

CAL POLY HUMBOLDT

PERSONNEL DATA SHEET (PDS)

Name: XXXXXXXXXX XXXXXXXXXXXX Date: 9-20-22

At what rank were you first employed at HSU? Assistant Professor

Date of initial appointment: _____ Present rank: _____

Effective date of appointment or promotion to present rank: _____

Have you been awarded tenure? Yes _____ No X

Terminal degree received? Yes X No _____

If No, Expected completion date: _____

OR Date equivalency or compensatory strengths approved: _____

I. EDUCATION AND EMPLOYMENT BACKGROUND

a. Education (in reverse chronological order – insert rows as needed)

Name of Institution/Location	Dates Attended	Major Emphasis	Credits Earned	Degree and Date
Since Last Promotion at HSU				
Since Initial Appointment at HSU				
Before Appointment at HSU				
University of California,	09/2010 – 07/2017	xxx xxxx	262	Ph.D. 2017
California State University,	06/2006 – 05/2009	xxxxx	59	M.A. 2009
University of California,	06/2002 – 06/2006	xxxxx	212.5	B.A. 2006

b. Employment (in reverse chronological order – insert rows as needed)

Employer (Institution) or Organization/Location	Nature of Employment	Position/Rank	Dates
Humboldt State University	Faculty –xxx Department	Assistant professor	2017-present
xxxx Valley College	Instructor of Record – xxxx Department	Adjunct faculty	2016-2017

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

University of California,	Teaching Associate – xxx Department	Doctoral student	2014-2017
University of California,	Teaching Assistant – xxx Department	Graduate student	2011-2015
California State University,	xxx	Program Coordinator	2008-2010
California State University, x Hills	xxx Department	Graduate Assistant	2007-2009
California State University, Dominguez Hills	xxx Program	Graduate Assistant	2007

Evidence for items in the PDS must be included in the appropriate sections of the WPAF.

II. EFFECTIVENESS (Appendix J, Section IX, B.1.)

Fall 2022

<i>Course</i>	<i>Title</i>	<i>Format</i>	<i>WTU</i>	<i>Enrollment</i>
PSYC 240	Foundations of Research Methods in Psychology	Lecture	3	46
PSYC 414	Psychology of Adolescence & Young Adulthood	Lecture	3	28
PSYC 497	Mentoring	Supervision	0.66	2
PSYC 690	Thesis	Supervision	1.5	3
Co-chair release			7.5	
		Total	15.66	

Summer 2022

<i>Course</i>	<i>Title</i>	<i>Format</i>	<i>WTU</i>	<i>Enrollment</i>
		Lecture	--	25

Spring 2022

<i>Course</i>	<i>Title</i>	<i>Format</i>	<i>WTU</i>	<i>Enrollment</i>
	Understanding Research Methods in	Lecture	3	16
		Lecture	3	49
	Senior Honors Thesis	Supervision	0.33	1
	Research in	Supervision	2.97	9
	Mentoring	Supervision	0.33	1
	Independent Study	Supervision	0.33	1
	Graduate Teaching Assistantship	Supervision	0.5	1
	Thesis	Supervision	2.0	4
	Graduate Continuous Enrollment	Supervision	--	1
	Research Practicum	Supervision	1.5	3
			3	
			3	
		Total	19.96	

Fall 2021

<i>Course</i>	<i>Title</i>	<i>Format</i>	<i>WTU</i>	<i>Enrollment</i>
PSYC 414	Psychology of Adolescence & Young Adulthood	Lecture	3	48

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

PSYC 311	Human Development	Lecture	3	47
PSYC 495	Research in Psych	Supervision	2.64	8
PSYC 497	Mentoring	Supervision	0.66	2
PSYC 499	Independent Study	Supervision	0.33	1
PSYC 690	Thesis	Supervision	2	4
PSYC X693	Graduate Continuous Enrollment	Supervision	--	1
PSYC 695	Research Practicum	Supervision	0.5	1
Equity Fellow release			3	
Collateral duty			3	
Total			18.13	

Summer 2021

<i>Course</i>	<i>Title</i>	<i>Format</i>	<i>WTU</i>	<i>Enrollment</i>
PSYC 311	Human Development	Lecture	--	28

Spring 2021

<i>Course</i>	<i>Title</i>	<i>Format</i>	<i>WTU</i>	<i>Enrollment</i>
PSYC 311	Human Development	Lecture	3	46
PSYC 311D	Human Development Discussion	Lecture	2	24
PSYC 495	Research in Psych	Supervision	2.64	8
PSYC 497	Mentoring	Supervision	0.66	2
PSYC 640	Aging and Long-Term Care	Seminar	1	25
PSYC 683	Graduate Teaching Assistantship	Supervision	0.5	1
PSYC 690	Thesis	Supervision	1.5	3
PSYC X693	Graduate Continuous Enrollment	Supervision	--	1
Equity Fellow release			3	
Collateral duty			3	
Total			17.3	

Fall 2020

<i>Course</i>	<i>Title</i>	<i>Format</i>	<i>WTU</i>	<i>Enrollment</i>
PSYC 414	Psychology of Adolescence & Young Adulthood	Lecture	3	49
PSYC 311	Human Development	Lecture	3	49
PSYC 495	Research in Psych	Supervision	1.65	5
PSYC 497	Mentoring	Supervision	0.66	2
PSYC 690	Thesis	Supervision	1.5	3
PSYC X693	Graduate Continuous Enrollment	Supervision	--	1
Equity Fellow release			3	
Collateral duty			3	
Total			15.81	

Summer 2020

<i>Course</i>	<i>Title</i>	<i>Format</i>	<i>WTU</i>	<i>Enrollment</i>
PSYC 311	Human Development	Lecture	--	21

Spring 2020

<i>Course</i>	<i>Title</i>	<i>Format</i>	<i>WTU</i>	<i>Enrollment</i>
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XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

PSYC 240	Understanding Research Methods in Psychology	Lecture	3	35
PSYC 311	Human Development	Lecture	3	47
PSYC 495	Research in Psych	Supervision	2.64	8
PSYC 497	Mentoring	Supervision	0.66	2
PSYC 690	Thesis	Supervision	0.5	1
Equity Fellow release			6	
Collateral duty			3	
Total			18.8	

Fall 2019

<i>Course</i>	<i>Title</i>	<i>Format</i>	<i>WTU</i>	<i>Enrollment</i>
PSYC 414	Psychology of Adolescence & Young Adulthood	Lecture	3	43
PSYC 311	Human Development	Lecture	3	46
PSYC 495	Research in Psych	Supervision	1.98	6
PSYC 497	Mentoring	Supervision	0.66	2
PSYC 690	Thesis	Supervision	1	2
Equity Fellow release			6	
Collateral duty			3	
Total			18.64	

Summer 2019

<i>Course</i>	<i>Title</i>	<i>Format</i>	<i>WTU</i>	<i>Enrollment</i>
PSYC 311	Human Development	Lecture	--	26

Spring 2019

<i>Course</i>	<i>Title</i>	<i>Format</i>	<i>WTU</i>	<i>Enrollment</i>
PSYC 240	Understanding Research Methods in Psychology	Lecture	3	36
PSYC 311	Human Development	Lecture	3	51
PSYC 311D	Human Development Discussion	Lecture	2	26
PSYC 495	Research in Psych	Supervision	0.66	2
PSYC 497	Mentoring	Supervision	1.98	6
PSYC 499	Independent Study	Supervision	0.33	1
PSYC 640	Aging & Long-Term Care	Seminar	1	26
PSYC 690	Thesis	Supervision	0.5	1
Collateral duty			3	
New hire release			3	
Total			18.47	

Fall 2018

<i>Course</i>	<i>Title</i>	<i>Format</i>	<i>WTU</i>	<i>Enrollment</i>
PSYC 414	Psychology of Adolescence & Young Adulthood	Lecture	3	39
PSYC 311-1	Human Development	Lecture	3	46
PSYC 311-2	Human Development	Lecture	3	46
PSYC 495	Research in Psych	Supervision	0.33	1
PSYC 497	Mentoring	Supervision	1.65	5
PSYC 690	Thesis	Supervision	0.5	1
Collateral duty			3	
New hire release			3	

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

Total	17.48
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Summer 2018

<i>Course</i>	<i>Title</i>	<i>Format</i>	<i>WTU</i>	<i>Enrollment</i>
PSYC 311	Human Development	Lecture	--	24

Spring 2018

<i>Course</i>	<i>Title</i>	<i>Format</i>	<i>WTU</i>	<i>Enrollment</i>
PSYC 240	Understanding Research Methods in Psychology	Lecture	3	37
PSYC 311-1	Human Development	Lecture	3	48
PSYC 311-2	Human Development	Lecture	3	29
PSYC 497	Mentoring	Supervision	1.32	4
Collateral duty			3	
New hire release			3	
Total			16.32	

Fall 2017

<i>Course</i>	<i>Title</i>	<i>Format</i>	<i>WTU</i>	<i>Enrollment</i>
PSYC 414	Psychology of Adolescence & Young Adulthood	Lecture	3	35
PSYC 311-1	Human Development	Lecture	3	44
PSYC 311-2	Human Development	Lecture	3	14
Collateral duty			3	
New hire release			3	
Total			15	

Table: Course Descriptions

<i>Course</i>	<i>Description</i>
PSYC 311 Human Development (as of Fall 2022 name change to Developmental Psychology)	PSYC 311 is a core course in the psychology department that covers developmental theories and processes throughout the lifespan.
PSYC 414 Adolescence & Young Adulthood	PSYC 414 is an upper-division elective that provides in-depth understanding of the developmental processes of the second and third decade of life.
PSYC 240 Understanding Research in Psychology (as of Fall 2022 name change to Foundations of Research Methods in Psychology)	PSYC 240 is a required course for students on the General Psychology pathway and provides an introduction to research methodology, statistical concepts, and research ethics.
PSYC 311D Human Development Discussion (removed from major as of Fall 2022)	PSYC 311D meets the requirement for students on the Graduate Study Preparation Pathway as a lab course that further explores developmental theory and research.
PSYC 640 Aging & Long-Term Care	PSYC 640 is a graduate course for students in the Counseling Program that covers biological, social, and psychological aspects of aging and end-of-life processes.

Teaching Philosophy

My ideal classroom is one in which students develop empathy, critical thinking, and other professional skills to help them become better students, employees, significant others, and leaders. I value a positive, caring, and student-centered learning environment that is inclusive and culturally-conscious. Last, I aim for students to apply course concepts and material to their everyday lives to maximize long-term impact.

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

A positive and caring learning environment. At the core of my teaching philosophy is the view that students benefit from a nurturing and supportive learning environment. My master's degree training in clinical psychology and specialization in developmental psychology has strongly influenced my belief that good teaching starts with basic human needs and values. That is, an instructor's caring, empathetic, and enthusiastic disposition has a positive effect on students' motivation, learning, morale, and performance.

In my lectures and discussion sections, I make it clear to students that I am invested in their well-being and performance in the course; I want them to succeed. I make it a point to send individual and class emails and messages to students throughout the semester. For example, I will send an email praising a student after a particularly thoughtful discussion board post or comment on an exceptional short-essay exam question. One student commented, "I had a great Professor that assured that her students did not fail and had the opportunity if they were struggling" (PSYC 240, Spring 2018). After the switch to virtual instruction during the COVID-19 pandemic, one student noted the instructor "edged us to continue our learning experience and continue keeping up on our mental health" (PSYC 240, Spring 2020)

Another way I convey to students I care is by getting to know students, their interests, their goals, and their experiences. I have students generate introduction videos at the start of a course so students and I can get to know each other. Students respond very favorably and typically share details of their personal lives that enhance the course and create a sense of community. One student described this type of individualized contact: "I truly appreciate that she knew my name, remembered our past conversations, and engaged with me in a one-on-one manor that made me feel like my education was important to her and that she wanted me to do well in her class. She answered emails promptly, accommodated my needs, and also took extra time to explain topics and vocabulary to me in a way that I felt confident on the subject matter" (PSYC 311, Spring 2020).

Creating this type of environment is especially important in an online course, where students can feel physically distant from the instructor. One of my favorite ways to interact with students is through individualized comments to discussion board posts. I enjoy engaging with students to encourage multiple perspectives and interpretations, but also to provide practical feedback and examples to deepen their understanding and improve their posts. One student commented, "I also really appreciated Dr. Xxxxxxxx's commitment to commenting on every single person's post and reply. I'm sure that took a long time, but I always looked forward to seeing what she had to say to my comment or reply!" (PSYC 311, Summer 2020). In the same class, another student noted, "I actually felt like I was interacting with and learning from my classmates from this course. Additionally, having Xxxxxxxx respond directly in the discussions made it much more life-like and interactive, and allowed her to bring up alternative thoughts and conversations that I never considered. Also, because she responded directly in the discussion forum, I could read her response to other students which was really educational as well." Several students noted that they got to know their classmates better through online discussion forums than in face-to-face interactions.

A student-centered learning environment. From the time they read the syllabus, students know that my courses are centered around optimizing their learning environment. I use my own and others' psychological research findings as well as pedagogical literature to create a student-centered learning environment that adapts to students' needs. Many universities, including Cal Poly Humboldt, are now a majority first-generation college students. In addition, many students have minoritized identities (e.g., students of color, low-income students, women). First-generation and minoritized students may perceive college as a low-control environment, especially when they encounter challenges or setbacks (e.g., students may not believe they have control over their course performance after a low exam score). However, college is a high-control environment where effort, energy, time, and persistence result in improved performance. Based on motivational research and the importance of perceived control in higher education, I emphasize that students have substantial control over course outcomes, both through the effort and time they invest in the course as well as the feedback they provide to improve the course. From the first day of class I tell students that I have high expectations for their participation and performance in the course.

On the first day of class, students work in small groups to create a set of "ground rules" or expectations they have of me, the TAs, and each other. The small groups come together and, as a class, we develop a shared set of class agreements. During this process, I encourage students to take responsibility for the time we spend together in class. We agree that class time is our time and students owe it to one another to stay on track and complete assignments in a timely manner. As a result, classroom discussions and learning from classmates is consistently ranked as one of students' favorite parts of the course.

I regularly ask students to evaluate the course and make an active effort to incorporate their feedback and make adjustments as soon as possible. I ask for feedback not just during formal evaluations like Mid-Semester Feedback

Xxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

and End-of-Semester Evaluations, but periodically throughout the course, especially after assignments and assessments. This results in a dynamic classroom where students feel empowered to change the course for the better. One student commented, "The half way evaluation was beneficial. I did have troubles at the beginning of the semester when the lecture slides were going by extremely fast but after the evaluation, she slowed down the pace and I was able to take all of my thorough notes" (PSYC 240, Spring 2018). In another class a student noted, "If you asked me this at the beginning of the year, I would have given a long list of complaints, but honestly Ms. xxxxxxxxx improved so much over the course of the course that I have nothing to say!" (PSYC 311, Fall 2017).

Another way I enhance students' control is by giving them early opportunities to evaluate their performance and make adjustments. Research demonstrates that everyone, but especially first-generation and minoritized students, benefit from frequent, low-stakes testing in a format that is similar to high-stakes testing (i.e., exams). Students have the opportunity to assess their learning repeatedly in a way that does not negatively impact their overall grade. From early on in the course, students practice and receive feedback about their performance through low-stakes weekly quizzes or assignments. If students are not performing at their desired level, they are encouraged to take control and invest more time reviewing and studying material, or they are encouraged to modify their studying behaviors. For students who are already excelling, positive feedback on assignments increases their self-competence and encourages them to continue investing effort in the course (Ambrose et al., 2010).

Last, I organize the course and my lectures to optimize learning. Students often have difficulty determining the overarching structure of a course and how concepts fit together, especially in an introductory class. I am a strong proponent of providing an outline for each lesson and learning outcomes that students should master by the end of the lesson. At all times, I aim for students to have a clear idea of where we are, what material came before, and what material will be presented next. To reiterate important concepts and emphasize connections between class topics, I frequently refer to lecture material from previous class meetings.

An inclusive and culturally-conscious learning environment. I strive to create a learning environment that is inclusive and safe for all students. As a woman who holds multiple minority statuses, I work to create a welcoming atmosphere for students to share examples and to ask questions. In this environment, different cultures and identities are celebrated. I value and encourage sharing of students' lived experiences to enrich the learning environment, challenge preconceived beliefs and stereotypes, and create a sense of community in the class. One student commented, "Every single class you created an incredibly welcoming atmosphere for feedback, questions, and real-life examples to be shared" (PSYC 311, Spring 2018). Another student described the course as a safe "environment for stories and/or opinions to be shared without judgment or fear of being yelled at or wrong" (PSYC 414, Fall 2018). My goal in creating an inclusive learning environment is for more students to participate in discussions and benefit from a deeper learning experience.

There is a robust literature on the importance of creating a culturally-conscious learning environment to facilitate student learning and belonging. I know how important it is to see images and hear examples in class that differ from the dominant culture. In my lectures, I choose images that are inclusive of individuals from different backgrounds. I choose words that represent alternative identities. One student commented, "Something that really stood out to me positively is that I am a queer female and the professor's slides did not always only include only heterosexual couples; she had all sorts of couples (i.e., gay, lesbian, straight)" (PSYC 311, Spring 2018). Additionally, through a contextual approach, I encourage students to think about the interacting systems that influence the world and our understanding of it. Students are consistently prompted to reflect on how culture, socioeconomic status, and race/ethnicity influence research findings and theories we discuss.

Essential in creating a safe learning environment is actively monitoring and addressing students' comments and language. In my Fall 2018 PSYC 311 class, a student committed a microaggression. I addressed the microaggression in class and also shared how I was personally affected by the microaggression. More than one student was appreciative of how the situation was handled. One student commented, "Professor xxxxxxxxx was able to address the microaggression with the class and demonstrated the appropriate delicacy and openness that the situation called for. It was a wonderful moment of a professor acting a true role model for how to lead class discussions while maintaining a safe space" (Findley, student letter).

