

FACULTY CENTER FOR PROFESSIONAL DEVELOPMENT

TWO—YEAR REPORT

2007—2008 AND 2008—2009

Dear Colleagues:

We in the Faculty Center for Professional Development are pleased to provide this report on our activities and contributions to faculty and student success for the academic years 2007—2008 and 2008—2009. During these two years, we have integrated new staff, expanded our involvement in university—wide initiatives, and attracted growing numbers of faculty and staff to our programs. We are pleased to provide support and resources to faculty as they focus their efforts on student learning and excellence in their roles as teacher—scholars.

In shaping our programming direction, the Faculty Center is attuned to the University vision and core values. We endeavor to address the needs of groups of faculty, such as new tenure—track faculty and lecturers, as well as meeting the needs and interests of individuals. The quotes sprinkled through the report are from faculty we interviewed as part of our needs assessment and evaluation activities.

One of our primary strategies is to partner with other programs and offices on campus so that faculty are supported in the most efficient and effective way possible. A list of our collaborators is found within the report.

We greatly appreciate the support of the University community for the activities of the Faculty Center, including the many faculty, staff and administrators who participate in our programs. As we prepare for our 20th year since the FCPD was founded in 1990, we realize the challenges of the coming months and will continue to serve the needs of faculty and contribute positively to Cal Poly Pomona’s campus community.

Sincerely,

Peggy Perry, Director

Victoria Bhavsar, Program Coordinator

Lola Culotti, Administrative Coordinator

OUR MISSION

Founded in 1990, the Faculty Center for Professional Development initiates, coordinates, and supports programs that assist faculty members in improving their teaching abilities and in reaching their own professional goals. The Faculty Center and the Faculty Development Advisory Council are dedicated to improving instruction to enable student learning, to promoting collegial relations, to enhancing faculty vitality, and to supporting research, scholarship, and service. The Faculty Center actively supports faculty in all stages of their careers at Cal Poly Pomona. We provide orientation for new faculty, resources for faculty pedagogy, opportunities for collaboration among faculty, and confidential consultations about classroom issues or other aspects of faculty work. We strive to be responsive and to serve with integrity, respect, and confidentiality.

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FACULTY DEVELOPMENT ACTIVITIES 2007—2008

Career Development

- 2 Pre-RTP Workshops (Winter)
- 3 RTP Workshops (Fall, Spring)
- 2 Department RTP Chair Workshops (F)
- 3 Sabbatical Workshops (F, Sp)
- CDIP Workshop (W)

Orientations

- Tenure Track New Faculty Orientation (F)
- 3 Lecturer Orientations (F,W)

Brown Bags

- When Dating Violence Affects the Classroom (F)
- Work-Family Balance – Children and Academic Careers (F)
- Educational Effectiveness – Sharing Our Stories (F)
- High School Students and University Expectations (F)
- From Where I Sit: Students with Disabilities (F)
- Read & Rap: “Death to the Syllabus” (W)
- Considering Retirement (W)
- “What’s Wrong with the Pipeline: Women in STEM?” (W)
- The Digital Media Minor (W)
- Read & Rap: “Impassioned Teaching” (W)
- Second Life (Sp)
- Religion in the Classroom (Sp)
- The “Sandwich” Generation (Sp)
- The Integrated Syllabus (Sp)

Faculty Learning Communities

- Assessing Student Response Systems: The Case for “Clickers” in the Classroom (W)
- Investigating Teaching and Learning (W,Sp)
- EnACT: Making Our Classrooms Accessible for All Students (W,Sp)
- Access x Design: Universal Design in STEM Classrooms (Sp)

Reading Circles

- Learning Like a Girl* (D. Meehan) (F)
- Learning and Motivation in the Postsecondary Classroom* (M. Svinicki) (F)
- Teamwork: An Internet-based Discussion* (W, Sp)

Faculty Recruitment Support (30)

- Civil Engineering
- Geography & Anthropology
- History
- Landscape Architecture
- Political Science
- Psychology & Sociology

Special Events

- e-Learning Academy (Summer 2007, F)
- GIS Institute (Su 2007)
- Department Chair Retreat (F)
- Sundaes on Friday (F)
- Flow: Learning and Quality of Life with Dr. Mihaly Csikszentmihalyi (F)
- Fridays for New Faculty (F)
- New Faculty Holiday Lunch (F)
- Professional Writing Institute (F)
- Dinner for CGU Preparing Future Faculty Students (W)
- Provost’s Teacher-Scholar Dinner (Sp)
- Faculty Day (Sp)
- CSU Symposium on University Teaching (Sp)

