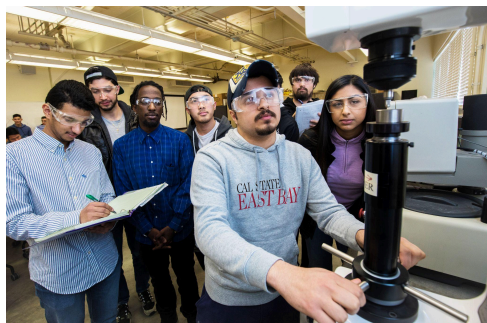

CAL STATE EAST BAY INSTITUTIONAL EXHIBIT #6 FOR WSCUC INSTITUTIONAL REPORT:

FACULTY ENGAGEMENT & STUDENT LEARNING

EXECUTIVE SUMMARY

Cal State East Bay is dedicated to enhancing student learning through continuous faculty development and active student engagement, both inside and outside the classroom. This commitment is reflected in various initiatives and programs aimed at improving instruction, supporting student success, and aligning academic planning. This exhibit showcases the campus's dedication to teaching and learning through examples such as a cross-disciplinary summer institute to improve freshman success rates, a long-term initiative to promote active and equitable pedagogies in STEM, extensive professional development resources for faculty, and opportunities for undergraduate research through the Center for Student Research and related programs.

CENTERING STUDENTS AT CAL STATE EAST BAY



“The Institute has moved me forward in thinking about my role as a faculty member as first to care about students and facilitate their development as students and in community with each other. It has given me confidence in spending more space on community building in class and thinking about how the courses fit together within students' experience.” Faculty Participant in CSUEB’s Supportive Pathways Institute Summer 2023

“Thank you to CSR [Center for Student Research] for providing me the amazing opportunity to grow as a researcher and as an individual over the last year. I have made some lasting friendships and developed a wider network of colleagues due to this program and the workshops offered...Without the CSR program, I would not have developed the critical thinking and analytical skills I will carry with me as I pursue my master’s degree.” CSR Student Survey 2019-20

SNAPSHOTS: FACULTY AND STUDENT LEARNING IN AND BEYOND THE CLASSROOM

Snapshot: Cross-Disciplinary Engagement to Improve “Stop-Outs” for First-Time Frosh

In summer 2023, 17 faculty members teaching first-year general education (GE) courses in math, statistics, and writing participated in CSUEB’s Supportive Pathways Institute. This institute, funded by the CSU system as part of its commitment to academic preparation and equitable student success, invited faculty to further integrate academic and social support needs of their first-year students into community building and syllabus and assignment design. As our institutional report and national data show, students who do not complete written communication and mathematics/quantitative reasoning (GE Areas A2 and B4) within their first year are more likely to stop out or drop out compared to students who complete these foundational courses.

The feedback below highlights faculty member’s willingness to reflect on teaching practices and make changes to better support students in their academic and personal journeys on our campus.

“Hearing from other instructors about the experiences they've had with students, and all of the ways we see the value in this community has really reaffirmed for me how fortunate I feel to work with East Bay students. I especially appreciated the emphasis on different aspects of identity and thinking about how students interpret what happens in their classes. I will work more to bring those elements of identity explicitly into the classroom.”

“The learning has dismantled a lot of assumptions I made about the students, and has taught me to approach students with an open mind, an empathetic heart, and a positive attitude!”

The Supportive Pathways Institute aimed to improve outcomes in first-year composition, math, statistics, and oral communication courses through cross-disciplinary peer observations and reflective teaching practices, resulting in fall-to-spring retention rates for freshmen taught by institute members being slightly higher than the overall population (90.6% vs. 89.8%).

Snapshot: Sustained Commitment to Improve Teaching and Learning in STEM Disciplines

Between 2017 and 2023, the College of Science (CSCI) developed and conducted the grant-supported "Transforming STEM Teaching" program, engaging 60 faculty from CSUEB and local community colleges. This semester-long program included discussions on learning theory, video peer observations with formative feedback, a DEI Conversation Series, in-person workshops on equitable grading, and one-on-one course redesign consultations. Facilitators noted that the program had a lasting impact on participants' pedagogy. Faculty continued to use the learned approaches, viewed facilitators as long-term peers for ongoing teaching refinement, and gained greater awareness of their teaching impact. They also became more confident in employing active learning and formative assessment strategies, which deepened student engagement and learning. Program highlights include:

- A one-semester diversity and inclusion conversation series was developed and launched in 2022. Participants completed the active learning course and extended their learning by meeting every two weeks to discuss short readings and engage in a relevant activity.
- In summer 2023, the college sponsored a summer workshop on equitable approaches to grading and the design of inclusive syllabi.
- In AY 2022-23, a lunch-and-learn series was launched for probationary faculty.
- In AY 2023-24, the college held a monthly series on learning and assessment in STEM that was open to faculty and students (sample materials: [Ghosts of Grading Past, Present, and Future](#), [inclusive syllabus example](#)).