Applicability and long-term impact. Similar to a warm, inclusive, and student-centered environment, my teaching philosophy is also influenced by a holistic view of the student. There is often a disconnect between what instructors perceive the day-to-day lives of students to be, and what their actual lives are. Oftentimes, instructors expect students to devote their lives to academics, and in particular, our class. We forget they have several other

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

classes in addition to jobs and family responsibilities. This is especially true for minoritized students. Too often, students are primarily concerned about making it through the day, week, or semester. For this reason, I strive to maximize the meaning and value of the course by encouraging students to apply course content to their lives.

I use multiple methods to relate class concepts and material to students' everyday lives. I frequently ask students directly about their own experiences and encourage them to bring in information from other classes and the media. In my presentations, I include relevant images, current events, and metaphors that students can relate to. Forming new connections to existing knowledge networks is one of the most effective ways to promote long-term learning. One student noted, the professor "showed memes or things that explained class content in more relatable terms" (PSYC 240, Spring 2020). Another student commented, "We shared our own experiences in class. This really helped me to understand the material by applying it to real experiences" (PSYC 311, Fall 2017).

In addition to class discussions, assignments are designed to relate directly to students' lives and current events in the world. For example, in the Spring and Fall of 2020, students wrote about how COVID-19 affects development in different periods of the lifespan or "how to talk to your child about race and racism." One student commented about the COVID-19 paper: "This made researching and finding articles new and fresh and made me feel I was benefiting greatly from my research, it wasn't something pointless only certain people could carry forward" (PSYC 311, Summer 2020). In my Adolescence and Young Adulthood course, students can choose from a number of application or self-reflection papers. One student commented, "I chose to write a coming out letter, the process of applying all of the course content into my own life and disclosing such intimate details all while elaborating on psychology theories was a once in a lifetime kind of experience" (PSYC 414, Fall 2018). In this class, students also designed interventions to implement with adolescents as a final project. Students perceived value in these application projects and some hoped to make the intervention a reality in the future.

My role as a facilitator means that I frequently ask students to uncover material, make connections, and provide their own examples. Frequently participating in "think-pair-share" and group activities allows students to actively engage with the material and think more deeply about concepts. A first-generation student in my research methods class came to my office hours to say that the class really changed the way she thinks. She is now more skeptical of the world and frequently questions the validity of statements and evidence in her day-to-day life.

Conclusion. I strongly believe in the power of a culturally-conscious learning environment that considers the multi-faceted lives of students and strives to make the most impact in the brief amount of time we have with students. In the classroom, I aim to create an open and inclusive environment that facilitates engaged and meaningful learning experience for students. Ultimately, my goal is for students to integrate course concepts into their everyday lives to broaden their perspectives and create positive change in the world.

Reference

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. John Wiley & Sons.

Methods Used to Improve Teaching Effectiveness

Table: Summary of Major Changes Made to Improve Teaching Effectiveness

1) Manage time more effectively	This applies especially to class discussions and assignments like current events. I will do this by having teaching assistants time current events and hold up cards that indicate when the speaker has 2 minutes left and then 1 minute left for their presentation. For class discussions, I will keep a timer on my cell phone to keep track of discussions and will make an active effort to have discussions last no longer than 10 minutes.
2) Relate class activities back to material	For every in-class video or clip I show, I will spend time relating the clip back to course material. For in-class activities, I will showcase "the point" of each activity and how it is related to class concepts. I will communicate to students why we are doing each activity and what I want them to get from it. I will also relate class activities/papers to my learning objectives on the first day of class.

Xxxxxxxx Personnel Data Sheet (PDS)
9-20-2022

3) Discourage the use of cell phones in the classroom	On the first day of class, I presented a research study and discussed how using cell phones during class hinders learning not just for the cell phone user, but for other students. I told students that if I see cell phones out, I will ask them to put them away.
4) Increase course difficulty	I did this by still allowing students to practice in a low-stakes way (e.g., weekly quizzes), but in a way that challenges them more. Specifically, quizzes are based on correctness (not completion) and there are time limits and limited attempts (2). I have also reduced the total percentage points that quizzes are worth. Furthermore, paper assignments in PSYC 311 will now require students to cite at least 2 academic journal articles.
5) Instructions for papers and assignments	I am spending more time explaining class papers and assignments. In PSYC 311, I speak about Paper 1 for most of one class period.

I seek to improve my teaching effectiveness in a number of ways as outlined in my Professional Development Plan (PDP). Below, I discuss the following as evidence of actively striving to improve my teaching effectiveness: 1) receiving feedback from others, 2) self-reflection, and 3) attending pedagogical workshops and trainings.

1) Receiving Feedback from Others

a) Peer Evaluations from Psychology Faculty. In the spring of 2022, the following psychology faculty observed my classroom in-person: Dr. Benjamin Graham, Dr. Amber Gaffney, Dr. Christopher Walmsley, Dr. Frank DeMatteo, Dr. Ethan Gahtan. The following faculty were added to my Canvas course to observe online: Dr. Maria Iturbide, Dr. Mari Sanchez, Dr. Elena Padron, Dr. Amanda Hahn, and Dr. Gregg Gold. Additionally, in the fall of 2022, Dr. Benjamin Graham and Dr. Rafael Uribe-Cuevas from the Fisheries Biology department observed my teaching in-person.

In the spring of 2020, the following psychology faculty observed my classroom: Dr. Christopher Walmsley, Dr. Elena Padron, Dr. Benjamin Graham, Dr. Amber Gaffney, Dr. Tasha Howe, and Dr. Sangwon Kim. Due to the COVID-19 pandemic, some faculty who were scheduled to observe my classes could no longer observe in person. As an alternative, I made my Spring and Summer 2020 PSYC 311 Human Development course available for faculty to observe virtually. The following faculty observed my PSYC 311 course online: Dr. Christopher Aberson, Dr. Carrie Aigner, and Dr. Maria Iturbide.

In the spring of 2018, the following tenured psychology faculty observed my classroom: Dr. Christopher Aberson, Dr. Gregg Gold, and Dr. Tasha Howe. Dr. Sangwon Kim could not make a visit because of scheduling conflicts but visited my classroom during the 2019-2020 academic year. The following tenure-track psychology members observed my classroom: Dr. Carrie Aigner, Dr. Kauyumari Sanchez, Dr. Maria Iturbide, Dr. Amber Gaffney, Dr. Benjamin Graham, Dr. Amanda Hahn, Dr. Christopher Walmsley, and Dr. Francis DeMatteo.

Several of these faculty provided feedback directly after the observation. Perhaps most helpful was when faculty suggestions matched other faculty suggestions or students' comments from evaluations. I made these items a priority to change. For example, several faculty and a couple students commented on the use of cell phones in my classroom. Although on the first day of class, I talk to students about using technology in class, and it is written in the syllabus, I do not actively ask students to put away their cell phones during class. This is something I am changing in Fall 2018. After observing my class, Dr. Benjamin Graham made a suggestion to include other types of romantic relationships (e.g., non-monogamous) in my PSYC 311 discussion of sexuality. I already make a large effort to include heterosexual and non-heterosexual relationships in discussions. After this suggestion, I now include non-monogamous relationships such as polyamory in discussions and have changed the way I talk about romantic relationships by using terminology that suggests not all relationships are monogamous (e.g., "romantic partner or partners"). This suggestion is in line with my teaching philosophy of creating a welcoming and inclusive classroom environment.

In addition, I visited my colleagues' classrooms. During the 2017-2018 academic year, I attended the classrooms of Dr. Sarah Haag, Dr. Maria Iturbide, Dr. Kauyumari Sanchez, Dr. Amber Gaffney, and Dr. Frank DeMatteo. From each of these observations I took notes and have adopted new teaching strategies or ideas into my courses. For example, from observing Dr. Kauyumari Sanchez's class, I got ideas about how to better organize my PowerPoint slides to provide structure and facilitate learning for students. I really liked how Dr. Sarah Haag asked students about sharing or discussing class material with family members over fall break. I will be asking students more directly about how they are

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

sharing class information with others. This is in line with my goal of developing a more personal relationship with students while also facilitating long-term retention and applicability, a goal detailed in my teaching philosophy. Dr. Amber Gaffney's ability to include shyer students in class by using them in examples inspired me to actively try to engage more students. Last, I liked how Dr. Maria Iturbide included Psychology department colleagues' research as examples in class. I applied this in my own research methods class in Spring 2018 and have been making an active effort to connect colleagues' research to classes when relevant.

Last, in Spring 2019 for PSYC 311D Human Development Discussion I worked closely with the instructor teaching the other discussion section to jointly create the course. We met several times to brainstorm ideas. As we checked in with one another throughout the semester, I learned a lot from her. I will be using some of her activities and ideas in the next iteration of the course. Specifically, I would like students to spend more time in class working on group projects with structured goals each class. For example, one task could be that students submit an outline at the end of the class.

b) Feedback from Teaching Assistants. I frequently solicited informal feedback from teaching assistants. Teaching assistants serve an invaluable role because they have previously taken the course and have a student's perspective. I also frequently asked teaching assistants for ideas. TAs in Spring 2019 for PSYC 240 Understanding Research Methods in Psychology were especially interested in developing practice materials for students. They created worksheets (e.g., fill-in-the blank and multiple choice), self-quizzes, and activities for in-class participation days.

In a meeting with a TA for PSYC 311 Human Development in Fall 2018, she suggested additional activities for students to complete in class or at home for exam practice. The student and I worked together to create matching activities for each period of the lifespan. Some of these matching activities included recognizing definitions and others included sorting terminology into developmental domains. We passed these out in class and students kept it to study. Later, I implemented this type of matching activity into PSYC 240. TAs in PSYC 311 in Fall 2018 also suggested having a jeopardy game in their study sessions. This suggestion was given to TAs in Spring 2019 and was implemented in all 3 study sessions.

In my Spring 2018 PSYC 240 class, I asked my teaching assistant for feedback on the wording of exams and made several changes to increase comprehension and decrease confusion. After the course was over, I met with this teaching assistant to discuss changes to the course. She suggested that teaching assistants don't hold office hours and instead have them by appointment only. This suggestion was echoed by my PSYC 311 teaching assistants in our end-of-semester meeting and I changed this for all teaching assistants moving forward. My PSYC 240 teaching assistant noted that attendance at study sessions was higher when she conducted a poll of when students could make it. I now have teaching assistants make polls to find the best times for study sessions.

c) Mid-Semester Evaluation from the Center for Teaching and Learning (CTL). I have participated in the Mid-Semester Evaluation program just about every semester pre-pandemic, except Spring 2019. Fall 2018 started with a name change such that the program became the Mid-Semester Feedback (MSF) program. In addition, the CTL added the "Last Class Interview". At the end of the semester, the graduate student facilitating the feedback session comes back to the class for 5-10 minutes to discuss selected MSF outcomes with the entire class and obtain additional student feedback to close the loop in the process. In this session, the facilitator brings up the top strengths and challenges for students and ask them what, if anything, changed for them. This process allows the facilitator to see how the class went, and if they still felt the same way about the class or if some things changed.

Cal Poly Humboldt is fortunate to have this service that allows instructors to receive early feedback and make positive changes to support students' learning before the end of the semester. Typically, End-of-Semester Evaluations are the only evaluations instructors receive and by the time they receive them, they can no longer benefit students taking the course. Mid-Semester Evaluations allow students to air their concerns with a third party. At previous institutions, I found that if I sufficiently addressed students' concerns, I typically saw improvements in my final evaluations vs. if I never had a midterm evaluation. For each Mid-Semester Evaluation at Cal Poly Humboldt, I had a pre-meeting with the facilitator in which they asked about the class and my concerns so far. Thus, the facilitator knew what to focus on during the evaluation. The evaluations took place in the last 20 minutes of class. I introduced the activity and stated to the students why their participation was important, primarily to improve the course and my teaching effectiveness. I then left the room and the facilitator divided the class into small groups. After brainstorming, the class came together to come up with commonalities. The facilitator prepared a report based on the discussion and noted the

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

frequency of each issue. After the results of the Mid-Semester Evaluation came in, I discussed the main themes with students in class and made clear to students that I would be actively working to improve these issues. I make it explicit that I value their feedback. Overall, many more students participated during the Mid-Semester Evaluation because it was in class compared to the End-of-Semester Evaluation conducted online. According to the CTL, this process has been shown to improve teaching and student learning as well as improve overall evaluations at the end of the semester.

Feedback that converged across courses. One of the concerns I had in my Fall 2017 courses was the high cost of supplemental textbook programs that run approximately \$70-90 in addition to the cost of the textbook. There is excellent evidence that being exposed to practice questions in a similar format and similar in difficulty level to exam questions is one of the best ways to improve student performance on exams. For this reason, I made it a requirement for students to purchase add-on software that integrated with the course textbook. These programs have been empirically tested to improve students' exam grades. However, these programs also cost additional money in addition to an already expensive textbook. This was a concern for students very early on in class and I asked the Mid-Semester Evaluator to include this in her discussions with students. There was consensus of what I had a sense of, which was that these programs were just not appropriate to require given the student demographics of a typical Cal Poly Humboldt student. Although some students in the Mid-Semester Evaluation said the weekly quizzes were helpful, overall there was consensus that this program was unnecessary and an undue burden for students. For my Spring 2018 classes, I eliminated the add-on software. I still had students complete online quizzes to practice for the exams and gauge their comprehension of material. However, these questions were limited in number compared to the quizzing questions provided by the software, which could contain more than one-hundred practice questions for a chapter. In Spring 2019, I implemented a free textbook in my PSYC 311 Human Development course. In Fall 2020, I am experimenting with not requiring a textbook in my PSYC 414 Adolescence & Young Adulthood course.

A common theme that came up in my Mid-Semester Evaluations and in my End-of-Semester Evaluations was that time limits were needed on certain activities or discussions. Students recommended "more focused discussion" during lectures. Students commented there were times when discussions drifted into tangents or when discussions went on for too long. This is an ongoing issue I am working on because on the one hand, I want all students to have a voice, but on the other hand, I can't let everyone speak for as long as they want. I will be more mindful of the time that has passed in discussions and make more of an effort to keep the discussion on track and on topic. Students in my PSYC 311 Fall 2017 course commented that overall, the course pace was a little slow because of the heavy discussions during class. They suggested to move faster through the slides so I am not as rushed at the end. Managing time is an ongoing issue for me and I am actively making an effort to finish all material that has been assigned to a topic. Part of my changes involve cutting down on some material.

Specific feedback for each course can be found after "Self-reflections".

d) End-of-Semester Evaluations

Overall, there were two difficult semesters that resulted in lower End-of-Semester Evaluation scores. First, Spring 2019 was a difficult semester for me because I was teaching 4 different courses, 2 of which I have never taught before. Having these new preps and different courses was overwhelming and I didn't have time to do activities I usually engage in like Mid-Semester Feedback. While I was stressed, my students also reported being stressed and this was something that was apparent in student evaluations. Second, Spring 2020 was an especially difficult semester because of the switch to virtual instruction and the COVID-19 pandemic. The pandemic really took a toll on my PSYC 240 Understanding Research Methods in Psychology course where approximately 10 students didn't complete the class.

Feedback that converged across courses. There were several themes that arose across different classes. I will address those here rather than in the discussion of each class. In terms of positives, students reported really enjoying learning from other students. Students appreciated opportunities to hear others' opinions and experiences in discussions, talk to peers, and exchange ideas with classmates. They noted that these activities helped them learn the material in a non-traditional lecture format.

Similar to feedback in my Mid-Semester Evaluations, students suggested to put time limits on class discussions and to include more structure in discussions to cut back on topics that were less related to content. Students suggested to tie discussion back to the slide or material we are discussing and to summarize with take-home messages. This feedback was also recommended after watching video clips. In each class, students on the whole really enjoyed the discussions but at the same time would like to see changes to the discussion. By limiting the timing of class discussions, this will also give me more time to finish class material and not be rushed. I am too focused on making sure all students

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

feel heard instead of time management. It's better to cut off the conversation before there is a lull. In Fall 2018, I implemented a time limit for presentations and was more cognizant of time spent in class discussions. I inquire with students about what they think the time limit should be. I have teaching assistants help me keep track of the time spent in discussions.

During Fall 2017 and Spring 2018, I frequently forgot to implement in-class activities that counted toward participation points in the first several weeks of class. This meant there was pressure to do in-class activities every day toward the end of the semester. I will improve this in future classes by having more equal spacing throughout the semester and building in the in-class activities to my PowerPoint lectures instead of relying on memory. One thing that has really helped is the use of Plicker and Kahoot! questions in lecture to track participation.

Across the 2017-2018 academic year, I implemented low-stakes quizzes. This is an empirically based strategy that allows students to practice and possibly fail in a way that will not negatively affect their overall grade. Based on this research, I made online quizzes that had unlimited attempts and unlimited time to complete the quiz. In my Fall 2017 classes, students received credit for completing the quiz whether or not their answers were right. This is a strategy I borrowed from my former doctoral advisor. I was intrigued by students' evaluations because they didn't like just receiving credit for completing quizzes. They felt this policy was not challenging them to learn to the best of their abilities. For Spring 2018, I gave students points for each quiz question with the right answer, but I still kept the assignment low-stakes with unlimited attempts and time to complete the quiz. Students did not comment on this aspect of the quizzes in the Spring 2018 evaluations. For Fall 2018, I implemented another change to further challenge students. The assignment was still low-stakes but instead of unlimited attempts, students had 2 attempts. Instead of unlimited time, students had 10 minutes to complete each attempt. Thus, students still have the opportunity to practice and try again if they get a question incorrect.

Students in my Spring 2018 PSYC 311 classes requested relevant readings outside the textbook to challenge and further engage students. I added outside readings and videos on our Canvas course page.

Specific feedback for each course can be found after "Self-reflections".