Workshops

- 2 Catch the Wave Accessibility (Su 2007)
- Reading, Writing, Learning (F)
- Advising Essentials A (F)
- Classroom Assessment Techniques (F)
- Developing Effective Writing Assignments (F)
- Interactive Learning and Clickers (F)
- Universal Design for Learning (F)
- Advising Essentials: Helping Students Make Decisions About Majors & Careers (W)
- Civility in the Classroom (W)
- First Day of Class (W)
- Postermaking in MS Powerpoint (W)
- Teaching for Learning in Large Classrooms (W)
- Universal Design for Learning (W)
- Active Learning for Library Instruction (Sp)
- Advising Essentials: Supporting Students’ Transition to Cal Poly Pomona (Sp)
- Mayday: Classroom Emergencies (Sp)
- Music & Index Cards (Sp)
- Writing for Really Busy People (Sp)
- Intentional Course Design (Sp)

“Invariably when I leave an FC function I have some new ideas, concepts or tools that I can immediately apply that improve my teaching and my students’ learning.”

ACTIVITIES

2008—2009

Career Development

- 2 Pre-RTP Workshops (Winter)
- 3 RTP Workshops (Fall)
- 2 Department RTP Chair Workshops (F, Spring)
- 3 Sabbatical Workshops (F, Sp)
- CDIP Workshop (W)

Orientations

- Tenure Track New Faculty Orientation (F)
- 3 Lecturer Orientations (F, W)

Brown Bags

- The Writings of Lewis Mumford (F)
- A Conversation with the Provost (F)
- Unconscious Bias: Can You Spot It? (F)
- An Easy, Fast, and Colorful Way to Help Students Write at the College Level (F)
- Advising as Teaching (W)
- Skateboards, Surfboards, Compost...and Teaching? (W)
- Calibrated Peer Review for Improving Student Writing (W)
- Interrupting the Usual: Strategies for Hiring Diverse Faculty (W)
- What Makes an Honors Course an Honors Course? (W)
- Editing Programs for Accessible Math (Sp)
- Technology from High School to College (Sp)
- Gender and Teams in the Classroom (Sp)
- Faculty Experiences at the AAC&U Conference (Sp)

Faculty Learning Communities

- Connecting Technology with Learning (W, Sp)
- Investigating Teaching and Learning (W, Sp)
- Mid-Career FLC (W, Sp)
- Universal Design for Learning (Sp)
- Reading Circles
- Why so Slow: The Advancement of Women* (V. Valian) (F)
- The 21st Century Engineer* (P. Galloway) (F)
- Critical Lessons: What Our Schools Should*

- Teach* (N. Noddings) (F)
- Challenges of the Faculty Career for Women* (M. Ingrid) (W)
- The End of Oil* (P. Roberts) (Sp)
- Encountering Faith in the Classroom* (M. Diamond) (Sp)

Faculty Recruitment Support (28)*

- Agricultural Education
- Business
- Chemical & Materials Engineering
- Civil Engineering
- Communications
- English & Foreign Languages
- Philosophy

ADVANCE Distinguished Doctoral & Post-Doctoral Speakers (35)*

Special Events

- Professional Writing Institute (F)
- Millennials in Our Classrooms with Dr. Michael Meeks (F)
- New Faculty Holiday Lunch (F)
- Provost's Teacher Scholar Dinner (F)
- ADVANCE Women in Leadership Colloquia
 - Peggy Kelly (F)
 - Lyn Gangone (F)
 - Debra Brum (W)
 - Jeri Echeverria (W)
- ADVANCE Discourse on Diversity
 - Adrianna Kezar (Sp)
- Provost's Symposium on Faculty Teaching (Sp)
- Faculty Day (Sp)
- Provost's Teacher-Scholar Dinner (Sp)
- Department Chair Retreat (Sp)

Workshops

- Catch the Wave: Accessible Course Documents (Summer 2008)
- R+W=L in the Disciplines (F)
- Interactive Learning and Clickers (F)
- Advising Essentials: Mastering the Basics Part I (F)
- Advising Essentials: Mastering the Basics Part II (F)
- Universal Design for Learning (F)
- Assessing Your Assessments Webinar (F)
- Advising Essentials: Helping Students Make Decisions About Majors & Careers (W)

