees appoints Dr. Mildred García, president of Berkeley College in New York and New Jersey, as seventh President of Dominguez Hills.

June 25, 2007: Dr. George Arasimowicz appointed dean of the College of Arts and Humanities, to be effective July 2.

August 27, 2007: Campus breaks ground on \$51 million library wing that will double amount of library space on campus.

October 8, 2007: Hispanic Business magazine names President, Dr. Mildred García, to its list of 100 Most Influential Hispanics for 2007.

November 29, 2007: U.S. Department of Education awards Dominguez Hills grant of \$1.1 million to continue the Ronald E. McNair Post-Baccalaureate Achievement Program for four more years.

January 8, 2008: After nationwide search, Occupational Safety and Health Administration (OSHA) chooses Dominguez Hills as one of eight new OSHA Training Institute (OTI) Education Centers.

March 12, 2008: CSUDH President Mildred García named to the board of directors of the Association of American College and Universities (AAC&U).

April 4, 2008: Dr. Lynne Cook, dean of the College of Education, honored with the TED/Merrill Excellence in Teacher Education Award by the Council for Exceptional Children's Teacher Education Division.

May 2, 2008: Inauguration ceremony for President Mildred Garcia. Installation ceremony sets theme of "Transforming Lives: Our Heritage, Our Future."

Create an Inclusive Learning Environment

“ The first question is: Can learning take place if in fact it silences the voices of the people it is supposed to teach? And the answer is: Yes. People learn that they don't count.”

– Henry Giroux, *Border Crossings: Cultural Workers and the Politics of Education*

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The teaching-learning process is an inherently social act, and as instructors we need to be mindful of the quality of the social and emotional dynamics in our course, because they impact learning and performance. In fact, a well-established body of research has documented the effects of a “chilly classroom climate” on some students or groups of students, in particular women and other minorities (Hall, 1982).

Impact of climate on learning and performance

Listed below are some of the ways in which classroom climate can impact learning, positively or negatively:

Climate regulates the circulation and construction of knowledge. For instance, in an inclusive climate all students are more likely to volunteer different perspectives and thus enrich discussions; conversely, if some students or groups feel that their contributions are not as valued as those of others, they will withdraw from the conversation. As an example, women in technical fields often report feeling undervalued compared to their male peers.

Climate impacts meta-curricular and citizenship skills. In a productive classroom students can learn to work in groups with students different from them in ways that facilitate the development of skills such as leadership, communication, and conflict resolution. At the opposite end of the spectrum, non-inclusive learning environments facilitate the perpetuation of stereotypes about students from other groups.

Climate engenders emotions that impact learning. In a productive class, the learning experience is characterized by excitement for discovery, joy, satisfaction and pride at one's accomplishments. All these positive emotions have the effect of motivating students for further learning. Conversely, if the predominant emotions in a class are fear, shame or embarrassment for being wrong, or boredom and apathy about the content, these negative emotions will be highly demotivating to students (Ford, 1992).

Climate can channel energies away from learning or toward it. For instance, if gay or lesbian students feel it is not safe for them to be out in class, they tend to carefully monitor their participation for fear of inadvertently exposing themselves, limiting their engagement with the material. Conversely, in classes where they feel free to be themselves, they often capitalize on their personal experience of having challenged conventional assumptions by engaging with the material in creative ways (Renn, 1998).

Climate communicates expectations placed upon students. This is relevant because people tend to perform in relation to the expectations placed upon them. When students perceive that the instructor thinks they are smart and capable, they meet those expectations – the so-called Pygmalion effect (Rosenthal & Jacobson, 1992). Conversely, when students perceive that expectations placed on them conform to stereotypes (e.g.,

African-American students are less capable), they will underperform, regardless of their actual capabilities – the stereotype-threat effect (Steele & Aronson, 1995).

Climate communicates power dynamics. In productive classes, instructors use their authority to empower everybody to take ownership in the learning process. Conversely, if some students or groups of students feel that their perspective is not represented in the readings, or is belittled when it is voiced, they might withdraw from the class. The ultimate form of resistance for people who feel powerless in a hostile environment is the refusal to learn (Kohl, 1994).

Climate impacts student persistence. When the cumulative direct and indirect messages students perceive communicate that they are not as able as other students and don't belong in the course, students are less likely to stay in the course, the major, and even in the university (Tinto, 1993).

Strategies to create a productive and inclusive climate

Examine your assumptions. It is very common for instructors to assume that student share their own background, but this is not necessarily so. Do you find yourself addressing students as if they all share your religion, sexual orientation, or economic class?

Learn and use students' names. Even in large classes, you can start with a few names and build up. At the very least, let students know you are making an effort to do so.

Model inclusive language. For instance, avoid using masculine pronouns for both males and females. When you use American idioms, explain them for the benefit of non-native English speakers.

Use multiple and diverse examples. Multiple examples increase the likelihood of students relating to at least one of them. Take care to include examples that speak to both sexes and that work across cultures.

Establish ground rules for interaction. This will assure that other students are also being inclusive and respectful. In order to generate maximal buy-in into the ground rules, you can involve the students in the process of establishing them. You will still need to enforce the ground rules and correct students for the occasional non-inclusive or disrespectful comment.

Examine your curriculum. Are certain perspectives systematically not represented in your course materials (e.g., a course on family focusing only on traditional families, or a course on public policy ignoring race issues)? Neglecting some issues implies a value judgment (hooks 1994), which can alienate certain groups of students.

Strive to be fair. Especially in courses with multiple sections and TAs, it is crucial to be perceived as fair, both in grading and in implementing course policies. Perceptions of unfairness can induce feelings of learned helplessness (Peterson et al., 1995), which are highly demotivating for students.

Be mindful of low ability cues. In their efforts to help students, some instructors inadvertently send mixed messages (e.g., "Sure, I'll be happy to help you with this, I know girls have trouble with math"). These cues encourage attributions focused on permanent, uncontrollable causes, which diminish students' self-efficacy. Instead, it is more productive to focus on controllable causes, such as effort.

Provide accommodations for students with disabilities. Instructors are required by law to provide reasonable accommodations to students with documented disabilities. Contact Office of Disabled Student Services for more information.

Don't ask people to speak for an entire group. Minority students often report either feeling invisible in class, or sticking out like a sore thumb as the token minority. This experience is heightened when they are addressed as spokespeople for their whole group, and can have implications on performance (Lord & Saenz, 1985).

Practice inclusive classroom behaviors. Of course we as educators are not out to intentionally exclude anybody from the educational experience. However, many researchers report small unconscious behaviors – “micro-inequities” – that certain student groups experience repeatedly. For instance, women report that instructors tend to interrupt them more often than men, ignore them more often, call on them less often, ask them more recall questions and less analytical questions, acknowledge their contributions less, and build on their answers less (Hall, 1982). These micro-inequities add up and have a highly discouraging effect on those students.

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