Table: Summary of Average Teaching Evaluations and Response Rates

**Pre-pandemic (2017-2019)*

Course	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019
PSYC 311	4.4 (32/44)	4.5 (19/48)	4.8 (7/24)	4.7 (31/46)	4.6 (27/51)	4.7 (12/26)	4.6 (18/46)
	4.7 (7/14)	4.8 (9/29)		4.7 (25/46)			
PSYC 414	4.8 (19/35)	--	--	4.7 (23/29)	--	--	4.8 (23/43)
PSYC 240	--	4.5 (9/37)	--	--	4.4 (23/36)	--	--
PSYC 311D	--	--	--	--	4.1 (18/26)	--	--
PSYC 640	--	--	--	--	4.6 (15/26)	--	--

**Pandemic (2020-2022)*

Course	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022
PSYC 311	4.8 (31/47)	4.9 (12/21)	4.8 (23/49)	4.8 (28/46)	4.7 (18/28)	4.8 (18/47)	4.7 (32/49)	4.8 (9/25)
PSYC 414	--	--	4.8 (26/49)	--	--	4.8 (28/48)	--	--
PSYC 240	4.7 (12/35)	--	--	--	--	--	4.5 (8/16)	--
PSYC 311D	--	--	--	4.8 (13/24)	--	--	--	--
PSYC 640	--	--	--	4.7 (19/25)	--	--	--	--

Note: PSYC 311 = Developmental Psychology (formerly Human Development); PSYC 414 = Adolescence & Young Adulthood; PSYC 240 = Foundations of Research Methods in Psychology (formerly Understanding Research in Psychology); PSYC 311D = Human Development Discussion; PSYC 640 = Aging & Long-Term Care

*****Note about low response rates:** During my first year at Cal Poly Humboldt (2017-2018 academic year), I encouraged students to complete evaluations several times in class and through Canvas messages. I also emphasized in-class that their feedback during End-of-Semester Evaluations would benefit students in future classes. However, this strategy did not produce high response rates. This is a problem because students who are responding to the evaluations may not be

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

representative of all students. In response to this problem, from Fall 2018 onward, I dedicated time in class for students to complete End-of-Semester Evaluations and send out multiple reminders via Canvas. While this may have increased the total number of students who completed evaluations, response rates are still low, with some less than 50%. I feel I do everything I can to encourage the completion of evaluations but my numbers are still low.

2) Self-reflections

An important activity that I practice frequently is using self-reflection. I participate in mini-reflections after lectures, particularly if something did not go as expected. I also participate in reflections after assignments, exams, and at the end of the semester. During self-reflections, I write down any ideas and changes I have for the next time I teach the course. These changes are often consistent with my teaching philosophy and current best practices for college courses. If I can, I make changes to the course material right away so it will be ready for the next time I teach the course. Below are my class reflections which I use to improve students' learning and overall class organization and structure.

Reflections across courses. The COVID-19 pandemic was a huge disruption to all our lives and I made every effort to quickly pivot to an online environment that was welcoming, inclusive, and equitable. I sought out extensive professional development and it paid off. Through various types of feedback, students commented that they were experiencing a caring classroom, which further encouraged them to learn. Students commented on how important it was for them to have a kind and compassionate professor, especially during the pandemic. This may have contributed to somewhat higher average course ratings during the pandemic compared to before the pandemic. I will share evidence of this from my end-of-semester evaluations from both graduate and undergraduate students.

A student from my PSYC 640 Spring 2021 course noted, "XXXXXXXXXX does a wonderful job providing a welcoming, respectful, and open-minded environment in her classroom—even virtually! She always provides space for people to check-in, ask questions, or share their personal experiences. I found this especially helpful for this course specifically because it is a sensitive topic to many, and XXXXXXXXXXXX always make sure to give us a safe space while still fostering new perspectives and learning. Thank you for all that you do as our professor!" It was clear that students were dealing not only with personal stressors and challenges, but also related to course content as was the case in the PSYC 640 Aging and Long-Term Care Class. As one student in the same class said, "The climate of this class was positive and enriching to my learning experience overall, and I deeply appreciated the sincere and encouraging feedback I received for all my assignments. Those comments helped me continue feeling engaged and welcomed, as this class was somewhat challenging for me in several personal ways."

It may have been especially important for students to feel an individual connection to their instructors during this time. Outside of synchronous classes, one of the ways I encouraged connections in my online classes was to provide weekly individual feedback to students in assignments like discussion forums. One student in my Fall 2020 PSYC 414 Adolescence & Young Adulthood course commented, "This was such a great class! Dr. XXXXXXXXXXXX did so well designing this course as an online option, with many different modalities to engage with the material and peers. Course expectations were clear, and the class was well organized. I don't think I have ever had a professor who has given so much individual feedback on assignments, discussions, papers, and exams. It is clear how much she cares about her students and engaging with them with the course content. I feel lucky I was able to study under her!"

I also intentionally incorporated a lot of lecture material and assignments that allowed students to apply what they and everyone were experiencing during the pandemic to course content. For example, in my PSYC 311 Human Development course, students had to write a research paper on the effects of COVID-19 on a period of the lifespan. In terms of the applicability of content, one student in PSYC 311 in Fall 2020 said, "This course was my favorite this semester. The course made me think more about how the topics we talked about connected to current world problems like COVID-19. I feel that I was engaged in every assignment, and the lecture really helped me put thoughts together."

Pre-pandemic, I made drastic changes to my courses as a result of attending several professional development trainings, most notably the ESCALA Educational Services, Inc. Summer Institute. Fall 2019 was especially transformative. I gained more confidence in making changes, knowing that some will not work out. I feel like this semester was just the beginning of me trying new things and experimenting with how to make sure all students are learning and excelling. On the first day of class, I came in with a huge arsenal of strategies to create more equity in the classroom and cater to different types of students (high and low context students). As a result of these changes, there were several positive comments about the interactive nature of class. It paid off to take breaks from lecture to ask what students think, have them talk to a partner, do a Plicker question, show a video, or do a hands-on demonstration. I was excited that some of

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

the things I changed in my classes were recognized as helpful by students. Not every change I implemented was successful and some changes were not retained in future iterations of courses. For example, the strategy of using popsicle sticks did not work well for me. Students were already engaged and some felt forced to discuss something they didn't want to.

Things that worked well and I plan to continue to implement in all courses are giving students a first-day survey to learn more about them and any challenges they anticipate, a strategy implemented in Spring 2020. I also enjoy using Flipgrid videos to get to know more about students, implemented in Fall 2019. In Fall 2018, I made it a point to take roll the first 2 weeks and personally emailed any student who was absent during those days. What I've noticed as a result was that many more students than the previous year emailed me to say they were missing class. This strategy seems to have increased communication with students and I have continued this practice in subsequent semesters.

After my first year of teaching at Cal Poly Humboldt, there were some topics I reflected on and things I changed starting in Fall 2018. First, I try to save an entire class session at the end of the semester for a wrap-up of the course and to convey take-away messages. Although I have planned to do this in the past, I am always in a rush to finish the material and don't have enough time to do this.

Although I enjoyed the topics of my in-class activities, I was not happy with the current way I was recording them. I had students turn in a piece of paper with their name on it and the results of their discussions. Although I encouraged several students to use the same sheet of paper, I was still receiving a lot of papers. Although I recycle these papers, it does seem somewhat of a waste given the school's focus on waste-reduction and the many technological options available. I first heard about Plickers through a colleague, Dr. Whitney Ogle, in the Department of Kinesiology and Recreation Administration. I had heard about and used other types of student response systems such as iclickers and Turning, however, these options require students to purchase a device. Plickers are free. Other options may be free but require that students use their phones, which can be distracting. Plickers requires the instructor to use their phone, but not the students. I started using Plickers in Fall 2018 as a way to reduce waste, engage students, make learning fun, test comprehension of material, and allow easier tracking of participation points. I started using Kahoot!, a similar gaming app, in the Spring of 2020. An added benefit of Kahoot! was I was able to use it via distance learning after the switch to virtual education as a result of the COVID-19 pandemic.

I overheard a comment from a student about getting tunnel vision from the exam study guide. I previously provided a very detailed study guide to students. I previously wrote the study guide using a question format. In my Summer 2018 PSYC 311 class, I had the opportunity to change my study guides because I created new exams for the online course. The study guides I created for this course are much less specific and detailed. The format resembles more of an outline of important concepts. Students know the general concepts that need to be studied, but not the specific question that will be asked on the exam. I updated the study guides for my Fall 2018 courses to reflect this change. This change is in line with my efforts to make my courses more challenging.

One thing I have noticed across all courses is that students perform poorly on short-essay questions on exams. Many students do not even attempt to complete the short-essay portion of the exam. Including a short-essay in a multiple-choice exam is meant to benefit students by providing different assessment strategies. Students who do not do well with multiple-choice questions have the opportunity to shine in short-essay questions. I gave students the topic of the short-essays ahead of time, however, this did not seem to improve students' performance. The way I will address this in the future is to have practice short-essay questions during class. I give students practice with multiple-choice questions for the exams but I do not give them practice with feedback for the short-essays. Students performed especially poorly on my PSYC 240 short-essay questions. In this class, I made an effort to go over the answers to the short-essay questions in class because I felt it was important for all students to understand the material.

Below are in-depth self-reflections of each course for Mid-Semester Feedback (if applicable), End-of-Semester Evaluations, and general reflections.

PSYC 311 Human Development

Summer 2022

This summer course was different from past years because it is the first time there was such a low cap on the course. The department decided to cap summer courses at 24 this year so it was a smaller class than the previous year. In addition, this was the first year that this course had a tutor assigned to it from the library. The tutor was added to my Canvas course as an observer and made an announcement to introduce themselves to the class.

End-of-Semester Evaluations. The response rate for this course was very low 9/25 students (36%). We received

Xxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

notification from that “there was also a problem with the distribution of student evaluations over the summer. Some students did not receive an invitation to complete the evaluation until two weeks after the semester had ended.” Therefore, this error could have influenced the low response rate in Summer 2022. I did send Canvas announcements to the class reminding them to complete the survey before the evaluation deadline.

Even with the low response rate, the results were consistent with many other evaluation semesters with an overall rating of 4.8. I received 4.9 scores on the activities that were used in class, clearly demonstrating how each topic fit into the course, being available to students for help, and creating an atmosphere respectful of diversity. Similar to other versions of this course in the summer, students enjoyed both discussion forums (a lighter introduction to the material and a more serious dive into controversial topics). One student commented, the discussion forums “encouraged lots of deep and critical thinking that really helped me develop my thoughts and understanding of the topic.” Another student commented that because there was a safe environment where students felt comfortable sharing about their own lives, this encouraged them to share personal things about themselves.

For improvements, students described the type of feedback they would have liked to receive for the paper assignment. I typically leave comments about where points were taken off. One student asked for feedback about specific edits or better direction. Another student requested more constructive criticism about how their writing could be improved. I will keep these requests in mind in future classes.

Self-reflections. I was initially worried about the pass rates of this class because for this summer, students could take summer courses for free. I thought that might lead to more people disengaging from the course since they may not have been as motivated as students who were paying for the course. This was not the case. All of the students passed the course. One thing that became apparent when reading the comments was that many students do not prefer to take online asynchronous classes. This is understandable given the pandemic. This summer course started off as an online asynchronous course before the pandemic and I would like to keep it that way. Even it wasn't their preferred format, students still were satisfied overall. One student said the “class was incredible despite it being a summer class and I enjoyed every second.” Another student commented, “It's quite difficult to stay fully engaged in an asynchronous online class (especially during the summer), but I think these weekly opportunities to reflect on course & course-relevant topics were likely the best possible way to retain get as much engagement as possible in a non-ideal situation. Also, it is incredibly commendable that you made the effort to give your attention and respond to every student's post! As someone who has only just recently begun TAing and grading discussion posts in other classes myself, I can really empathize with how much effort was put in here!”

Spring 2022

This was the first iteration of this course back on campus face-to-face. It was definitely a transition but it felt really good to be back in person interacting with students again. I had a positive experience and I know many students did as well. Here is a quote from a student who took this class, “Professor Xxxxxxxx created such a lovely atmosphere open to personal experiences, scientific facts, questions, diversity and inclusion. I truly cannot praise Professor Xxxxxxxx enough; she has created the most informational yet warm and compassionate class I have ever been in. This helped me to intake the information and learn to my max potential.” I am thankful for my job and the opportunity to interact with students in this way.

End-of-Semester Evaluations. I received high scores on creating an environment that embraces diversity (5.0) and several 4.8s (clearly demonstrate how each topic fit in the course, available to help, encouraged to explore materials outside of class, setting challenging goals for students, and clear syllabus). I received a 4.3 on “I received feedback on things like tests, assignments, and projects that helped me). Students were most engaged, excited, and involved when we were having open discussions in class. Students commented about feeling safe and comfortable to participate in discussions and engage with their peers. One student said, “Dr. Villareal made the class engaging by using real-world examples and facilitating class discussions. These were the times that I felt fully engaged in the material and therefore excited.”

Some of the students' suggestions indicate I can be more transparent about things, like why there are certain due dates before class. However, as this is not the first time I have received this type of feedback, I will move to having almost all deadlines at 11:59pm. A couple students mentioned having more time to work on group projects. Another student asked to have the presentations due earlier in the semester. I may take the suggestion of one student in terms of changing the deadlines for the final project to be due throughout the class corresponding to different periods of the lifespan. A student requested more trigger/content warnings which I can be more mindful of. Last, one student noted

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

discrepancies between some of the material I presented and what the book suggested. I would have like to hear more about this. Perhaps I can ask students to help me find these so we can have a discussion and I can address the discrepancies in class.

Self-reflections. This was the first time students mentioned in the open responses that they enjoyed asking me questions, watching me think about them, and then giving a thoughtful response. I really appreciate these comments because I think very carefully about how to best answer and craft my response. It is exciting for me to answer questions in class.

I had a wonderful class full of questions and experiences to share, but this also highlighted some problems I have had in the past with time management. Students commented that there were times we ran out of time and had to go through the remaining slides very fast. This is something I was working on pre-pandemic and has come back after teaching online for a while. Quite a few students commented, however, that they were actually most engaged in the class when we would go into discussions that were unplanned and not explicitly tied to the exact material we were covering. This allowed us to not only deep dive into topics and apply to real-world experiences, but also to integrate into psychological topics that are broader than developmental psychology. One student commented, ““We had parts where people would ask a lot of questions, often veering away from the original topic, but still related through the normal course of conversation. This was the most beneficial and encouraging part of lecture (and it was definitely encouraged by the professor).” Usually, students do not like going slightly off topics, but some students found substantial meaning in this. Students did also recommend that I politely stop discussions and incorporate more structure into class discussions. Other students commented there was a good balance.

This was a personally difficult semester for me as I took on the role of Co-Chair in April 2022 and this made it very difficult to grade and give feedback on assignments in a time manner. Additionally, I attended a conference in April 2022. I was unable to give students timely feedback during this portion of the class and it was highlighted in the score I received on that evaluation question.

Fall 2021

Although many courses were returning face-to-face in Fall 2021, I was not ready to go back to campus yet and chose to keep the same format for this course (live synchronous sessions once a week and asynchronous recorded lectures).

End-of-Semester Evaluations. I received the highest ratings for the course syllabus being clear, instructor availability, and creating an atmosphere that was respectful of diversity (all 4.9). The lowest rating was “I received feedback on things like tests, assignments, and projects that helped me improve (4.6). I definitely could have given students feedback in a timelier manner. Student reported being the most engaged, excited, and involved in learning when I did provide feedback to them and when I challenged students to think critically during synchronous class sessions and in assignments. Students enjoyed being able to learn from classmates during synchronous discussions and break-out rooms, class application assignments, and visionary plan assignments. For example, one student commented it was in the break-out room “where I did most of the learning since I got to hear what everyone else thought of topics and when people brought perspectives I did not think of when reading the material or watching the lectures.” For things to improve on, students suggest taking more time to explain the major projects like the visionary plans.

Self-reflections. This particular class reported that they enjoyed being placed into the same break-out groups throughout the semester. This allowed students to form relationships with others in the class, something that was likely especially important to them in a virtual setting. This semester, I had a wonderful TA who did a few guest presentations during the class that students really enjoyed, especially because they were on very current events. One student specifically commented on the TA’s presentations in the end-of-semester evaluation: “I thought [the presentations] were very informative and engaging and encouraged me to dive deeper into the course materials.” I really enjoyed the content and format of these guest presentations because they were not lecture based. I will suggest this format to future TAs interested in gaining these experiences.

Summer 2021

End-of-Semester Evaluations. Students were most engaged, excited, and involved during discussion forums where they got to interact with their peers. One student commented how they appreciated the “introduction” discussion forum that is just meant for them to express their thoughts before they learned any content. This student said, it was “really fun and inviting! I love having a judgement-free discussion, and these were exactly that.” Students

Xxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

appreciated positive feedback from myself, but also their peers. Students enjoying having the multitude of materials available to them including lectures, the free textbook, and extra links and videos.

Some of the recommended changes were more options for papers. Students have the option to write a paper on a diversity, equity, and inclusion topic. I really would like them to choose this topic because of its significance and relevance, however, if they do not choose this topic, they will write 2 papers about the COVID-19 pandemic and a period of the lifespan. I may consider adding additional paper topics so people aren't writing about the impact of COVID-19 twice. This will be especially true as we move away from the pandemic. I was surprised to see one student recommend more group projects since this is consistently something students have advised against in almost all evaluations.

Self-reflections. I enjoy having more time in the summer to not only give feedback to students but also to do so quickly. Students receive feedback within the week they submit an assignment generally. One student commented about my strict deadlines and suggested students can benefit from flexible deadlines. The language in the syllabus is strict (e.g., late assignments will receive "0" points), however, I always communicate to students that if they need more time just let me know and I will work with them. The comment from this student made me think more about my language in the syllabus around deadlines.

One student commented that the class was a "bit political" and they found it "mildly annoying." I have wondered about this before because the research suggests certain practices that would then translate into policies and practices that could be viewed in a political lens. These are not my personal beliefs but are empirically supported by the literature and science.

Spring 2021

I continued to teach this course online with both synchronous and asynchronous components during Spring 2021. In this semester, I implemented the change from in-class preparations to "Class Applications."