- Introduction to SPSS (W)
- Intermediate SPSS (W)
- Postermaking in MS Powerpoint (W)
- Using Teams & Groups in Classes (W)
- Faculty and Librarians as Partners Webinar (W)
- Motivating Students to Read Webinar (W)
- Advising Essentials: Supporting Students' Transition to Cal Poly Pomona (Sp)
- Learning to Write: Integrating the UWC in STEM Student Projects (Sp)
- Writing to Learn: Strategies to Engage STEM Students in Writing (Sp)
- Improving Oral Presentation Skills of English Learners (Sp)
- Student Engagement in Learning and Teaching Webinar (Sp)
- Social Sciences Databases for Research & Instruction (Sp)
- Survey Documentation & Analysis (Sp)
- Advising Mini-Workshops (Sp)
- Writing for Really Busy People (Sp)

*Visitors to campus with an interest in faculty work and responsibilities, notably candidates for faculty positions and ADVANCE Distinguished Doctoral and Post—Doctoral speakers, visit the Faculty Center for 30—60 minutes sessions to learn about FCPD activities and general campus issues surrounding teaching and learning.

WHO COMES? A SUMMARY OF TOTAL PARTICIPATION

TOTAL PARTICIPATION

Attendance in Faculty Center events has increased over the past several years. Table 1 shows total participation in our events over the past two years. Participation in each year compares with totals of 417 in 2005—2006 and 951 in 2006—2007.

Table 1. Total participation in events by quarter.

Year	Quarter	Total participants
2007–2008	Summer 2007	71
	Fall 2007	418
	Winter 2008	181
	Spring 2008	340
Multi-quarter activities*		63
Total		1073
2008-2009	Summer 2008	0
	Fall 2008	329
	Winter 2009	194
	Spring 2009	431
Multi-quarter activities*		55
Total		1009

*Multi-quarter activities include faculty learning communities and reading circles.

The slight drop in total participation in 2008—2009 may stem from the Much smaller cohort of new tenure track faculty in Fall 2008 compared to Fall 2007. Our new faculty are generally heavily involved in activities in the fall quarter, so having fewer new hires impacted our total participation.

We schedule some programming following spring quarter, before the end of June. Those activities are reflected in the Spring Quarter count. The participation total for Spring Quarter 2009 reflects attendance at the Provost's Symposium on Faculty Teaching (99 participants).

Normally we hold very few events during July and August. During Summer Quarter of 2007, we offered several opportunities for faculty to learn about the creation of accessible documents and websites as part of the University's Accessible Technology Initiative.

“Hearing people talk about the same challenges in different disciplines is heartening. It helps you keep a realistic perspective on the teaching process. I've come to see that you can do it better or worse, but there are no naturals. As time has gone on, the other thing is that I can share experience and expertise with others. Over time I've shifted from being a consumer to being a contributor, it's a shift in the relationship I have...one of the best things the Faculty Center can do is to promote collegiality and talking, and allow faculty to develop that way.”

WHO COMES? INDIVIDUAL PARTICIPANTS

INDIVIDUAL PARTICIPANTS

Faculty Center attendance has increased over the past four years both in total and in the number of individuals who participate. Many of the people who are counted in our total participation numbers on the previous page come to multiple events. Another way to measure participation is to report the total number of unique or individual attendees:

2007—2008: 505 individuals participated in Faculty Center events

2008—2009: 495 individuals participated in Faculty Center events

In comparison, the number of individual attendees in 2005—2006 and 2006—2007 was 235 and 419, respectively.

Although the Faculty Center offers programs specifically for the support of faculty in their various roles, we attract many other University members to our activities. Charts 1 and 2 indicate the breakdown of our individual participation by category:

Chart 1. 2007—2008 individual participation by role

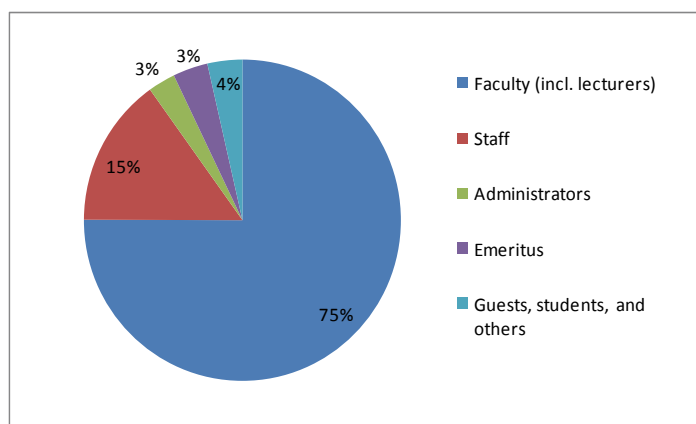
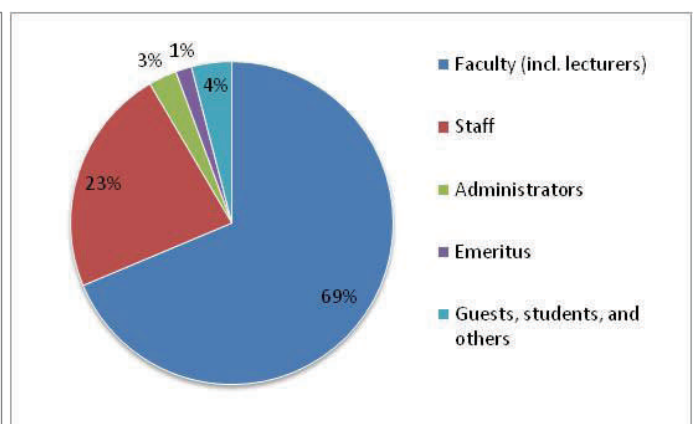


Chart 2. 2008—2009 individual participation by role



During both years, most non-faculty individual participants were staff members, particularly in 2008—2009. Staff members attended advising workshops, the webinars on *Assessment* and *Librarians as Partners*, and various ADVANCE events in high numbers. For the most part, these staff members have responsibility for academic advising or are instructional designers who work closely with faculty in integrating technology in their courses. We feel that the high number of unique participants coming from non-faculty ranks is indicative of the inclusive nature of our programs and represents an opportunity for faculty and staff to consider their shared role in serving students.

Many of our individual participants attend multiple events. Table 2 indicates the extent of individuals' participation. Although approximately 60% of our participants limited themselves to one event in both years, we are pleased that 23% of the participants in both years attended three or more events. We especially appreciate the dedication and contribution of individuals who attend eight or more events, as their frequent presence and input enriches the experience of people who are unable to participate frequently.

Table 2. Individual participation by number of events attended.

Number of Events Attended	Participants 2007—2008	Participants 2008—2009
1	311	278
2	79	104
3-4	71	78
5-7	25	23
8 or more	19	12
Total	505	495

WHO COMES? FACULTY CHARACTERISTICS

GENDER DISTRIBUTION

Table 3 shows the gender distribution of individual faculty participation in Faculty Center activities. We compared our participation gender distribution to the Cal Poly Pomona Common Data Set, which provides data on the gender distribution for full and part-time faculty. For both years, a slightly higher percentage of female faculty participated in Faculty Center activities relative to their general representation at Cal Poly Pomona; approximately 36% of all female faculty on campus participated in both years. Conversely, male faculty participated in slightly lower rates relative to their general representation, but approximately 32% of all male faculty participated in both years. While further research would be required to determine the reasons for this disparity, we plan to watch these trends to make sure we continue to respond to the needs of all faculty.

Table 3. Gender distribution of faculty individual participants

Source	Gender	2007—2008		2008—2009	
		Number and (%)		Number and (%) of total	
Faculty Center participation	Female	161 (40.6% of total participants)		144 (41.4%)	
CDS*		428 (36.4% of total faculty at CPP)		398 (38.8%)	
Faculty Center participation	Male	236 (59.4%)		204 (58.6%)	
CDS		749 (63.6%)		627 (61.2%)	

*CDS = Common Data Set figures on the IRAP website for Fall 2007 and Fall 2008, respectively (reports total full and part-time faculty). <http://www.csupomona.edu/~irap/dataset/>.

Distribution by College

Table 4 identifies the individual faculty participation for each year by college. Participation is generally consistent with faculty numbers in each college, although exact numbers are not known due to the variation in lecturer appointments. Participation is relatively consistent between the two years under review.

Table 4. Distribution of individual faculty participation by College (number and % of total faculty participants).