All CSCI faculty are encouraged to participate in these initiatives through open calls, with individual invitations extended to those who have struggled with their teaching, though participation is not mandatory. While these initiatives have positively impacted many CSCI faculty and students, facilitators report challenges such as the time-intensive nature of the work and difficulty in engaging those who need the most support.

Snapshot: Taking a Range of Tools to Faculty

The Office of Faculty Development, Academic Affairs, the University Office of Diversity and other units across campus collaborate to offer faculty a range of tools for developing their craft as teachers and for creating communities of practice that center our students' experiences, knowledge, skills, and talents. Offerings include one-time presentations, short-term workshops, campus conferences, summer and academic year faculty learning communities (FLCs), and self-guided asynchronous courses, a few of which are highlighted below.

Annual CSUEB Conference: [Back to the Bay](#), held the Thursday before fall classes begin, is a well-established campus conference focused on teaching and learning. All faculty and graduate teaching assistants are invited to attend. "[How do we know they know](#)," focusing on the positive impacts of student reflection on their own learning and autonomy, is an example of a Back to the Bay 2023 workshop that was a continuous improvement effort resulting from the Diversity and Social Justice assessment. The workshop also repeated during fall semester. At the 2023 conference, the Office of Diversity and the Committee on Faculty Diversity and Equity also offered a day-long inclusive teaching seminar for new faculty.

Faculty Learning Communities and Learning Intensives: From 2020 to 2024, summer academies and year-long faculty learning communities (FLC) focused on culturally relevant, anti-racist pedagogy and improving courses with high non-pass rates and equity gaps. The Office of Faculty Development also offered month-long collaborative workshops focused on topics such as equity in grading; using campus data to understand and address equity gaps; inclusive syllabus design; using AI in teaching; and developing inclusive writing intensive courses.

Online Courses: Developing Equitable Grading Practices, a self-paced [course](#) available to faculty on the campus learning management system, was launched in spring 2024. This course builds on ongoing efforts to raise awareness about equitable grading approaches and the use of campus data dashboards to address equity gaps and DFWu rates. Faculty are also invited to CSU systemwide courses, such as Equity-Minded Pedagogy, to engage with faculty at other campuses.

Snapshot: Teaching and Learning Beyond the Classroom

CSUEB's Office of Research and Sponsored Programs (ORSP) and the Institute for STEM education contributes to a number of teaching and learning activities beyond the classroom. Undergraduate Research, Scholarship, and Creative Activities (RSCA) is widely recognized as a high-impact practice because it connects classroom learning with hands-on experience; increases the likelihood students will stay in school and graduate; provides opportunities for the development of professional interests and networks; and encourages curiosity and learner autonomy.

The [Center for Student Research](#) resides within ORSP and is focused on engaging students in outside-of-the-classroom RSCA project work with a faculty mentor since 2012. CSR's flagship initiative, the CSR Scholars' Program, serves an average of 125 students pursuing a bachelor's or master's degree annually and engages dozens of faculty from across disciplines. Faculty mentors provide discipline-specific training, psychosocial support, and guidance for RSCA projects. Student scholars attend two to three interest-based workshops per term, led by CSR alumni and faculty. Additionally, CSR offers individualized support through regular drop-in office hours and appointments with the ORSP director. In addition to the CSR Scholars' Program, CSR administers the recently funded Belong, Engage, Thrive (BET) McNair and the Beckman Scholars programs, both of which focus on underserved students in STEM fields.

The Sustainability Leaders Program (SLP) at Cal State East Bay aims to develop a generation of sustainability leaders by equipping students with essential skills, leadership talents, and connections through paid internships and faculty-mentored research experiences. Prioritizing equity, social justice, and community impact across multiple disciplines, the program offers an exciting opportunity for students to enhance their understanding of complex challenges and unique solutions in our community to build a more sustainable and environmentally just world. Participants engage in year-long research or internship placements with partnered businesses or professional mentors, meet twice a month with fellow scholars and the Faculty Director, and complete a final portfolio and presentation summarizing their experiences. The program provides students with an expanded professional network and practical knowledge in creating and implementing sustainability practices.

FUTURE GROWTH

The campus is focused on curating opportunities to foster excellence in teaching and learning through on-going partnerships and innovation, such as:

- New thematic workshops series will focus on eliminating equity gaps, engaging Gen Z students, and developing inclusive writing-intensive classes.
- Enhance faculty preparation for curricular change and management through professional development on: mapping and assessing program curriculum, curriculum design, development, instruction, assessment, and continuous improvement.