End-of-Semester Evaluations. The highest scores I received were for creating an atmosphere respective of diversity (5.0), clear syllabus (4.9), ability to apply what I learned (4.9), clearly demonstrating the fit of each topic in the course (4.9), and instructor availability to help (4.9). The lowest scores I received were for activities in class helping with learning (4.5), the instructor setting challenging goals (4.7), and receiving feedback (4.7). Students were most engaged, excited, and involved during Zoom synchronous sessions, including both lecture and break-out sessions that promoted "interesting conversations with peers." One student commented about how it was easier for them to communicate in break-out rooms: "During our breakout room moments where we would discuss topics or questions that Xxxxxxxx would ask. It was a great space to get more connected and I mean for myself I feel more comfortable sharing out my opinions about topics to a smaller group, especially when it feels more like a conversation than a lecture." Students commented about the applicability of Class Applications and Vision Plan assignments to learning about the pros and cons for each age period.

Students had specific recommendations to make the course less confusing. I change the "weeks" of the class to "units." This is a change I made in all my courses. After this feedback, I made conscious efforts to use "units" in the syllabus, assignments titled, and anywhere else that might be helpful for students. Students had a lot of feedback about the Improved Visionary Plan as a group project with students noting the unique challenges of doing an online group project. I may consider putting them in break-out rooms with their group members earlier in the semester so they can get to know each other better. As one student suggested this may "establish better communication and workflow between each person."

Self-reflections. Although we have been in an online format for some time now, I am still reminded how disorienting this type of learning environment can be for some students. One student commented: "The COVID and virtual environment makes it hard to know what is normal for this course." Many students have asked for more synchronous class time, but at this time I do not have the capacity. While I have done my best to make the course engaging and interactive both with synchronous and asynchronous components, at the end of the day it is still an online class and cannot be exactly the same as a face-to-face class.

Fall 2020

This was the first version of the class that was fully online during the academic year. I decided to hold class synchronously once a week for 50 minutes and combine this with asynchronous recorded lectures. Based on feedback from the class the previous academic year, I continued the class with 1 individual research paper assignment instead of

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

2. In the place of the 2nd paper is the Improved Visionary Plan group paper. This allows students to build on previous work they have done in the class with their individual Visionary Plans.

End-of-Semester Evaluations. I received the highest scores on creating an atmosphere that was respectful of diversity (5.0), having a clear course syllabus (4.9), clearly demonstrating how topics fit in the course (4.9), and having activities that helped students better understand course content (4.6). Students were very appreciative of the synchronous lectures and commented how they helped maintain engagement and a feeling of still attending school. One student commented, “Although it was sometimes hard to motivate myself to attend lectures, I always enjoyed Dr. Xxxxxxxxxx's talks and presentations. They helped me feel like I was taking a real class, so to speak, not just doing readings and taking quizzes every week to get by. She was always very understanding of the different circumstances and challenges students are facing while going to school online during a pandemic. She made it clear how much she cares about her students, which I deeply appreciated and admired.” Students also enjoyed opportunities to talk to their peers in break-out sessions and the ability to connect material to their own lives through in-class preparation and Visionary Plan assignments. Students especially appreciated how we connected course content to current world problems like COVID-19.

Student recommended more time to work on the Improved Visionary Plan at the end of class. Next time, I can schedule in time for students to work in their groups for at least one class session. Students also mentioned they would like to see more students involved in synchronous lectures: “finding ways to get others to engage in the conversations, they will learn more and the other students will appreciate it.” This is also one of my goals as I am still learning how to best optimize engagement in an online synchronous format.

Self-reflections. The clear winner of when students felt most engaged was during the synchronous class sessions. It was important for students to be able to interact with other students in the class and hear from them. I need to make more of an effort to hear from more students. Maybe there are more things I can do to give students the “invitation” to contribute. I relied heavily on breakout rooms so maybe I can mix it up with smaller and larger discussions.

It seems at least a couple students like the in-class preparations as an accountability tool. I think I will change the assignment from an “in-class preparation” to an “in-class application” to make it clearer that it should focus on the applied nature of the content in the real world. There was too much focus on the actual articles. I also want to change the Visionary Plan final assignment because it was clear that student will not watch the Flipgrid videos on their own. Instead, I will make it part of our last synchronous class period so everyone is benefitting from hearing about the final projects.

Summer 2020

I made a couple changes to the online course in Summer 2020 based on previous feedback. The first change was to offer more flexibility in the paper assignments. I added a new paper topic related to how COVID-19 affects development at different stages of the lifespan. Right at the beginning of summer, mass protests were happening around the world related to police brutality and the murder of Black Americans. I created a new paper assignment for students to complete in addition to the COVID-19 paper assignment. Students could explore the topic of “How to talk about race/racism with your child.” Both of these paper topics are extremely timely and applicable to students’ lives.

End-of-Semester Evaluations. These evaluation scores were some of the highest I received. Students felt most excited, engaged, and involved as a learner when completing the discussion board posts and the paper assignments. Students liked having one board to introduce the topic and another board that was more research-based. Students appreciated the guided prompt in discussion boards to generate thoughtful discussion. One student commented, “Having a guided prompt for our discussion replies really helped to outline expectations and made the discussions much more educational.” More than one student appreciated how I took the time to respond to everyone’s post and response.

Several students mentioned how the course was applicable to their everyday lives. Students enjoyed the opportunity to search for the newest research related to COVID-19. I was happy to hear that a student took my suggestion to speak to others in their social network about the class and developmental topics: “[The paper assignments were] perfect opportunities for me to take what I had learned and combine it with personal research and experience in order to develop and explain a thesis. These papers forced me to look for more information, talk with friends and family about the material, and really process what I had learned in order to be able to write a paper that reflects my knowledge.” Students also appreciated me being “accommodating and understanding” during the COVID-19

Xxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

pandemic.

Although students commented on the strong organization of the online course, one student suggested that it was visually overwhelming because of the number of resources. This was also echoed by a colleague Dr. Maria Iturbide. This problem is especially true for the summer course where a lot of material is covered each week. I will look into different ways to present content for the next iteration of the course, possibly breaking the page into different sections. One student suggested to make the first paper deadline earlier in the class. I have been thinking about this and will see if it is possible for Summer 2021. I will also revise the paper assignment instructions since one student requested clearer paper assignments. I will add another sample paper to reflect the new paper assignment.

Self-reflection. More than any other semester, I made more of a concerted effort to get students to consider the influence of race/ethnicity and socioeconomic status on development. The primary way I did this was through my responses to their participation and discussion forums. This didn't explicitly come up in the End-of-Semester Evaluations, but I hope these comments provided a good model for student to critically think about course content.

Spring 2020

I made several changes to the course based on previous evaluations as well as learning about new strategies in professional development trainings. One major change I made was to implement more frequent exams. Instead of 3 exams, there are now have 6 exams and the format is more varied (e.g., multiple-choice, fill-in-the-blank, matching).

Mid-Semester Feedback. Students liked the new exam format that covered smaller amounts of material (typically 1 or 2 chapters at a time). Students reported the PowerPoints, videos, real-world examples, hands-on activities, study sessions and guides, Canvas, and technology like Plickers were helpful. In terms of improvement, they wanted to have more time for in-class activities and interacting with one another, less frequent quizzing, slower lectures, and more guidance on papers and visionary plans. The Mid-Semester Feedback was scheduled prior to our class session that went over the paper in depth. I made an effort to slow down during my lectures to give them more time to take notes. Unfortunately, because of COVID-19, we were unable to have a Last Class Interview to assess the changes that were made to the course.

End-of-Semester Evaluations. Students felt most engaged, excited, and involved as a learner when they were participating in interactive, fun, and engaging activities, like Plickers, Kahoot!, and in-class discussions. The opportunity to speak and hear from other students and the hands-on demonstrations led students to be "excited to come to class every day." Students also enjoyed lectures, video examples during lectures, and extra resources. Student appreciated the ability to learn through multiple modalities. One student commented: "Professor xxxxxxxx really integrated all types of learning to help everyone in the class. Her pace and involvement of activities and things other than just lectures kept me involved greatly."

Students gave recommendations for future classes, including keeping the COVID-19 paper topic and the more frequent exams. Some students commented that the professor handled the transition to COVID-19 well with one student saying, "Very often, this class was my favorite, very interactive even online." Students appreciated the welcome and open class environment that resulted in an atmosphere of respect. One student summed up their comments by saying, "She is very compassionate, intersectional, inclusive, and insightful."

In terms of recommended changes, many students commented on the changes made to the course after the transition to virtual education. Student felt that the workload increased significantly. It is true that the frequency of weekly assignments increased but these were smaller assignments that offset the removal of a major paper assignment and final project. Students also mentioned that some assignments had no point to them. I'm not sure which assignments they were referring to, but it could have been the weekly mental health check-ins.

Self-reflection. I made a good attempt to lessen the workload for the class after the switch to virtual learning due to COVID-19 by removing some assignments and altering others. I solicited feedback about the changes using student surveys and made the decision to drop the second paper and instead use discussion boards. Even with these changes, students perceived the class to be too much work after to the switch to online.

I had students check-in weekly via Flipgrid after the switch to virtual learning to discuss actions taken to maintain their physical, emotional, and social well-being. It was a good way for me to see everyone and hear from them. Because of an assignment like this, a student who was struggling with his own mental health was able to feel connected to students. He said in an email message, "I'm so glad our class is doing Flipgrids. I am getting to know people in class even better than at school."

Some students reported thriving even more in the class after the switch to online. In a Canvas comment at the

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

end of class, one student wrote, "Thank you for everything, I enjoyed your class! Rare for me to enjoy school or anything like this so thank you very much!" This student reported being more focused in the extra "space" of the online format. I was so proud of students in this class because all students passed the class despite the transition to virtual education. After final grades were calculated, I went back to the survey students filled out on the first day of class and emailed those who were worried they might struggle to congratulate them on a job well done.

Fall 2019

I implemented changes based on feedback from Spring 2019. Students had asked for additional material, specifically additional readings. Working with an Instructional Designer, I was able to re-design my Canvas page to be consistent with the structure of the online course where I listed several additional resources for students in the form of videos, news articles, and academic articles.

Mid-Semester Feedback. A majority of the feedback was related to the in-class activities which I spent substantial time and energy changing. I shared the results of the Mid-Semester Evaluation in class with students and we spent a large part of class brainstorming how to make the activity better. Students had great ideas.

For the Last Class Interview, almost every student reported that the instructor positively responded to Mid-Semester Feedback. Generally, students thought the structure for the in-class activities was much better. Students were divided on whether they thought the cognitive compression assignment was helpful. If I keep it, I will need to revamp the assignment. The biggest feedback was that having one per chapter was too much work. Students reported they received more guidance regarding what to study for the exams. One really valuable piece of feedback was that students did not watch or did not enjoy watching the once-a-week recorded lecture videos. I learned that this was perceived as a time-consuming additional task to complete. In future in-person versions of the course, I will not assign lecture videos to watch. Unfortunately, I wasn't able to address one of the suggestions, to go slower in lecture, because we had a lot of material to cover after the power outages and lost class time.

End-of-Semester Evaluations. Students were most excited, engaged, and involved as a learner when listening to lectures and participating in discussions and in-class activities. Students described lectures as fun, exciting, and interesting. Regarding discussion, one student commented that they enjoyed the "freedom to ask questions openly and even interject with your own opinion and position on certain topics." One student said the in-class activities helped them think outside the box about material they learned. Another student liked that they worked with different classmates each week: "The separation into groups chosen by the professor got people working together who may not have chosen to work with certain people. This helps people break down their own biases by getting to know people they may not have otherwise."

Students also reported enjoying the paper assignments where they applied their knowledge to preschools and linked their experiences to developmental theories. One student said it was one of their "favorite assignments out of every class I've taken so far!!" Videos, demonstrations, Plicker questions, and cognitive compressions were frequently mentioned as positive activities.

In terms of things to change, students still had suggestions about the in-class activities. For example, some thought they took away from lecture time while other didn't think they should be the entire 50-minute class period. Students also commented that assignments like the cognitive compressions and in-class activities didn't help them learn about relevant course material. Some of these comments are to be expected because when students uncover things for themselves, they do not perceive themselves to be learning as much as when the instructor is lecturing.

Self-reflection. I was expecting some pretty harsh feedback because I made a lot of changes to the course. I knew some of the changes were going to work while others were not going to work. I was grateful for the opportunity to make changes based on feedback half-way through the course. A word that I would use to describe some assignments is "controversial." Some students really liked the cognitive compressions, while others didn't. I think what this means is that I will have to change the directions or the frequency of the assignments, or both. Overall, I will keep most of assignments, but keep improving them for future classes. I learned that it might be a good option going forward to co-create assignments in the beginning of class together or at least ask for students' feedback before implementing something very new. This would have saved a lot of trouble later on. An added benefit is that students have a greater sense of control over the course and its assignments.

Unfortunately, the End-of-Semester Evaluations were due before we had our final exam and Swan Song Presentations so students couldn't formally comment on them. Informally, students told me they really enjoyed doing the Swan Song group presentations and would recommend the assignment for future versions of the class.

Summer 2019

End-of-Semester Evaluations. On the numerical ratings, I was happy to see a high rating (4.8) for encouraging improvements in students' thinking, problem-solving, or decision-making. I designed the participation and discussion forum assignments for students to think critically about events in their everyday lives. Students reported being most engaged, excited, and involved as a learner during lectures and when participating in online discussions. Students appreciated the complicated discussion topics which allowed them to consider things they may not have otherwise. Students reported that hearing from other students helped them keep "a more open mind." Students also commented on my involvement in the forums and how I "encouraged and enforced safe, open communication in order to better our understandings of other people's POV & interpretation of research."

Last, students appreciated the different types of forums. Participation forums were places where students could give their opinions without the requirement of connecting them to research or class concepts. Discussion forums were more formal and allowed students to support their ideas with academic sources. In terms of things to change, students requested more flexibility, both in terms of how they respond to classmates in discussion forums and in the paper topics. One student had an interesting suggestion regarding discussion forums that I am considering for my Fall 2020 PSYC 311 course.

Self-reflection. I was glad to hear that students were engaged with lectures even though they are pre-recorded and lengthy. One student said, "I also liked the layout of the videos- seeing Dr. V speak was great because it made it more personal and engaging." This is my second year teaching the class online during the summer and I received positive feedback about how involved students were: "Even though we weren't in a room together I actually felt like I got to know a lot of students better than I would have in a traditional class setting."

Spring 2019

I made changes to the course based on feedback and evaluations from Fall 2019. This was the second semester that students commented on the difficulty of completing the paper on the middle school simulation activity. I decided to remove this paper assignment and change it to a research paper with applications to the real world. I experimented with a cumulative exam this semester in addition to the 3 exams to assess students' long-term retention of the material. This was the first time that I included a kinesthetic in-class activity that simulated giving birth with a ping pong and a balloon. Students enjoyed this activity and even mentioned it in their End-of-Semester Evaluations.

End-of-Semester Evaluations. Students commented they were most excited, engaged, and involved as a learner during lecture and in-class discussions. Students liked how I frequently asked them questions or asked them to participate in thinking exercises. Students appreciated how lecture topics connected to their lives: "The professor asked us questions and we had a conversation. I felt excited when she gave a lesson about the concepts of emerging adulthood, young adulthood, middle, and older adulthood. It really opened my eye as to where we stand. The concepts I learned from these lectures have helped me apply them to everyday setting."

Students in this class were especially interested in research and using research in paper projects. One student was interested in the class because of the assignments on the syllabus, specifically the observation at the Child Development Lab, because they embodied the role of a researcher: "I thoroughly enjoyed the aspect of this class that had us go to the child development lab and conduct our observations. Having that experience outside of the classroom was very different from other psychology courses that I've taken and I think helped in understanding practical application of the concepts discussed in class."

Last, students commented on the instructors' caring nature while also maintaining boundaries with students. One student commented, "I have never met a professor in the psychology department as nice and concerned for their students as much as Xxxxxxxxxx is."

In terms of changes to be made, students would have liked to receive feedback on papers earlier. I had spent a substantial amount of time commenting on their APA formatting. In future semesters, I will train TAs and give them a list of APA errors to look for and make notes that I can use. Another idea is to have them peer-edit each other's work to correct APA errors before submitting the assignment.

More than one student thought that the course was too lecture heavy and lectures were too long to cover all content. I agree and continuously work to remove content from lectures and get more input from students. One student commented that they wanted more practice with public speaking.

Self-reflection. Two students commented in the End-of-Semester Evaluations that they did not like having the

Xxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

cumulative final one week after Exam 3. More than one student expressed that they would like less material covered on each exam. In informal conversations with students in multiple classes, they often express dissatisfaction with multiple-choice exams. These comments have had a big impact on me. Even though I have reduced the percentage of the grade dedicated to multiple-choice exams, I still rely on them for formative assessment. I will be including more response options for exams in Fall 2019.

Fall 2018

One of the things I was aware of during this class as a result of students' comments in previous classes was the language I used in PowerPoint slides and during lectures. For example, I changed "chromosomal and genetic problems" to "genetic diversity". This is more in line with something we talk about on the first day of class: the difference is not deficit error. I continued to bring up this point several times in class, such as when we talk about intersex individuals, ADHD, and differences in cultural practices.

Mid-Semester Feedback. The three main outcomes from the Mid-Semester evaluation were that students requested a review of the previous class's material at the beginning of each class, more reminders of due dates, and more discussion of assignment expectations. Specifically, students referred to the upcoming paper that was due so I set aside time in class to discuss the paper and give them guidance.

End-of-Semester Evaluations. I was glad to see comments in the End-of-Semester Evaluations that reflected changes made after Mid-Semester Feedback. One student commented that the instructor explained papers and projects clearly. Another student noted: "She is extremely receptive to student feedback (she asked what we would like her to change near the beginning of class)." This made it clear to me that students were heard and saw that changes were being implemented.

Students commented on engaging lectures and discussions, including Plicker questions which uses a real-time response system to engage students, and media that supported learning (e.g., videos). Students also enjoyed that material presented in class was current. I make a large effort to sift through social media and find stories that relate to class. One student noted that information was very current and relevant to students. Students also commented on the value of the middle school simulation and observation as a way to apply what they learned.