College or Area	2007—2008		2008—2009	
	Number	% of total	Number	% of total
Agriculture	27	7%	18	5%
Business Administration	57	14%	49	12%
Collins	11	3%	49	3%
Education & Integrative Studies	33	8%	25	6%
Engineering	61	15%	54	14%
Environmental Design	16	4%	18	5%
Letters, Arts, & Social Sciences	104	26%	89	22%
Library	7	2%	9	2%
Science	75	19%	66	17%
Other	6	2%	8	2%
Total	397	100%	348	100%

WHO COMES? FACULTY CHARACTERISTICS

DISTRIBUTION BY APPOINTMENT TYPE

Table 5 presents the totals and percentages of various appointment types of individual faculty participants in both 2007—2008 and 2008—2009. Table 6 presents totals and percentages of tenure—track faculty members in both years.

Table 5. Distribution of individual faculty participants by appointment (number and % of total faculty participation in FC activities).

	Full Prof	Associate Prof	Assistant Prof	Lecturers	Emeriti	Counselors, Librarians	Total faculty participants
2007—2008	130 (32.8%)	38 (9.6%)	103 (25.9%)	99 (24.9%)	18 (4.5%)	9 (2.3%)	397 (100.0%)
2008—2009	106 (30.5%)	52 (14.9%)	89 (25.6%)	81 (23.3%)	8 (2.3%)	12 (3.4%)	348 (100.0%)

Table 6. Comparison of tenure-track individual faculty participants to total numbers in each faculty rank at CPP.

	Source	Full Prof	Associate Prof	Assistant Prof	Total
2007—2008	Faculty Center	130 (48.0% of total participants)	38 (14.0%)	103 (38.0%)	271 (100.0%)
	CSU data for Cal Poly Pomona ^a	287 (54.9% of total tenure track faculty at CPP)	112 (21.4%)	124 (23.7%)	523 (100.0%)
2008—2009	Faculty Center	106 (42.9%)	52 (21.1%)	89 (36.0%)	247 (100.0%)
	CSU data for Cal Poly Pomona ^b	275 (53.9%)	111 (21.8%)	124 (24.3%)	510 (100.0%)

^aTotal tenure—track data from the Profile of CSU Employees 2007 by campus at www.calstate.edu/hr/employee-profile/2007/faculty/campus.shtml

^bTotal tenure—track data from the Profile of CSU Employees 2008 by campus at www.calstate.edu/hr/employee-profile/faculty/campus.shtml.

It is sometimes perceived that Full Professors shy away from professional development activities, yet the largest cohort of our individual faculty participants in both years were Full Professors (Table 5). Also, when considering only tenure-track faculty, Full Professors were substantially the largest cohort (48.0% and 42.9% in the two years) (Table 6). In addition, 45 and 38% of all Full Professors on campus participated in events in 2007—08 and 2008—09 respectively. Although the percentage of Full Professors in the total tenure track faculty is even higher (~54%), it is positive that such a large proportion of more senior faculty remain engaged in professional development activities.

Associate Professors were our smallest tenure-track faculty participant cohort (Table 5). For 2007—2008, only 14% of tenure track participants were Associate Professors, much fewer than existed in the total number of faculty in that rank. In 2008-2009, the percentages were almost identical (Table 6). However, in 2007-08, 34% of all Associate Professors on campus participated, while in 2008-09, 47% of all Associate Professors on campus participated — rates comparable to Full Professor participation. We need to be vigilant about continuing to provide programming that serves our mid-career faculty rank.

The participation of our Assistant Professors substantially exceeded their representation in the tenure-track faculty. In 2007-08, 83% of all Assistant Professors participated, while in 2008-09 only 72% participated. The high overall participation rates are to be expected as our junior faculty may focus more on establishing their teaching and learning strategies as well as developing their research and scholarly agenda through FC programming and collaborations (Table 6). The drop from the first to the second year reflects the much smaller Welcome Week for New Faculty in 2008-09 compared to 2007-08.

We are pleased to see that nearly 25% of our individual faculty participants are lecturers. It is not possible to estimate the percentage of all lecturers on campus who participate, as the number of lecturers on campus fluctuates from quarter to quarter. We regard the teaching role of lecturers to be of great importance to student learning and we want to continue to ensure that we respond to the specific needs of lecturers (Table 5).

CONCLUSIONS AND FUTURE PLANS

The data on activities and participation in Faculty Center events offer insight into the effects of our efforts over the past two years.