Students appreciated the class climate in which students shared new ideas and gained different perspectives. One student said, "I greatly appreciated how Xxxxxxxx took the time to carve out ground rules for the classroom. This made me feel appreciated and safe in this learning environment." Last, students from both sections mentioned they appreciated the focus on culture. This is something that I try to prioritize and students are noticing this. In class, students bring up their own experiences to explain different stages of human development and apply class concepts to various cultures.

Self-reflection. This semester had three incidents that were some of the most difficult I faced here at Cal Poly Humboldt. The first involved the TA. It came to my attention from a student email that the TA had given students actual questions and answers from the exam during the study session. I had a discussion with the TA about why this was not acceptable or professional and her role as a TA was changed to no longer interact with students but still be active in the course by creating practice assignments for students to complete. I was honest with students about the problem and what to do with exam scores. We had a class discussion where students generated several ideas for how we should handle the problem. We narrowed down the options and voted on them in the next class. Collectively, the class decided to make the first exam worth significantly less than the other two exams. I was a little concerned about how this incident may have affected the class. By talking to students, they seemed to be satisfied. One student commended in the End-of-Semester evaluation that the "situation was handled really fairly."

The second difficulty occurrence was an overt microaggression that happened during class. This was the first time anything like this came up during class. I was flustered when it happened because it had personal significance to me and I dealt with it the best way I could by modeling the correct term in my response, but I did not directly call it out. After the class, I knew I should have said something right away how it was unacceptable. I started the next class by saying I wanted to address a microaggression from the last class and explained why I didn't address it the previous day. This time I clearly addressed that the microaggression was that the word "Oriental" was used to describe Asian-American groups. I described that I am uncomfortable with that word and it is offensive. I also apologized that I was unable to address it right away. I talked about my identity and that I identify as Asian-American and had a Korean grandmother. The student who made the comment was not in class that day but I said I would email the student separately. Later, I received an email from a student who was harmed by the microaggression. This student further

Xxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

commented about the incident in the End-of-Semester evaluation: “What I appreciate most from this class was when the instructor addressed a microaggression that had happened in a previous class. The specific microaggression was, unbeknownst to all of us, something that hit her personally which is why it was addressed the following day and not the day of. I was personally moved because the same student who made the microaggression had mentioned another that I identify with. At the moment it happened I immediately felt the embarrassment and pain of it but I, too, didn't have the confidence or bravery to say anything. But when XXXXXXXXX spoke up, I realized that I could have done the same thing. This is my fourth year at Humboldt and my first time seeing a professor speak up both for themselves and against something someone said. I really appreciate everything that she's done for us.”

The third incident involved the same student who used a microaggression in class. When we were talking about bullying, a vocal older male started making comments that the only way to stop a bully is with violence and giving graphic examples of baseball bats and busting the kneecaps of bullies. Comments were made under his breath and at first, I wasn't sure I was hearing him right. When he made another comment, I verbally said, “no.” He became more uncomfortable and I later found out that students in the back of the room were concerned because they could see him getting more and more upset in his body language. Eventually the student left the room. He came and talked to me after class in my office and said his PTSD was triggered because he was a victim of bullying. He also described other things going on in his life and I made a referral to the CARE office.

To address this type of situation better in the future, I would like to do a couple things. First, I would like to have addressed what was going on right then and there. I could have said “time-out” and said what I was observing, “I am noticing you getting very upset. Do you need to leave? Or are you okay?” Or next time, I can have a trigger warning and say ahead of time, if anyone needs to leave at any time, please do so. This would also be good in my Adolescence and Young Adulthood class when we talk about sexual assault, harassment, and rape. Last, I could remind the class of our ground rules again and have an opportunity for them to talk about anything they want to.

Summer 2018

End-of-Semester Evaluations. Overall, students reported enjoying the “thought-provoking” participation and discussion board activities. They described videos and lectures as “engaging.” Due to the nature of the participation and discussion board activities, students enjoyed reading other students’ responses and learning from their classmates. Recommended changes were to spend more time on midlife and old age. Given all the material that must be covered in this class, I do not think I can spend more time on midlife and old age. A suggestion from a student that I will be integrating starting in Fall 2018 is to provide students with an example of an APA-formatted paper.

Self-reflection. Although I have served as a teaching assistant in online courses, I have never taught an online course. In an online course, course design and navigability are key so I worked with instructional designer Teresa Georgopoulos to design my course to be visually appealing and organized. I learned a lot from working with an instructional designer and I used this knowledge to improve my Fall 2018 Canvas webpages.

From workshops and my own experience with online courses, I know how important it is to establish a good start to the class. One of my favorite assignments was having students share about themselves (mostly non-academic) and include 3 pictures of themselves. The teaching assistant and myself also participated in this assignment and I believe this assignment really set the tone for the entire class. I made it a point to respond to each student in the class and make some connection with them or offer some resource to them.

One of the previous assignments I enjoyed from being a teaching assistant was having online discussion forums where students were required to post about a controversial topic and then respond to a classmate. Because there were many controversial posts, I included in my instructions to students, “Please be thoughtful and respectful in your post. This is a controversial topic which may incite strong emotions. There is no right or wrong answer. Please frame your response in a formal and academic manner.” Importantly, I required students in my Summer 2018 online course to include information from the lecture and/or textbook in their post. I was impressed by students’ posts which were well thought-out and respectful. Many students went above and beyond the requirements in the post. Although it was very time consuming, I thought it was extremely important to students’ investment and engagement in the class for me to respond to each of their participation posts, discussion posts, and posts to other students. My responses were typically one paragraph and had several goals. First, I wanted to challenge students to think more critically about course content. I wanted to challenge their worldviews and current ways of thinking. It was also important to me to make connections to other topics in the class so they could view the class as continuous and further their learning. Last, I wanted students to know I was actively interacting with them and cared about them enough to leave a thoughtful and positive response.

Xxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

I use a lot of positive and motivating feedback in my posts to students. I also included occasional messages to students as a class praising their work and also giving them pointers for how to improve.

For students' last discussion forum post, I asked them to write about the concept or concepts that were most helpful in the course and what they will take with them. Because students' responses to this forum are not included in student evaluations, I have included the most illustrative quotations here. This forum is meant as a reflection piece for students and students typically use this forum to reflect on the class experience as well. For example, one student said, "I am not really a fan of online courses but I was pleasantly surprised with this course and feel like it will help me in the future." My main goal for this post was to get students to think about the broader applicability of course material and how they can use it in their everyday lives. Many students have the goal to one day be a parent. One student said, "I feel much more confident in the idea of raising a child when the time comes." Another said, "I feel that I am more prepared as a parent and will use what I learned to help me."

Because students are typically in emerging adulthood, many of them are working on their own identity development. The discussion forums that asked students about their own lives allowed students to explore their own childhood and adolescent experiences. One student said, "I enjoyed how this class has made me feel less alone/ less special (I mean this in a good way) by bringing to my attention the different development stages that many children go through during toddlerhood and adolescence. This insight has allowed me to reflect on and bring understanding to, specifically, my experience of adolescence." Similarly, a student wrote, "I also thought more deeply on how I was raised and how that could affect how I see things now." Other students commented that they were raised in an authoritarian parenting style and how they would like to change things when they become a parent.

Several students applied the information they had learned to their jobs, volunteer work, or interactions with others. One student stated, "By understanding that toddlers are not trying to give me a hard time allowed me to think of a new way of working with 2-years-olds such as how I spoke to them or the things like games we did. This class had corrected me on how I saw and treated clients at the place I volunteer at. Another thing that I learned from the class is ageism which makes me think of how I treat people differently by the appearance of age. I think that the class mostly gave me understanding."

Several students also commented they enjoyed frequently interacting with and learning from their classmates. Because of the online nature of the course, students disclosed rather personal information that they otherwise might not have shared. Students commented that other students' posts gave them a different perspective on things. One student remarked, "I found the discussions surrounding the cultural differences to be the most helpful." Students began to question their own beliefs, such as assuming your child would sleep in a crib in a separate room.

Last, one of my goals of the course is for the information to not only benefit students, but also people in the lives of students. I frequently encourage students to share the information they have learned with others, including family members, friends, and coworkers. One student shared, "I have a nephew/godson that I adore with all of my heart and learning everything there is about the type of parenting styles and how children learn has given me the knowledge to be able to share with my sister to help raise my nephew into becoming a bright and loving human being. I told my sister about the readings as well as the lectures that shows a positive correlation between early education and their outcomes and has persuaded her into putting my nephew into early head start programs." Another student will be sharing with her sister the importance of face-to-face communication rather than educational videos for her 2-year-old. Other comments from students varied in what they took away from this class ranging from thinking about their parents and appreciating them more to being less afraid of growing old.

For this class, I brought back the paper assignments from the Fall 2017 class. Students were asked to come up with a research-based plan for interacting with a child. There were several prompts to choose from, but among the most popular were how to discipline your child, how to monitor screen time, and how to talk to your child about sex or drugs. One student commented, "I always knew it was better to limit screen time, but the research gave me the tools to know how much and when to start."

Overall, I greatly enjoyed the smaller class size of the summer class because I got to know the students more intimately and interact with them several times a week. It was a nice change from having 48 students in my human development classes and I look forward to having the same experience next summer.

Spring 2018

Mid-Semester Feedback. Students considered the strengths of the course to be the lecture and PowerPoint slides, interactive discussions in a welcoming environment, helpful quizzes, good study guides, and media examples.

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

Students really appreciated that when questions were asked during class that I did not know the answer to, the teaching assistants were able to find the information. They also enjoyed the frequent communication outside of class about resources and opportunities. One thing to note was that the class enjoyed having unlimited attempts in quizzes, recognizing that this was a learning tool rather than a determinant of a grade. I am curious about students' feedback in Fall 2018 because I changed the quizzes from unlimited attempts to 2 attempts.

One of the major suggested changes was to take time to talk about paper assignments during class. I utilized a suggestion from a teaching workshop I attended to put instructions in a video and post them on Canvas rather than taking up valuable course time. A similar suggestion was to put up a video detailing course expectations that students should view on the first day of class. Using this idea, I put up a 20-minute video on Canvas about the paper assignments. Students preferred I discuss assignments during class time, so I will be changing this for Fall 2018. One of the reasons students would like this is so they can benefit from hearing questions from other students. I agree.

Although I adjusted the course schedule from Fall 2017 a little, I still did not schedule in enough time for material covered in the first and second week of class. I was often behind the class schedule and students reported feeling rushed especially at the end of class. Being behind in the first week of class negatively affected the timing of the rest of the class. I have remedied this for Fall 2018 because I have included an additional week to discuss topics I previously scheduled in the first week. This has already significantly helped the pace of the course.

Last, students suggested I work on time management. One idea was to present the lecture slides first and if there is time leftover, then have discussion. The Mid-Semester evaluator suggested being cognizant of the time spent in discussion, especially small tangents. Related to time management, the class suggested I allow time for discussion after watching videos during class. Specifically, how the videos are connected to class concepts. This is something I will work on.

End-of-Semester Evaluations. Students appreciated the welcoming class climate and availability. Students felt comfortable participating in discussion and questions. If a student was confused, they felt comfortable asking in class and commented that I was "happy and capable" to resolve the confusion. This was the first semester I implemented paper assignments that were based on more hands-on, interactive opportunities to learn. Students commented that the paper assignments were "fun" because of the opportunity to observe young children. In addition, students said it helped them apply the concepts to the class to more fully understand them. I will continue to implement these papers moving forward. Students thought feedback on papers was helpful and appreciated how assignments were given back quickly.

For points of improvement, one suggestion was to run the class more as an authority figure. Going forward, I will work on this by calling out students who are distracting (e.g., on cell phones or having side conversations). One student suggested smaller online discussions each week. I like this idea and it might be a way to address another suggestion which is to make the class more challenging. It is something I will consider for Spring 2019. One student commented that the second paper didn't seem as beneficial as the first paper. I am working to change the activity so students see it as more beneficial. For example, I will not have a debriefing session because the main points that were discussed do not correspond to the textbook and lecture. I will have students focus more on their own notes, similar to what they did for the first paper. Last, one student suggested using another textbook because the textbook is long and can be dull at times. This is something I am considering for Spring 2019. I am currently introducing a free textbook as a supplemental resource to students in my PSYC 311 Fall 2018 classes.

Self-reflection. I taught two sections of human development in Spring 2018. Spring 2018 marked the beginning of a new policy that at least one core course needs to be offered on MWF. I converted my Fall 2017 course which met twice a week for an hour and 20 minutes to a course that met three times a week for 50 minutes. At the same time, I kept one section TTh to see the comparison between the two. Overall, the 50-minute classes actually lose about 10 minutes of lecture time. It was difficult to adjust to the 50-minute schedule and cover all planned material. It was also difficult to prepare 2 syllabi and have a different schedule for the same class. For Fall 2018, I will have both sections of my classes on the same days.

Because the percentage of course assignments worked well in Fall 2017, I kept the same point values but changed the writing assignments in the class. Although students told me they enjoyed the paper assignment from Fall 2017, I was interested in making the paper assignment more interactive with students directly applying course concepts. To this extent, I had one paper assignment related to the activity with Center Activities and one paper assignment related to an infant/toddler/early childhood observation. An observation assignment is considered a best practice in child development and child psychology classes. For my Spring 2018 class, I arranged for students to visit the

Xxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

Child Development Laboratory on campus run by Dr. Hyun-Kyung You or the Infant and Toddler Center run by Elizabeth Wilson. Students observed for 45 minutes to 1 hour, took notes, and then wrote a paper that connected developmental concepts and theories to what they observed. Many students reported that this assignment not only helped them relate class concepts to real-world experiences, but it was also enjoyable. I will continue both these paper assignments in upcoming years.

Human development is a broad topic and I occasionally have students in class that ask a question that I do not know the answer to. I typically tell them I don't know and ask if anyone in the class knows. If not, I make it a point to look up the information for the next class. Sometimes, the individual who asked the question or another student will look it up on their phones. I do not prefer this because that student is not paying attention and engaging in lecture while they are looking up information. In my Spring 2018 classes, I arranged for teaching assistants to look up information during class and report back as soon as possible. This saved valuable class time and also allowed students to focus on lecture and discussions. If the answer needed more research, teaching assistants did a more thorough search of the literature and posted the results in a class announcement on Canvas. I would like to make it a point to have a teaching assistant present in every class who can fill this vital role. I also had teaching assistants keep track of all the answers and resources using an Excel sheet so I have easy access to this information in the future.

Fall 2017

Mid-Semester Feedback. Overall, students were in consensus about my ability to lead an effective discussion and to create an inclusive and accepting environment. They also commented about the relevance of class material and enjoyable, engaging activities. One of the class activities was a collaboration with Cal Poly Humboldt's Center Activities to provide a simulated exercise of how summer camp counselors interact with children in middle childhood. The activity had just taken place before the Mid-Semester Evaluation so I was eager to hear how students liked it. Students suggested I continue this activity in the future. I also had the facilitator ask students something I was considering implementing for next semester: a reflection paper based on the activity with Center Activities. The report indicated that students were "VERY interested" in this idea and I included this as a writing assignment in Spring 2018, replacing another assignment.

In terms of suggested changes for this course, students commented about the PowerPoint presentations. Some students did not like how I clicked around to different slides during the presentation. This was addressed in Spring 2018 by reordering the slides in a way that made more sense to the presentation. In opposition of my PSYC 414 class, students in this class felt there were too many words on slides, so I made an effort to make slides more concise or create another slide to reduce the amount of information on one slide. Although students thought study guides were "extremely helpful" for exams, they did request that they receive them sooner. This was something I changed for the rest of the semester. Study guides were given one week in advance of exams. Since then, I posted the study guides for all exams at the beginning of the course.

End-of-Semester Evaluations. Students especially enjoyed the open conversations in class and interaction with classmates. One student commented that through class discussions, students' voices were heard and respected. Another student noted that hearing others' perspectives helped solidify course content. This signals that students were invested in class discussions and were making connections that strengthened learning. The class felt examples and material were relatable. Last, the class enjoyed the group facilitation with Center Activities. During the activity, students were engaged and enjoyed communicating with their peers. Most important, they felt the activity helped explain how concepts in class can be applied in a real-life setting. Students suggested I integrate more videos, activities, and guest speakers into the class.

Self-reflection. I taught two sections of human development in Fall 2017. This was the first time I taught a class on the entire lifespan. I had formerly taught a class on childhood and adolescence. When preparing for this class, I used my previous material. In the class on childhood and adolescence, we dedicated one week to biological development, one week to cognitive development, and one week for psychosocial development for each age period. Although I removed some material, overall I had too many PowerPoint slides and too much material to cover in each lecture. I found it worked best to have about 30-35 slides for each lecture.

I had a conversation with a student in this class about the course, and she talked about one of her favorite professors who taught a similar class and what she did in that class that made it easier for students to remember concepts and make connections. For example, when discussing child development, that instructor brought in drawings of children at different ages so they could compare developmental stages. She also frequently told personal stories and

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

also brought in stories found on the internet. This advice was echoed by Dr. Gregg Gold in our meeting after he observed my class. One of his suggestions was to include more stories from the news or on the internet to capture students' attention and draw connections between the material and the world we live in. This is something I occasionally do but can include more of.

One of the difficult experiences I had in this class was one international student who had great difficulty with my teaching style. I use a constructivist approach so I rely a lot on other students' information and experiences. A lot of time is spent in class discussion. This student was performing poorly on exams. I asked him about the notes he took during class. He said had difficulty writing notes because of everything students were saying: he couldn't decipher what was correct or not. I explained to him that those discussions were meant to hear different perspectives and critically think in a safe environment, not necessarily to get a right or wrong answer. This student made me think about my responses to students. Typically, during discussion I am very open and accepting of students' comments, but I can do a better job of differentiating what is supported by research and what is not while still being sensitive to cultural and other differences.

PSYC 240 Foundations of Research Methods in Psychology (Formerly Understanding Research in Psychology)

Fall 2022

This is the first time the course is being taught in the new psychology major. The course went through a name change and is now the first in a sequence of two research methods courses that all psychology majors must take. The vast majority of students will have taken statistics, or are concurrently taking statistics, which will drastically impact how I cover the two statistics chapters in the textbook and how I talk about statistical tests and concepts later in the course. I am hoping this leads to a more equitable experience for students since almost everyone has taken statistics. Before, there were quite a few students who had not taken statistics.

I was able to incorporate feedback from students who took the course in Spring 2022 into the design of the course. First, I changed the in-class practice assignments, which many times ended up being attendance because we did not have time for them, to formal practice assignments that resembled homework. Students submit these assignments in Canvas and a key is posted for them with the correct answers. Points are given for them attempting the questions rather than correct responses. This is consistent with equitable teaching practices.

I was also able to integrate more Cal Poly Humboldt Library SkillShops into the course where students gain points for earning Badges in different topics: Reading Scholarly Articles, Advanced Research, and APA Citations. I was able to make some changes that I have been wanting to do for a long time. I pre-recorded lectures that are very information heavy and typically have very little interaction, such as going over APA style and formatting. My hope is that with students watching the video on their own time, we will be able to spend more time in class on practice problems and activities. I was able to use Panopto for the first time which will hopefully improve the accessibility and functionality of my recorded lectures.

Spring 2022

Two years had passed before I taught PSYC 240 again. The last time I taught the course, it was disrupted mid way through the semester because of the switch to virtual education. I offered the course in Spring 2022 face-to-face, which is the ideal format for the course in my opinion given its significance in the major. This was the first time I was teaching the course with a new textbook. I chose a free Open Education Resource (OER) textbook for the course. It was important for me for all my courses to have free textbooks. As a result, I had to restructure the course, the course schedule, quizzes, exams, and more. The textbook does have limitations that I discussed with students in class. I have made efforts to supplement the limitations of the textbook with additional readings and resources.

This was also the first time I taught the class since completing the Course Transformation Institute with the explicit goal to infuse more diversity, equity, and inclusion into PSYC 240. I incorporated more readings, research studies, and discussion about historical inequities in science and psychology. One challenge was to find the best places to discuss these topics since there wasn't a clear match with chapters in the textbook.

Another change I implemented had to do with exams. In my PSYC 414 course, I had implemented time for students to get into groups after they had individually completed the exam. This allowed them to consult with their peers before submitting their exams. The students seemed to enjoy being given this time to talk to their classmates. It is difficult for me to compare prior exam performance since the exams had changed with the new textbook. One thing I will try is to make sure students are talking to different students since I noticed a lot of homogeneous groups.

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

This semester I removed the vocabulary tests for each chapter and the final exam with vocabulary as students indicated it was overwhelming with so many terms at the end.

End-of-Semester Evaluations. Overall, this course continues to have the lowest average rating of all my courses at 4.5. Students really appreciated that I created an environment that was respectful of diversity (for example, diversity based on ethnic, racial, or gender identity) where my average rating was a 5. Students also commented that the syllabus was clear and I was available to help. The lowest scores were for receiving feedback on things like tests, assignments, and projects that helped me improve (3.9), materials used in class (like readings, articles, textbooks, videos) helped me better understand the course content (4.0), and I felt encouraged to explore materials outside of class to improve on what I was learning (4.3). Indeed, it was very difficult for me to provide feedback to students in a timely manner, especially toward the end of the semester when I took on additional responsibilities as the Co-Chair of the psychology department in April 2022. Student reported being most engaged in discussion time when they heard from everyone's point of view. They also enjoyed time in class when they were answering quiz questions or answering questions posed to them on the spot. I will continue to incorporate more of this the next time I teach the course.

Students had several suggestions for improvement. One student commented that attendance through in-class participation activities was weighted too much and commented that the practice was not inclusive: "and can be more harmful than helpful when a student is deciding on attending a specific day. We are adults and know how much were paying for class and can decide whether or not we should go based on the material. If our test grades, exam grades, essay/ assignment grades are A, we should have a B in the class based on attendance." I took this comment to heart and did a major rehaul of the point system for the next iteration of the course. Another student commented about my time management during class, specifically about spending a lot of time on describing research studies, when we were already behind in lecture. I will be more cognizant of this while preparing future lectures. Perhaps a more effective use of time would be practice or other activities.

Self-reflection. This was a very unique class for PSYC 240. Typically, I have at least 30 students in the course and sometimes it is close to the cap. This was a very small class of 16 and a very quiet class and it was hard to get students to interact and engage with my questions. I had one student come up to me after class to give me advice about how to make the class more interactive. Students seemed to really enjoy when I asked them questions, especially when the questions were about diversity, equity, and inclusion. As in previous iterations of PSYC 240, attendance was an issue. I tried to make attendance worth a lot through in-class practices, but students did not appreciate this and commented about it in the end-of-semester evaluations. I need to continue to find ways to make the course more interactive. Additionally, I tried to really do everything to make the end of semester group project go smoothly since comments from students during the pandemic were very negative. I started them meeting in groups very early, gave them time during class to work on projects (1 whole class period), but students still complained about group project. I did not do mid-semester evaluations which may have contributed to lower evaluation scores at the end of the course, as has been the case in previous courses. At the end of the course, I emailed the top performing students and encouraged them to go into research or join research labs in the psychology department.

Spring 2020

I made several changes to the course based on feedback and student evaluations from Spring 2019. In addition, I integrated ideas from a teaching conference I attended at a psychology conference. One of the ideas I implemented was to focus on vocabulary comprehension by having vocabulary worksheets and a final exam which tested over 100 vocabulary terms essential to future psychology courses. I also had students complete an APA quiz twice, once in the beginning of class and once at the end of class. This assignment encouraged long-term retention of the material, emphasized the importance of learning APA style, and gave students a second chance to perform well.

Additionally, I changed the structure of the literature review assignment. Students worked individually to complete annotated bibliographies and a reference page, but then combined their annotated bibliographies with 2-3 other students to complete a group literature review assignment. This assignment required students to work together and use teamwork skills while also being exposed to additional research articles on a topic of interest. This semester, I provided more guidance on how to write a literature review.

End-of-Semester Evaluations. Student rated the following items very highly (4.9): "The instructor was able to create an atmosphere that was respectful of diversity" and "I received feedback on things like tests, assignments, and projects that helped me improve." The first item is important to me, especially in a research methods class, because

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

some might argue that it is difficult to infuse research methods with diversity. I disagree. Even in a class like research methods, we talk about things that matter while creating a safe space. One of the lower ranked items (4.4) was: "The instructor set goals that challenged me to do my best work." I feel responses for this item were influenced by the COVID-19 pandemic because I was very flexible with deadlines and communicated that students just needed to turn assignments in.

For the times when students felt most engaged, excited, and involved, the most frequently mentioned activities were the Plickers. One student said this was a "fun way to really see if I understood and remembered the lecture material." This was the first time I integrated Plickers and Kahoot! into this course and I will continue the game-like quizzes in the future. Early feedback solicited from students indicated that students wanted more interaction during class rather than lecture. I attempted to do this by having them work with a partner more. One student commented on how helpful this was, noting the instructor used "frequent stops to talk to a neighbor or compare work and this provided a nice break from note taking and soaking up information to actually utilizing the skill or topic we just discussed." Students had time to reflect and check their work. I will continue to spend more time in class practicing material.

Last, students appreciated the supportive and caring environment. Students commented that I always wanted them to do their best. Students also appreciated that I checked-in on their mental health after our switch to a virtual learning environment. A student noted that during discussions, "She acknowledges people's political and social standings and bridges a safe space for all students to succeed."

For recommended changes, students suggested additional activities to help with learning vocabulary words. One student suggested more practice in class with games. Students also requested that the Canvas webpage is clearer and I will change this in Spring 2021 by using Pages to organize sections. Students commented that group work was overwhelming and recognized that this was partly due to the class transitioning to an online format because they hadn't interacted with group members previously. Ideally, students will have time in class to work with groupmates.

Self-reflection. One of the biggest changes to the class this semester was the format change from an hour and 20 minutes twice a week to 50 minutes three times a week. With this change, I hoped that students would be engaging more frequently with course material. I felt the change was good and will keep this format going forward when we return to face-to-face instruction. Unfortunately, because of COVID-19, I was unable to have a Mid-Semester Evaluation in this course.

I had a few students who really struggled with the class and getting assignments in. I met with one student and spent a substantial amount of time finding empirical articles with her. After COVID-19, I met with one student and learned that he no longer had access to the textbook now that the library was closed. This course is already difficult enough for students without a pandemic, and it made it really hard for students to stay motivated after the transition to virtual instruction. It did not help that we were covering conceptually more difficult material after the transition.

I was really happy to see that mental health was mentioned in the student evaluations because I made an effort to communicate how important mental health was during this stressful time and made weekly inquiries about it.

Spring 2019

I made several changes to the course based on feedback from Spring 2018. One thing I changed was to give more guidance for the annotated bibliography assignments. I discussed the assignment and expectations in class and allow students to ask questions to clear up misconceptions. This time around, students were well prepared for the library visit. We talked about what they would be doing at the library and I put up goals on the board (narrow topic, find 3 articles, start APA reference page). I gave them a handout where they could list up to 5 topics the day before. They brought the handout with them and I went around to check their topics during the library visit.

I also rearranged APA style and formatting to the beginning of class and we spent a lot of time in class doing APA practice work. I gave them lots of extra credit opportunities such as APA worksheets and an APA online SkillShop tutorial from Library. As a result, there was a big increase in the average APA quiz scores (up 10% from the previous year).

I made an effort to break up content by including more discussions as well as opportunities to practice including worksheets, fill-in-the blank questions, and multiple-choice questions. Last, I added a written assignment with the goal of better preparing students for future psychology classes. This assignment was a mini literature review in which students integrated the three annotated bibliographies into a cohesive paper.

End-of-Semester Evaluations. Students reported being most engaged, excited, and involved as a learner when

Xxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

we completed in-class activities and problems together and when real-life examples were presented. One student commented on the application of class projects: "I was working on a literature review of a topic I feel strongly interested in. I appreciate Dr. Xxxxxxxxx encouraging me to take my project further, outside the bounds of the classroom." Students commented on the "comfortable classroom atmosphere" where "the professor makes sure everyone understands and really understands and thoroughly explains when students ask questions."

Some students in the class were extremely curious about things related to psychology and especially psychological experiments. I thought it was important to dedicate time to answer their questions even if they were not directly tied to class concepts. One student noted this in their comments: "I was constantly engaged in class and discussions which better helped me to understand the material. My questions were always answered and even if I did not totally understand we stayed on the topic until I did. I really enjoyed learning in lecture and covering the material that did not really make a lot of sense reading, but certainly did after class. I really like how this semester went and I cannot begin to explain how much I learned." Another student commented: "Overall, I really appreciated the current events that Professor Xxxxxxxxx would bring into class. They would explain the connections to the topics and served as great examples for the exams. It served as a method to keep me motivated and intrigued to the topics. I was also encouraged to share questions, examples, and thoughts. There was never a moment that the conversation was cut due to timing. It was encouraging to really dig into the topics with my peers." It was amazing that we could have these kinds of discussions in this class.

Students recommended several changes. Some comments were related to clarity of lecture slides and explanations given in class. Students wanted better explanations of class concepts with more examples. One student commented that the class would have benefitted from more people participating in class discussions. Another student request we spend time in class reviewing material before exams and having "smaller in-class quizzes to reinforce information and learning." More than one student commented on difficulties presented when I pushed back the deadlines for papers because they ran into other deadlines. This made finals week especially overwhelming for students with all the assignments due.

Self-reflection. One of main difficulties of this course was that there were scheduling problems and it ended up being at 5:00-6:20pm in a terrible room, which isn't the ideal time to be learning, especially for a research methods course. As a result, there were very high absences in the first couple of weeks which continued throughout the course. A student commented that the "energy is really low" as a result of the class time. This class had one of the lowest evaluation scores I received which was consistent with my perceptions of the class. Although some students were really into the content, I felt I lost many students who were demotivated or disinterested in the course.

Reading three page-long annotated bibliographies and a literature review was overwhelming and I almost didn't make the grading deadline. In Spring 2020, I will implement a group literature review assignment to cut down on grading demands at the end of the semester.

There was one incident when a shy student put her hand up and her response was overpowered by an impulsive male student. The shy student was exceptionally quiet after that. I tried to acknowledge what happened during class by saying that she "had her hand up" and the male student said, "oops". I spoke to the shy student after class and sent a follow-up email to apologize for what happened and encouraged her to continue participating in class.

Spring 2018

Mid-Semester Feedback. Students' comments were mostly positive. Students appreciated the supportive classroom environment in a difficult course, the PowerPoint slides, the classroom discussions, and my enthusiasm in teaching the course. Students noted that the in-class videos, pictures, and charts helped give real-life examples of course concepts.

For points of improvement, one of the issues that came up (also mentioned in my collegial observations) was that some students had their phones out during class and this was distracting to other students. I will address this in my Fall 2018 courses by explicitly talking about my policy and what I will do if I see phones out. I will ask students to put their phones away or to step outside.

Students requested more interactive activities and discussion. Although the class started out with a lot more discussions, as we progressed, the course focused on more complex topics and more time was spent delivering content. Due to the amount of material I was trying to cover, some students reported my pace was too fast during lecture. I will be more cognizant of this in future classes.

End-of-Semester Evaluations. The items that received the highest support were "I received feedback on things

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

like tests, assignments, and projects that helped me improve” and “The instructor clearly demonstrated how each topic fit into the course.” The items that received the lowest support (4.0/5.0) were “The instructor set goals that challenged me to do my best work” and “I felt encouraged to explore materials outside of class to improve on what I was learning.” I am working to make sure students feel challenged in my courses. Many of my pedagogical techniques focus on improvement and giving students second chances. Several students commented that they had many opportunities to get a good grade in the class. However, this may mean that some students are not experiencing a challenging environment. One of the things I am working on is how to reach students with all knowledge and skill levels in my class.

Some of the aspects of the class that students especially enjoyed were lecture activities and class examples which made the material easier to remember. One student commented that they noticed changes after the Mid-Semester Evaluation in terms of the pace of the class. Students requested more help with APA formatting which I plan to address with more time in class for practice activities.

Self-reflection. Research Methods is a topic I enjoy and have wanted to teach for a long time. I previously taught a course on qualitative research methods, but this course focused on quantitative research methods so there was not much material I could borrow from. Dr. Maria Iturbide teaches the more advanced version of the course and introduced me to a textbook that I adopted and will continue to use in the future. I learned a lot from teaching this course and have much to change for the next time I teach it in Spring 2019. One of the biggest differences in this course was the number of freshmen and sophomores compared to juniors and seniors. In Fall 2017, I taught upper-division courses with mostly juniors and seniors. One of the biggest lessons I will take forward is to tailor my instructions and assumptions accordingly. I assumed that students have used TurnItIn before to submit papers, but many students had not. They were unaware of how to use TurnItIn as a tool to check their similarity and make changes to their papers. In the past, I've also given feedback using Microsoft Track Changes, but students have difficulty with this, too. Another assumption was that students would read instructions for how to complete the annotated bibliography assignment. Next time, I will be spending time in class explaining this assignment.

One proactive thing I did based on Fall 2017 feedback was to have students in this class learn their classmates' names. We spent the first 5-10 minutes of the first 3 weeks of class talking to classmates and learning names using different techniques. I explained to them the first day why we were doing this activity. There is empirical research on how knowing each other's names builds community, which is important in a difficult class like PSYC 240. I am hoping it improved their connection to school and the instructor by building a sense of belonging. I also asked the class to talk about their strategies for learning names and connected it to memory and studying for classes. For example, we talked about the importance of repetition and making cues for retention and recall. I did a reflection at the end of week 5 and found the activity really helped me learn their names. I was able to use their names during class, which hopefully reinforced their own learning of each other's names. Dr. Frank DeMatteo in his observation noted that I had a good rapport with the class. I think these early activities facilitated this rapport between the students and myself, but also between students.

I had Kelly Hangauer from the Library present a Research Tutorial to students during one class period. The tutorial was great because students were able to spend time exploring possible articles to use for the annotated bibliography assignment. For the next time I teach the class, I will spend more time in the class session before discussing the assignment and having them explore a topic. I will have them submit the 3 articles they are going to use before submitting the first assignment so I can review them to see if they meet requirements of being peer-reviewed, empirical, and recent. I will also have them complete the APA citation for these articles ahead of time so they can receive feedback and make corrections. One thing I learned was that almost the entire class waited until the last day to complete the assignment. I would like to make it part of the library assignment or another assignment to break down this assignment into smaller components. For example, I would like them to complete a template for the annotation.

I had the opportunity to try out a pedagogical strategy I have been wanting to try for a long time which is allowing students the opportunity to earn back points on an assessment so that students are learning from their mistakes. The assignment was an APA style quiz which is a difficult and tedious topic for students. I highlighted questions that students missed on the quiz and gave them the opportunity to earn back 1 point for each multiple-choice question (originally worth 3 points). In addition, I asked students to submit a paper with the correct answer to the question, where they found the answer, and a note about why they got the question wrong. This allowed students to reflect on their thought processes during the quiz and re-study the material. I also urged students to review the questions they guessed but got right. Not every student took advantage of the opportunity, but I believe those that did benefitted from it.

PSYC 414 Adolescence & Young Adulthood

Fall 2021

Although many courses were returning face-to-face in Fall 2021, I was not ready to go back to campus yet and chose to keep the same format from last year (live synchronous sessions once a week and asynchronous recorded lectures).

End-of-Semester Evaluations. I received high scores for my clearly syllabus (5), clearly demonstrating how each topic fit into the course, instructor availability, and creating an atmosphere that was respectful of diversity. Students were most engaged, excited, and involved in synchronous lectures and break-out rooms, and when completing assignments like discussions, Flipgrids, and papers. Students especially enjoyed the uniqueness of the songs and paper assignments. One student commented, ““Our writing assignments allowed us to be more subjective and personal with the content we chose, while still working with course material and core objectives.” Students were appreciative for the options they had in choosing their paper topics. Students also mentioned the applicability of the course. One student said, “The information I learned and researched from this class directly helped me in my work with adolescents.” One student complemented me on “providing updated and diverse views on the topics.”