- Total and individual participation has increased substantially since 2005-2006. This is due to the efforts of the Faculty Center beginning in 2006 to increase the number of activities, diversity in programming, and outreach to faculty. In the 2009-2010 year, we anticipate that participation may decrease slightly due to furloughs; faculty may be less able to spend time on professional development as they have been directed to reduce their workloads. Our programming in 2009-2010 will focus on strategies faculty can use to maintain high quality learning experiences for students while dealing with reduced available time. In addition, we plan to create low-cost programming opportunities.
- We interact with well over 50% of the tenure track faculty on campus at least once a year. According to the Professional & Organizational Development Network (the professional organization for faculty development), this is a high rate of interaction. The distribution of faculty by gender, rank, appointment type, and college appears to be reasonably representative of our faculty population. However, we would like to collect better data to determine if the needs of lecturers are being met effectively. We also plan to explore college-based faculty development activities to support specific needs.
- A focus on all career stages (early, mid, and senior) must be maintained. This will be particularly important during the next few years with budget reductions. There will be fewer early career faculty due to reduced faculty recruitment, and so we must nurture those that we already have. Our mid-career and senior faculty may be asked to take on additional workload as there are fewer junior faculty to assist. It will be a challenge for all faculty.
- We recognize that participation data does not paint the entire picture of the success of faculty development activities. We have been collecting, and will continue to collect, data on the impact of professional development experiences for faculty, as well as assessment of what faculty perceive they need and desire in career support.

“If not for the Faculty Center, I would not have grown as a faculty member here. My teaching would be locked into the style I was comfortable with and was working for me, but I’d slowly become out of date in terms of pedagogical methods or success. I would not have learned or been open to new ways. It’s kept me having an open mind, and kind of a feeling of satisfaction of working here. In terms of quality of working here, the Faculty Center has been a big part of my time here.”

FACULTY DEVELOPMENT ADVISORY COMMITTEE

FDAC members are elected by each College and the Library. FDAC members advise the Faculty Center on priorities and activities and act as advocates for faculty development within the Colleges.

2007--2008

College of Agriculture: **Fred Roth**

College of Business Administration: Vacant

Collins College of Hospitality Management: **Don St. Hilaire**

College of Education & Integrative Studies: **Cesar Larriva**

College of Engineering: **Zekeriya Aliyazicioglu**

College of Environmental Design: **Chari Pradel**

College of Letters, Arts, & Social Sciences: **Michael Cholbi**

College of Science: **Sean Liu**

Library: **James Koga**

Standing: **Peggy Perry, Pablo Arreola** (AVP Faculty Affairs)

2008-2009

College of Agriculture: **Fred Roth**

College of Business Administration: **Rita Kumar**

Collins College of Hospitality Management: **Don St. Hilaire**

College of Education & Integrative Studies: **Hend Gilli-Elewy**

College of Engineering: **Zekeriya Aliyazicioglu**

College of Environmental Design: **Chari Pradel**

College of Letters, Arts, & Social Sciences: **Michael Cholbi**

College of Science: **Lan Yang**

Library: **James Koga**

Standing: **Peggy Perry, Gary Hamilton** (AVP Faculty Affairs)

COLLABORATIONS & PARTNERSHIPS

The Faculty Center works with other programs and departments to maximize campus resources for faculty support.

Office of Research and Sponsored Programs

Support for the Provost Teacher-Scholar Program

Co-hosting of grant-related workshops

Co-hosting the Professional Writing Institute

Support for the Provost's Symposium on Faculty Research.

University Advising Task Force

Development and implementation of workshops on academic advising

I&IT Learning

Development and implementation of the DOLCE and DOLCE da Solo faculty development programs

Facilitation of the iClicker Faculty Learning Community

Coordination of ATI training such as *Catch the Wave*

Creation of digital case stories on faculty implementation of Universal Design for Learning

Planning for the 2009 *e-Learning Faire*

Teacher Quality Enhancement (TQE)

Co-sponsor of the *Connecting Learning with Technology* Faculty Learning Community

Accessible Technology Initiative (ATI)

Support for faculty ATI workshops such as *Catch the Wave*

Implement Fall Conference activities such as *Showcase on UDL*

Creation of printed materials to educate faculty about ATI requirements

ADVANCE

Mentor ADVANCE Faculty Associates

Co-host Women in Leadership series

Support Reading Circles on ADVANCE topics

Host guests participating in Distinguished Doctoral and Post-Doctoral Seminar Series

Kellogg Honors College, Center for Community Service-Learning, and the University Writing Center

Promote participation by faculty in program offerings.

"If not for the Faculty Center and ORSP's workshop on grant writing, I would not have written a proposal and had a grant. I would not be involved in Service Learning. When you invest in teachers, you touch a lot of people."