In terms of improving, students would have liked longer synchronous lectures and specifically more time in break-out rooms. They also requested if we had to have a group project (which some students thought we shouldn't), that it should be due earlier in the semester instead of after the final exam. In most cases, students have projects in my class that are due the week of finals. Perhaps they would like to have the order switched where the group project is due the week before finals and the last exam is on the day of the final. One student commented on the heavy reading load.

Self-reflection. One of the things I did new for this class was to spend the first 10 minutes asking the class to put something from the week's reading that was surprising, interesting, etc. in the chat as a way to start out the class. This was a little bit of an accountability check but also got students thinking about the content. One student commented in the evaluation that it was a nice way to get everyone to contribute.

I am aware that my song list for “Songs of Adolescence” could be more diverse in terms of people's identities, . I was fortunate that some students volunteered songs at the end of the course that I will add to the next iteration of the course. Another student was grateful for the shorter recorded lectures that I adopted in this class instead of the longer ones I recorded pre-pandemic for my PSYC 311 class. I would like to eventually re-record my PSYC 311 lectures to be more similar to PSYC 414 but this will be a significant time investment.

Fall 2020

Due to the COVID-19 pandemic, this is the first time I taught this class in an online synchronous format. I recorded my lecturer for students to listen to asynchronously and we met once a week during Zoom for the synchronous part of the course.

Based on Fall 2019 feedback and changes due to the COVID-19 pandemic, I decided not to require a textbook for this course. Instead, I had articles and other readings available for students on the Canvas course page. Because it was very time consuming to read all their journal entries last semester, I shortened this assignment and also removed the creative elaboration, which was suggested in the evaluations.

End-of-Semester Evaluations. Some of the highest scores were that the instructor was available, created an environment that respected diversity and that the course syllabus was clear (all 4.9). Students were most engaged, excited, and involved during live lectures and participating in discussion forums and Flipgrid videos. Students commented that the assignments were “engaging and fun.” Students were especially impressed with the Flipgrids with one student saying “The Flipgrid activities provided me with a sense of community with my peers and made virtual learning not so lonesome. I also was able to assess where I stood in terms of comprehension by listening to my classmates share.” Another student commented about the discussion forums: “I usually am not the biggest fan of discussions every week because I sometimes feel stressed about looking up information needed for those discussions but in this class we got to reflect on our own personal experiences at adolescents and reflected on a song every week too which was very cool.” This was exactly my intention for these assignments which serve as an introduction to the material for the week. One student commented that the papers were relatable and personal which took some of the pressure off for the student.

Some of the requested changes for this course from students were in line with other courses suggesting there was too much work. However, the assignments in the course remained the same. This may have been a result of

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

students adjusting to online education and/or the various stressors they had in their lives. Students requested having time in the live session to discuss the readings: "There was a lot of readings assigned which were never really discussed. Great material in a lot of them, would have loved to spend class time discussing the readings more." Almost everything that came up in the improvements section was already mentioned when I asked students about the course.

Unfortunately, due to the heavy workload of having to record lectures, I did not have much time to prepare discussions for readings. In the future, I might dedicate time during class talking about the required readings. This is not the first time that students have requested this, especially in this class.

Self-reflections. It was the first time I had so many students in the course who haven't met the prerequisite because many other courses were full. It was also the first time this particular course PYSC 414 was overenrolled. This was the first class where I implemented a part of the exam that was completed in a group. Students first got time to answer questions on their own and then were put into break-out rooms to consult with the peers. Students mentioned it as a positive thing in the course evaluations. It was interesting to see the similarities and differences with PSYC 311 which I also taught the same semester. Much fewer students in this course mentioned live lectures and many more mentioned Flipgrids and Discussion (learning activities). The number of students who liked Flipgrids really convinced me to use more of these in other classes and in the future (after we go back to face-to-face).

I had two students reach out to give me feedback about how helpful the class was to them. Students like hearing from their classmates, relating material to their own lives, and appreciate that I care about them and want to hear from them. This was the first time a student commented that they were the most engaged when they read feedback from me. That was surprising. One student appreciated that I reached out to them when they weren't doing well.

Fall 2019

I made several changes to the course based on the previous year's feedback and as a result of the Course Design Institute and the ESCALA Institute I attended that summer. I added an additional paper assignment that required students to reflect on their identity and required students to include class concepts for support. I moved the current event to the end of class and also required that current events related to the material we covered that week. I made sure that current events were primarily an application assignment and not just a research presentation, although finding empirical sources was still a requirement. I implemented students' suggestions to bring in guest speakers by inviting three speakers from the community to give guest presentations. I added additional readings and included short-essay questions on the readings on the exam.

Mid-Semester Feedback. Students commented on several changes I made, which was encouraging. Students noted the instructor "brings in outside sources to connect with material" and uses personal experiences and examples to make class more engaging. Students also commented on the "inclusive and open" environment with "no judgment" and "open discussions" that integrated multiple perspectives. For things to change, students requested more details on PowerPoints, clearer/less vague instructions for assignments, less reading (e.g., articles every other week or instead of chapters), and less time spent on the Songs of Adolescence activity. In the Last Class Interview, students recognized that changes were difficult to implement because of the power outages and class time lost. I removed the Songs activity and students thought that was a good choice given the time restraints. Students also mentioned they were grateful for extra detail in the PowerPoint slides.

End-of-Semester Evaluations. Students were appreciative of the lengthy and detailed feedback I gave on their writing assignments. One student commented, it "makes students want to continue to turn in their best work." Many of the written comments were centered around course applicability. Students liked the topics of papers: "Writing the papers really got me the most excited because the papers were about topics I actually wanted to speak about." In addition, students recognized the effort I put in to recommended readings and videos. One student said, "The recommended readings and videos offered more application and kept me involved outside of class." I was also glad to see that students benefitted from the multiple formats of learning, something I was more conscious of this semester. A student summed this up by saying, "I learned so much because it hit on every way of learning, visual, auditory, verbal, and written." One student said that I liked to hear from my students, which validates that they perceive they are valued and that I care about them.

Self-reflection. I felt like I had a really strong connection to this class and perhaps it was because of my efforts to share more about myself and to ask them more about themselves very early on through Flipgrid videos. I worked really hard to include resources and to bring up topics in the news to get them thinking about applications to course

Xxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

content. I implemented reflection assignments in the form of journal entries which led to subjective feelings of being closer to students when read about their personal experiences and commented on their entries. This assignment really helped me gauge how they are thinking about concepts and what connections they are making.

Students were very vulnerable in their Flipgrid videos, their journals, and their paper assignments. On more than one occasion, I thanked them for being brave and for sharing such intimate aspects of their lives. I recognized that it is difficult to reflect on challenging aspects of their lives. Even though students mentioned having to take breaks from writing their papers, the fact that they continued demonstrated growth and resilience.

There was one incident in class that had me reflect on a strategy I implemented from the ESCALA Summer Institute. I asked students to pair up to discuss their thoughts on a question related to ethnicity and the effects of working for high school and college students. I used the popsicle stick method to call on a student. Students have the option to pass but this student didn't although she was noticeably nervous about answering the question. If I use this tool again in the future, I will remind students more frequently that they don't have to answer. After she struggled to answer and enforced a stereotype, two students of color were vocal in their disapproval of her answer and were quick to respond. I would have also responded to the student with the same information but in a gentler way. After class, I reached out to the student and let her know that I should not have put her in that position. During the next class, I reminded the class about the safe space we created for learning and used it as a teachable moment.

Fall 2018

I implemented several changes based on feedback from the Fall 2017 course. I had students sign up for a current event on the second day of class so presentations were more evenly spread out. I limited the time on current events by setting a timer and not allowing presentations to go over 15 minutes and 5 minutes for questions. In terms of class organization, one of the biggest things I changed was point distribution in the course. I implemented 3 exams instead of 2. More frequent exams will allow students to have earlier feedback on large assignments as well as break up the amount of material they have to study at once. Early feedback allows students to adjust studying efforts and change time allocations for the course, if needed. While each exam made up 27% of students' grades in Fall 2017, each exam will make up only 17% of their grade in Fall 2018. In addition, I reduced the percentage of their grade earned from quizzes from 13% in Fall 2017 to 8% in Fall 2018. One of the reasons for this change was to make the current event and paper assignments worth more of their total grade. In addition, in Fall 2017, quiz questions were taken at random using the Connect software and did not always reflect the most important concepts of the chapter. For Fall 2018, I included only relevant and important questions on quizzes. I reduced the amount of extra credit offered from Fall 2017 to Fall 2018 from 5% to 2.5% of the total grade. For the current event assignment, not all students related their presentation back to theories. I am changing the instructions and rubric for this assignment to reflect the need to reference developmental theories and concepts.

Mid-Semester Feedback. During the Mid-Semester Evaluation, the following issues were identified: time limits for discussions and more group assignments to keep students engaged. Students felt sometimes class discussions went on for too long. Students suggested limiting the discussions and also wrapping up the discussion with clear take-away messages. Second, because of the use of Plickers for participation, students were spending less time talking to one another. Students suggested to break up lecture more to allow them to engage with one another and participate in group activities. I discussed the results of the feedback with students and made changes accordingly.

End-of-Semester Evaluations. Similar to the previous year, students enjoyed the current event presentations and appreciated the time limit imposed to make "sure they were manageable and not straying too off topic." However, having the current event at the beginning of class led to several students coming in late and this was a huge distraction. Students thought these presentations led to good discussions and the assignment allowed them to do research and relate it back to class concepts. Last, one comment in the evaluations indicated that the course was not too difficult and not too easy which related to a previous concern about the course being too easy.

Self-reflection. This year, I did more to set up the ethnic identity activity and convey the importance of culture, which is critical to our cognitive development, identity development, and understanding of the world. The activity went smoother and I got to hear from more students. In addition, I used the failed example from Fall 2017 as a learning opportunity multiple times in the course, including the first day when we developed ground rules.

One challenging experience in this class was that an international student plagiarized a paper assignment. I scheduled a meeting with the student and discussed the seriousness of the issue. The students did not see that what he did was plagiarism. I showed the student the similarities with his paper and the original source. I wanted the student to

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

leave making sure he knew that what he did was plagiarism. The student was able to make-up the assignment with a limit on the grade he could receive.

One of the students in this course gave me in-person feedback about the inadequacies of the textbook, being written by a white, heterosexual male. I very much valued this feedback and made changes to the readings in Fall 2019. I later asked this student to be my TA in Fall 2019 and he had wonderful ideas about how to improve the course.

Fall 2017

Mid-Semester Feedback. Overall, students' comments were positive. They liked the current event assignment, discussions, PowerPoints, and study guides. Students felt prepared for exams. Students listed the positive feedback they received as a strength of the course and felt the pace and amount of information presented was good. Students mentioned the accommodating and helpful nature of the instructor.

Comments regarding suggested changes were primarily for lecture and discussions. Students requested "more specific information on PowerPoints". There were places where bullet points were only 1 or 2 words and some slides contained no words at all, only an image. Going forward, I made an effort to provide more details in my PowerPoint slides. This course had a heavy focus on discussions and relying on students' lived experiences. One suggested change was to have "less anecdotal information on lecture." This comment was a little ambiguous because it could be referring to my own anecdotes or students' anecdotes. I used to rarely mention aspects of my personal life, but in several workshops I attended, I learned that sharing personal information about yourself can help students relate to you. I use stories from my life to illustrate concepts in class. Perhaps these anecdotes could benefit from a clearer connection to research or statistics. One thing that students requested was to have quiz reminders on the day of the quiz. I changed upcoming lecture slides to put a quiz reminder on the first slide of a new topic.

End-of-Semester Evaluations. In the written portion of the evaluation, students commented on their favorite parts of the class, such as how the assignments (paper and current event) helped them apply material to things that mattered in their day-to-day lives. For suggested changes, students noted that current events should be more spaced out and there should be limits imposed on them. I had students sign-up throughout the semester to give them more freedom to choose a date that reflected when they found a current event they wanted to present on. However, this led to no current events in the beginning of the class, and sometimes 2-3 current events a day in the final days of class. In Fall 2017, the current event assignments were so high-quality that I often let the discussion and question/answer portion go over the allotted 10-15 minutes. However, this cut into class time. Last, students requested less small group discussion and more full class discussion. Often during activities, students would have a good amount of time to discuss with their smaller groups, but then would have less time to discuss as a class. For future classes, I will even out the time to equalize both types of discussions.

Self-reflection. This was the first time I taught Adolescence & Young Adulthood. There were a few instances with individual students that I reflected on. One student came to me and did not want to do the current event assignment which involved giving a 10-15-minute class presentation. He asked for an alternative assignment because he had an extremely negative experience last semester giving a presentation in another class. He froze up. I knew this student had a friend in the class and I encouraged him to complete the presentation with his friend (partner presentations were allowed). Typically, I am very flexible, however, I felt this student needed to give this presentation because it would be an excellent personal growth opportunity for him. Inevitably, he will have to give another presentation in front of his peers, and I felt it was best to do that in the safe, inclusive environment we built in this class. After more encouragement, he signed up for a presentation date and gave an excellent presentation. I sent a follow-up comment in Canvas giving him positive feedback and he sent this response: "Yeah, thanks for not letting me wuss out. Felt good not freezing up! I've learned it's better to go with what you know instead of trying to memorize a whole 'perfect' presentation. I appreciate you for that and hope you enjoy the rest of your career as a wonderful teacher!" This student's friend came into office hours after the presentation and said his friend was less nervous during his presentation in my class compared to a class he recently gave a presentation for. He said he thinks it's because of the way the lecture is set up. He was used to talking in my class and perceived a comfortable environment. He had never said anything in the other class.

The most difficult incident that occurred in class was during the week of identity development. I incorporated "An Activity to Start a Discussion on Ethnic Identity" by Professor Matthew Lee from James Madison University. This activity involved students presenting something from their culture to represent their ethnic identity and its development over time. Students shared with one another before a couple students shared with the entire class. At the

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

end of class, one student loudly said as they exited that the activity was a waste of time. I felt the activity went well and many students enjoyed it, but the purpose of the activity was not clear to all students. I also felt that students' cultures were being disrespected as it was mostly Latinx students who presented. After reflecting, I decided to discuss the activity more at the beginning of the next class. I wanted to do a better job relating the activity to the topic of ethnic identity development, specifically how some students may never think about ethnic identity development because they are from the dominant culture, while others may struggle with it for years. I spoke to Dr. Tasha Howe about the incident. She helped me gain perspective about how certain groups may feel attacked or bashed because classes repeatedly discuss marginalized groups.

PSYC 311D Human Development Discussion

Spring 2021

This is the second time I taught this class and my average evaluation scores greatly improved from 4.1 to 4.8. I incorporated a lot of feedback from last time such as removing some of the work that was not as essential to completing the course such as reading checks.

This course was in a different format than the last time I taught the course. Because it was during the COVID-19 pandemic, this course was offered once a week synchronously through Zoom. Unfortunately, this was the last time this course will be offered since we no longer have the two pathways in the program and this course was part of the graduate study pathway as a discussion course. I may be able to use some of the content in my PSYC 311 course.

End-of-Semester Evaluations. My highest scores revolved around creating an atmosphere that was respectful of diversity, clear course syllabus, able to apply what I learned, clear how each topic fit into the course, felt encouraged to explore materials outside of class, and instructor set goals that challenged me to do my best work (all 4.8 and above). The lowest scores were centered around the materials and activities used in class (4.5 and 4.6, respectively). Students especially enjoyed the time in class spent discussing the readings and being put into break-out rooms: "Hearing different sides and ideas from my peers opened my eyes to new topics." They appreciated that I brought questions they had in online discussion forums into our synchronous class discussions. One student commented, "Xxxxxxxxxx is one of the most amazing, engaging, kind professors I have ever had. I felt very engaged the entire class!"

Some of the students' suggested changes related to the course workload and assignments. A lot of the changes were related to the special circumstances related to the COVID-19 pandemic and having an online class: "It was just a lot to navigate, especially during these times" and "It's very difficult to do group projects in an online setting and it took me a long time to get all my group members to come together and do their work. I would recommend not having group projects in an online setting; it's way too stressful." Some students reported that even though group work was challenging, it was also very rewarding and they learned a lot from their classmates. Because of the stressfulness of the semester, students were very appreciative of me checking in with them and taking "the time to find out how we all were." I also felt this was especially important because of the class format and the stress of the pandemic.

Self-reflections. Some of the same issues from the first time that I taught the course: students confused about what the proposal was supposed to be about. Some groups had to write the proposal over. It would be better to make sure everyone is on the same page at the very beginning to avoid re-doing work. I could make the group project more the same for everyone and this will reduce the workload.

I felt I had to be more involved in groups this time because of the online nature of the class. I actively mediated a confrontation in Zoom room with group and was intrusive in sending emails to groups to get them to work together. Even with the time they had in class to work together, there were still issues. How can I make sure all group attend class when they have time in class to work in groups? This is a continued challenge. However, overall, there was pretty good attendance throughout the class and everyone attended the presentations on the day of the final exam.

There were some things that were better this time around: I scheduled in a lot more time in class to work on labs and group projects. Some classes were hour-long work sessions and groups could ask questions. I had groups or group members coming into office hours! If I did group projects in the future, I think I would require this for all groups just to make sure they were on the right track. This may be something I eventually build into PSYC 240

Students still said it was a work heavy course, but not nearly as many comments about how stressful the class overall was. I also addressed the workload question earlier in the semester and let them know I did not want to cause more stress to their lives. I tried to be more transparent about the work I was assigning, such that it was meant to prepare them for graduate school so they will be confident when they have to do a literature review or proposal in the future. I think I had less feedback at the end of the semester because I addressed this earlier and several times

throughout the class.

Spring 2019

End-of-Semester Evaluations. In their written comments, students felt most engaged, excited, and involved in class discussions. Students commented on the helpfulness of hearing new perspectives and thinking critically about class concepts. In the words of one student, “Discussion was a time where we could have our fellow classmates come up with real world examples and the professor added guidance. Being able to ask questions and talk about different perspectives on a topic was very helpful in gaining different perspectives.” This comment supported my role as a facilitator in the course. One consistent comment was that students felt “comfortable enough to engage and add to the discussion.”