FACULTY MINI-GRANT PROGRAM

The Faculty Mini-Grant Program has been funded each year by a special allocation of \$100,000 from President Michael Ortiz. The RFP is distributed in Fall Quarter and allocations are made in mid-December. The members of the Faculty Development Advisory Committee review all proposals and recommend the allocation of mini-grant funds.

In 2007--2008, \$97,739.93 was distributed among 146 faculty members, including 115 travel requests, 23 research requests, and 8 teaching activities requests. In 2008-2009, \$96,053.00 was distributed to 15 faculty in two categories: travel (61%) and other (39%). The "other" category included equipment, supplies, and student assistance funds. In each year, FDAC reserved a small portion of funds to respond to appeals or unexpected expenses.

The high number of travel requests reflects the faculty's increasing need to present papers and attend disciplinary conferences, along with the decreased availability of other travel funds for this purpose.

Faculty greatly appreciate the Mini-Grant program. It has enabled them to improve their teaching resources and to disseminate knowledge developed through faculty research and writing. The Mini-Grant program has helped Cal Poly Pomona faculty members to demonstrate their scholarly and teaching capabilities in forums international in scope to local in impact.

CONSULTATION & FACILITATION

The Faculty Center provides individual consultation and mid-quarter feedback on instruction. In 2007--2008, we performed 3-5 consultations; in 2008-2009 we again performed 3-5. Although these numbers are much lower than we would like, we consider mid-quarter feedback and consultation to be a very important service. We plan to work in 2009-2010 to increase the use of this service which is very low-cost but high-impact.

Occasionally, the Faculty Center is asked to provide facilitation for departments or units that are engaged in important decision-making. In 2007--2008, Peggy Perry facilitated the Kellogg Honors College faculty board retreat discussion of community service. In 2008-2009, Victoria Bhavsar facilitated the International Center's initial discussion of updating their mission and strategic goals. Dr. Bhavsar also facilitated the CSU Faculty Development Leadership Committee's June meeting. Facilitation is another low-cost, high impact service.

"As a department chair, the Faculty Center helps me in mentoring and supporting faculty. When I observe a faculty member in the classroom or who comes in struggling with whatever the problem is, I have a lot more resources at my disposal and I can help them better. I keep all the handouts from workshops so I can whip them out and use them for people."

"People get complacent over time...This place can revitalize and re-energize you. If you're behind in writing you come here and get a new idea. If you're stuck in a rut in the classroom you come here and get new ideas."

EXTERNAL FUNDING

<i>EnACT grant</i> (Sonoma State University is lead partner) U.S. Department of Education September 2007-September 2008	25,021
<i>DOLCE da Solo</i> CSU Transforming Course Design grant with I&IT Learning June 2007-March 2009	23,500
<i>ELIXR</i> CSU grant for Universal Design for Learning April-June 2007	10,000
<i>CSU Regional Symposium on University Teaching</i> CSU Institute for Teaching and Learning April 2008	11,000
<i>Access by Design</i> (Sonoma State University is lead partner) National Science Foundation November 2007-December 2008	6,000
<i>ELIXR</i> CSU grant for development of digital case story Fall 2007-Winter 2008	3,000
Sub-total	\$78,521
Funds from campus sources have also supported our activities:	
<i>Universal Design for Learning FLC</i> CPP Accessible Technology Initiative Spring 2009	2,500
<i>Sustainability in the Classroom FLC</i> CPP Sustainability Task Force Spring 2009	4,500
Sub Total	\$7,000
TOTAL	\$85,521

11TH CSU SYMPOSIUM ON UNIVERSITY TEACHING

The 11th CSU Regional Symposium was hosted by Cal Poly Pomona on Saturday, April 12, 2008 at Kellogg West Conference Center. The CSU Regional Symposia are multi-campus events that recognize and advance excellent instructional practice, disseminate innovative ideas, promote collaboration, and encourage the continued exploration and evaluation of ways that CSU faculty teach.

The 11th CSU Symposium featured 41 presentations by 51 faculty from 15 CSU campuses: Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Humboldt, Los Angeles, Monterey Bay, Cal Poly Pomona, San Bernardino, San Diego San Francisco, Cal Poly San Luis Obispo, San Marcos, and Sonoma State. Also represented were the Claremont Graduate University and the Office of the Chancellor. Approximately 165 people attended, representing 18 CSU campuses.

Presentations were grouped into 7 categories: Accessibility; Learning with Technology & E-Learning; Faculty Development; Learning Centered Course Design & Development; Reading & Writing in the Disciplines; Teaching & Learning Strategies and Wild Card. In addition, two poster sessions on a variety of subjects were displayed, involving 27 participants.

Our keynote speaker was Dr. Barbara Millis, then Director of the Excellence in Teaching Program at the University of Nevada at Reno. She also presented a workshop in the afternoon on "Designing Courses for Significant Learning." Dr. Millis is a nationally prominent faculty development and education expert.

Participant evaluations of the event were consistently positive. In global responses, 100% of respondents agreed that the learning experience was satisfying or excellent, and 100% of respondents agreed that the event was well organized. Cal Poly Pomona's handling of the event became a model for the hosts of the 2009 CSU Symposium, hosted at Cal Poly SLO in May. Cal Poly Pomona's Faculty Center had previously hosted the CSU Regional Symposium in 2005 and we expect the event to return to Cal Poly Pomona within a few years.

HUGH O. LA BOUNTY ENDOWED CHAIR IN INTERDISCIPLINARY KNOWLEDGE

In collaboration with the Science, Technology and Society Program, the Faculty Center hosted a distinguished speaker series in Spring 2009 on *Environmental Sustainability and its Challenges*. The speakers were Mr. Paul Roberts, author of *The End of Oil* and *The End of Food*; Dr. Peter Gleick, co-founder and president of the Pacific Institute in Oakland, California; and Dr. Dale Jamieson, Director of Environmental Studies at New York University. Each presenter addressed a general university audience and also spent time in individual courses and at the Lyle Center for Regenerative Studies.

Attendance at the three general sessions totaled 446, including many students as well as faculty and staff. The La Bounty Endowed Chair was established in 1996 to honor the third president of Cal Poly Pomona, Dr. Hugh O. La Bounty. It serves to bring distinguished visitors from academe, business, industry, the arts and government to expose students to a variety of experiences, views and opinions. The Faculty Center administers the Endowed Chair program for the university.

FACULTY CENTER FACILITIES

Many campus entities use the Faculty Center conference room, library, and kitchen facilities. We administer and maintain the facilities and sometimes provide audiovisual or computer equipment.

2007-2009: Groups using the Faculty Center

Academic Resources
ADVANCE Program
Advising Task Force
Agriculture Leadership Program
Ahimsa Center
Animal Care & Use Committee
Accessible Technology Initiative Committee
California State University Employees Union (CSUEU)
Campus Forum / Open Forum
CLASS Grant Writing Workshop
Community Services Learning
Council of Academic Support (CAS)
Educational Opportunity Program
Emergency Team; Hart Award; Prospect Management
General Education Committee
Graduate Council
Instruction and Informational Technology (I & IT)
Institutional Review Board (IRB)
International Center
Kellogg Honors College
Ombuds
Professional Associates Program
Research and Graduate Studies, Sponsored Programs
Staff Council
Stop Violence Department
Student Affairs
TLTC
Undergraduate Studies
Various Academic Department Meetings
WASC
Women's Faculty Association

UNIVERSITY SERVICE & PROFESSIONAL CONTRIBUTIONS

Faculty Center personnel contribute to campus committees and perform professional service.

Dr. Peggy S. Perry, Director

Standing Member, Faculty Development Advisory Committee

Co-Chair, Teaching and Learning with Technology Sub-Committee of IT Governance

Co-PI, ADVANCE Project

Member, University Advising Task Force

Member, Academic Affairs Assessment Implementation Task Force

Member, ATI Steering Committee and IMAP Sub-committee

Member, Teacher-Scholar Task Force

Member, Hart Award Selection Committee

President-Elect, CSU Faculty Development Council

Member, CSU Institute for Teaching and Learning Advisory Committee

Campus Coordinator, California Agricultural Leadership Program

Member, POD Network

Dr. Victoria Bhavsar, Program Coordinator

Cal Poly Pomona Institutional Review Board

Technology & Information Literacy Task Force

Planning Committee, Stories of Successful Learning

IGE 223 team instructor

Kellogg Honors College Applications Review

Member, POD Network

POD Network Conference Proposal Review

Ms. Lola Culotti, Administrative Coordinator

Bronco Fusion

Member, Staff Council

Staff Academy

Faculty Center for Professional Development

Director: Dr. Peggy S. Perry (psmclaughlin@csupomona.edu)

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