The changes recommended in the formal evaluations were the same as the informal inquiry I made on the last day of class. Almost everyone agreed that the workload was too much for a 2-unit class. There were too many activities and assignments. In Spring 2021, I might consider removing the article and quiz every week. One student suggested to remove one paper and one presentation (currently 2 of each) and cut back on the required reading. They shared that the articles each week felt like they were just reading them for the quiz and didn’t have much value. They would like the readings to more clearly fit into class topics.

Student felt the quizzes were stressful and suggested a worksheet while completing the readings instead. According to one student, changing the format to a group quiz did take some of the pressure off and helped them understand the article more. Furthermore, there was a lot of confusion about the Mythbuster project. Students suggested to “Be more clear on the proposal project and allow students to have the time to meet briefly with their group.” Students requested examples, which I will be able to provide in the next iteration of the course so students have a clearer idea about what is expected of them.

Last, one student commented, “Having student presentations every week was tedious and felt as though you simply did not feel like teaching.” Because of this perception, I need to spend more time being transparent with the class about the purpose of discussions that are student-led and my role as a facilitator. I can explain the skills that students gain and my rationale behind the format. The same student commented that I did not encourage students to think outside the box and an effort should be made to discuss more sides. I will be cognizant of this the next time I teach the course.

Self-reflection. This was the first time I taught this course and I did a lot of research to make sure the course was consistent with what it was intended to be. I consulted with the department chair, previous instructors who taught the course, and the instructor concurrently teaching the other section of the course. I received my lowest evaluation score for this course with a very wide standard deviation signaling students had very different feelings about the course. Students had a lot of feedback and suggestions that will be used in the next iteration of the course. Although I did not do a formal Mid-Semester Evaluation for this course, I was in frequent communication with the class about how it was going and major changes were made throughout the course based on this feedback.

Students struggled and were stressed about this class. One student commented, “This class became the class I stressed out the most by far about” out of 6 classes, which was not my intention. I need to remember that “Some [students] took methods and developmental a long time ago” and others have “never done anything like this in a course before.” These comments support spending more time explaining and guiding students through course assignments. In Spring 2021, I will be more transparent about the sections of a research proposal, especially research design and statistical analyses. I assumed that students knew this from their PSYC 242 course, but it is clear that they need reminders and assistance with designing their research proposal. This also applies to APA style and formatting. I hope to have them peer-review APA reference pages in the next iteration of the class. Next time, I am considering having the whole class do a run-through of debunking a myth to get practice and guidance before they start their group projects. In addition, I will remove myths that did not have a lot of empirical support and add new ones. Overall, one student commented it was helpful to get the experience of writing a research proposal instead of just reading articles and discussing them each week.

Students suggested starting the Mythbuster group assignment earlier in the semester and to talk about it more, which I agree with. I would like to hear about their methods earlier so they have an opportunity to revise. Perhaps we can go through each project as a class and brainstorm creative ways to measure difficult developmental constructs. This would help scaffold assignments and result in better research projects. If possible, next semester I would like for them to meet in the computer lab where they can have working days to find research articles, work on their annotated

Xxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

bibliography, and interact with group members. Having them complete group proposals worked well, especially for grading at the end of the semester.

Since this is a smaller course designed to have a lot of discussion, I kept track of who participated in class discussions. If I detected a pattern, I sent an email to individual students with encouragement: "I know you were in class for 311D, but we didn't get to benefit from your insights about the reading. I realize it can be difficult to participate especially if you are more of an introvert, but the class will benefit from your participation. I invite you to challenge yourself to contribute to the discussion next class." Some students responded to this email and it opened up a dialogue with students.

There was one incident in class in which a student shared some very personal information about herself and then another group member used her as an example in her presentation. It wasn't an appropriate comparison and the student who was vulnerable was visibly upset. I stayed after to speak to the student and listen to her. It was obvious that the student presenter was nervous and tried to make a connection on the fly without thinking it through. I made sure the student who was upset was heard and understood.

PSYC 640 Aging and Long-Term Care

Spring 2021

This was the second time I taught this course and due to the timing during the COVID-19 pandemic, this course was taught online. We met once a week for 3 hours for a portion of the semester. One thing I really improved on was the Canvas course page. I entered in a lot of new resources, including new readings, news stories, videos, etc. This was a result of having more education about effective online learning.

I also approached this course from more of a diversity, equity, and inclusion lens this time around. I incorporated more local statistics on older adults in Humboldt County. I also incorporated a lot of things from the presentation I did as an Equity Fellow to Area 1 on Aging: Foundation of Racism. Because I had facilitated that session with staff from Area 1 on Aging, I was also able to bring up things that happened during that training or information that I learned from staff during the training. In this iteration of the course, I had the opportunity to address more of the systems-level than I did the first time. I also got a lot deeper into the intersections between racism and ageism. However, one student commented that the course could have done even better at highlighting issues of agism and other challenging topics for older adults, so there is still room for improvement.

End-of-Semester Evaluations. This course had perhaps one of the highest response rates I have ever had at 76%. The highest scores I received were related to being available for help, clearly demonstrating how each topic fit into the course, clear syllabus, ability to apply what I learned, creating an atmosphere respective of diversity, and helpfulness of material used in class (4.8 or better). The lowest scores related to feeling encouraged to explore materials outside of class, setting goals that were challenging students, and receiving feedback on things (4.5, 4.6, and 4.6 respectively).

Students were most engaged, excited, and involved during lecture, open class discussions, and guest lectures. Students enjoyed the content (e.g., LGBT+ older adults and unique struggles) and the reflection prompts (e.g., "discussing our own prejudices and internalized discourses"). One student commented, "It was so cool to hear how people in the community are working with older adults. Dr. xxxxxxxx got me fired up about potentially working with older adults in the future!" Student recommended more class activities to better understand content. Similar to last time, they requested "talking more about specific therapy modalities used for older adults and doing roleplays." Some students made suggestion that would have been more appropriate for a course with more units such as adding an online discussion forum, and some students explicitly suggested it become a 3-unit course.

Self-reflections. This was such a different class than the first time I taught it. Overall, it was a much more positive experience. I felt we got much deeper into the emotional issues and people's feelings – such as feeling inadequate to counsel an older adult. Students offered and at times I asked what they do/what they can do when feelings like this come up. It was helpful to hear from another perspective.

Unfortunately, the field trip wasn't possibility because of the pandemic, but the students benefitted from a really great presentation from Samantha Day. She not only addressed resources for older adults, but a lot of personal and professional information that was helpful to students, such as early career burnout, the importance of passion and changing passions, comparisons of working with different age populations, career changes, small town struggles with confidentiality and ethics, and more.

One of my goals during this iteration of the class was to listen more to students. I tried to spend less time

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

lecturing and more time putting them into groups and listening to large discussions. The students themselves were also different. I perceived them to be more open and more vulnerable. They brought up difficult topics and their own experiences readily. They communicated “I appreciate you” to one another. I also made it a point to recognizing that the topics were emotional for people and gave people space when they needed it. One student commented that it would be better to have this course in-person because of hard topics like elder abuse and neglect.

Spring 2019

End-of-Semester Evaluations. Spring 2019 was the first time I taught this course for the Counseling Graduate Program. My overall average score was similar to other courses I have taught and I received high ratings in creating an atmosphere that was respectful of diversity, clearly demonstrating how each topic fit into the course, and crafting a syllabus that clearly outlines class objectives, policies, and expectations. My lowest rating indicated that I can work on challenging students to do their best work.

Students reported being most engaged, excited, and involved as a learner during guest presentations and field trips which were described as “informative” and “engaging.” One student described, “I absolutely loved the experience of getting to see how what we were learning in class is applied in the real world.” Students also commented positively on class activities, big class discussions, and lecture. In terms of changes recommended, students commented on the logistics of the class including the time of day and the short duration of the course. Early in the day was preferred as was making the course more units. Students requested to interact with older adults instead of just hearing about them from experts. I thought this was an excellent suggestion and one that could be implemented in a number of ways, including hearing the voices and stories of older adults in videos.

Self-reflection. This was the first time I taught a graduate-level course at Cal Poly Humboldt. I am not a clinician but I have substantial knowledge of late adulthood as a lifespan developmental psychologist. For this reason, I made every effort to bring in guest speakers who were expert clinicians and who work with older adults. I brought in several speakers from different organizations and scheduled a field trip to visit an adult day care center after hours. I hope to keep these connections and perhaps add these guest speakers to my PSYC 311 Human Development course or PSYC 414 Adolescence and Young Adulthood course.

One of my concerns was that the course was not focused on clinical application enough. In the evaluation, one student commented that more time could have been spent on mandated reporting since they will be responsible for this as a clinician. There was one very dissatisfied student who stated they did not gain a lot from this course who perhaps was already very knowledgeable about older adults. This student commented that, “there was not much structure or new information being presented or learned.” On the other hand, another student commented, “This class stood out as being uniquely well prepared, scientifically informed and clinically applicable.”

During class, there was one difficult incident that occurred. During a guest speaker’s presentation, a student started getting visibly upset and frustrated. After the presentation, I approached her and asked if everything was okay. She was offended by something the guest presenter said about Día De Los Muertos, a holiday in Latinx cultures. The student expressed that this was not the first time a guest presenter has made a comment that may have been perceived as a microaggression. I listened to the student and was sympathetic. This student was one of the few students of color in the class and was frustrated by both her classes and her classmates. From this interaction, I was able to develop a relationship with this student that went beyond the class and we currently serve on committees and have done workshops with one another. The interaction made me reflect on how much control I have over the content of what guest speakers present on and how comfortable I am interrupting them to address a microaggression if I detected it. Being that I feel they are in a position of power, I may have a difficult time doing this.

3) Attending Pedagogical Workshops and Trainings

I attended several workshops and professional development intensive trainings to improve my teaching effectiveness. Below I provide a brief description of each pedagogical workshop or training attended and how I implemented specific techniques in my courses.

a) HumFlex, Center for Teaching and Learning, Cal Poly Humboldt (October and November 2021; 3 hours)

I attended two workshops as part of HumFlex programming put on by the Center for Teaching and Learning. HumFlex is “a flexible approach to learning, teaching, design, and technology that supports educators and students in the adaptation to new contexts as part of an ongoing, critical reflection of one’s practice as it evolves within the

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

changing higher education landscape.” In October, I attended a workshop on “Creating Videos with Panopto in Canvas.” This workshop highlighted a new video management system that is more student-centered than Zoom video recordings or YouTube. Videos with Panopto allow for more accessibility for students since students have built-in organization and can easily view parts of the lecture again if needed. The platform also allows students to see all advance slides and their times. They can enter notes and bookmarks while they watch the lecture. The captioning in Panopto is also more reliable than other platforms. I will be integrating Panopto videos in my Canvas course starting Fall 2022. As I get more familiar with Panopto, I would like to use more features, such as adding quizzes within the video.

In November, I attended a workshop on “Creating a Humanized Liquid Syllabus.” The liquid syllabus is one of the eight elements of humanizing and is applicable across disciplines and modalities. As part of this workshop, we heard from and viewed faculty syllabi and Canvas pages who went through a STEM online course for this particular purpose. I learned that there can be different versions of syllabi. The liquid syllabi may not contain all the details of the longer syllabi but can introduce students to the class and focus on what gets students excited. I aim to work on updating this in Spring 2023 and beyond to move toward creating a liquid syllabus that is focused on graphics, a high-level view of the content, and bite-size pieces of text. They also presented the idea of having short-welcome videos for each week of content and “success kits” that help students navigate the Canvas page. Each workshop was approximately 1 hour and I spent approximately 30 minutes each reviewing and exploring content.

b) Mindful Facilitation: Cross-Cultural Facilitation Training, Cal Poly Humboldt (October 2021; 8 hours)

CSU staff and faculty were invited to attend an 8-hour training in mindful facilitation that would lead to a certificate. This workshop was led by Lee Mun Wah, the founder and Executive Director of StirFry Seminars & Consulting, is an internationally renowned Chinese American documentary filmmaker, author, poet, Asian folk teller, educator, community therapist and master diversity trainer. This training encourages people to adopt mindsets that allow them to facilitate cross-cultural dialogue and learning experiences. The training had active-learning activities and role-playing exercises with a partner. I really learned a lot from this training. So often in class I am interested in hearing from as many people as possible which means that I don’t spend a lot of time on each individual person. This training provided me with educational tools, like awareness, that I can use to dive deeper into students’ experiences, which I believe will connect to greater students’ well-being and success. I now am intentional in sometimes staying with one student after their comment and asking additional questions. These techniques are especially important in addressing harm that students have experienced. I will be mindful about asking about students’ feelings and the emotions behind learning. Last, I have additional tools that I will also use when conflict arises in the classroom. The total time commitment for this training was 8 hours.

c) Equity Now!, CSU Student Success Network (September and October 2021; 15 hours)

I attended a 4-part series titled “Equity NOW!” This series was sponsored by the CSU Student Success Network and USC Race & Equity Center, where the speakers were from. The goal of this series was to support a campus community of equity-minded educators. Each session had associated readings, activities, and homework. Session 1 covered “Unpacking Internal and Institutional Racism”. This session talked about the racial colonial foundations of higher education. In all my courses, I now make it a point to talk about the history of higher education and who the university was originally (and to some extent still is) structured around and for. Session 2 covered “Skill-Building for Racial Literacy.” This session focused on how to identify and what to do when you are presented with racial equity detours (Gorski, 2019) such as pacing-for-privilege, poverty of culture, and celebrating diversity detour, and deficit ideology. While some of this information can be used directly in the classroom, other pieces were more appropriate when dealing with colleagues and other instructors who resist equity work. I have made efforts in my classes to talk about some of this information such as barriers to talking about race and failure to recognize systemic reasons for inequities. Session 3 was titled “Leveraging Racial Equity Data” continued to talk about the harms of a deficit perspective, but this time when interacting with data. Last, Session 4 was about “Taking Action for Racial Equity Now!” and prompted educators to think of specific actions they can take to enhance equity. Participants were encouraged to reflect on their sphere of influence. There are certain things I will be implementing into my classroom, especially in PSYC 240 Research Methods about inequities in science and psychology, and I will continue to raise students’ concerns about equity in my various levels of influence at the university. Each session was approximately 2 hours for a total of 8 hours for the series. With the readings and homework, I spend approximately 15 hours completing this professional development opportunity.

d) Professional Development Days, Cal Poly Humboldt (August 2018, August 2019, August 2020; January 2021; August 2021; 17 hours)

Fall 2018 Professional Development Day was structured around the theme of Building Equity Through Community (4 hours). I attended the workshop by Vincent Feliz on “Resilience: My Hidden Strength.” This workshop focused on recognizing and utilizing resilience in non-privileged students. This workshop was extremely for advising students. Vincent shared techniques that I will use in my interactions with students outside of class, such as normalizing and validating their feelings and experiences, acknowledging their effort in seeking help, and asking what students need from you and what you can do for them. I will also be aware that students may have had negative experiences with teachers and schools in the past and I will be making up for that by providing reparative experiences for students.

Fall 2019 Professional Development Day had the theme of professional development that inspires, builds community, and offers equitable and inclusive learning opportunities to integrate into practice (3 hours). The keynote speaker was Enoch Hale who was the new director of the CTL. I heard empowering stories from colleagues, facilitated a discussion table on equitable teaching strategies, and made commitments to improve my teaching.

For Fall 2020 Professional Development Days: Prepare to Teach, I attended a live workshop (1 hour). The specific workshop I attended was “Engaging Synchronous Sessions with Zoom Tools.” I learned how to use Zoom features like polling, break-out rooms, and annotations. I also learned the importance of students registering in Zoom and the challenges involved. Many of the other live sessions offered were ones that I had previously attended at the CTL in the spring or summer of 2020 and are listed elsewhere.

I attended Spring 2021 Professional Development Day. I attended 2 sessions including “What We've Learned During Pandemic - Simple but Powerful Structures for Teaching Online” (1 hour). During this session, I heard various ways that colleagues navigated teaching during the pandemic and this not only gave me some excellent ideas to further equity (e.g., JamBoards), but it also allowed me to reflect on my online teaching during the pandemic. I also attended “Creating Digital Interaction for Your Course” (1 hour). In this session, I learned about H5P which is an online tool that can embed text, images, video, audio, and quiz questions to create a more interactive recorded lecture. I have not yet implemented this into my courses but may in the future. I also presented during the “Teaching with Technology in Synchronous and Asynchronous Modalities” session (1 hour) and presented with the Equity Fellows on “Supporting Transgender, Gender Non-Conforming, and Gender Non-Binary Students” session (1 hour). For the Technology session, I shared about ways that I set up my class for equity and inclusion, including an example of collectively creating class agreements. For the Supporting Students session, we developed practice classroom scenarios and model responses based on students’ experiences at Cal Poly Humboldt. I learned a lot during all sessions from listening to and interacting with my colleagues. Altogether, my engagement for this day was 4 hours.

I attended Fall 2021 Professional Development Day. This day was focused on how to cultivate sustainable and thriving academic programs, starting with the plenary session (1 hour). I attended sessions about “Moving Beyond Bias” (1 hour) and “Cross-Cultural Communications” (1 hour). These sessions focused on how we can promote equity among students and our colleagues. I learned about the benefits of a brave space and how they are different from a safe space. I now encourage this in my professional development presentations and my classrooms. I was also reminded how important it is for us to affirm our shared humanity in various ways. Furthermore, I co-facilitated sessions on “Moving Beyond HSI Designation to HSI Thriving” with Fernando Paz (1 hour) and a session on “Engaging All Students: Practical Strategies for Inclusive Excellence” with Equity Fellows Drs. Kim White and Kayla Begay (1 hour). I enjoy being a facilitator in these sessions because we also get to hear ideas from the participants about how they create equitable learning environments with their students. Altogether, my engagement for this day was 5 hours.

Altogether, I have spent approximately 17 hours in Professional Development Days over the years.

e) Teaching First-generation College Students by Drawing on Cultural Strengths (June-December 2020; 20 hours)

I attended the faculty course “Teaching First-Generation College Students by Drawing on Cultural Strengths” hosted by the CSU Institute of Teaching and Learning. This summer professional development course involved participating in a five-week online seminar with three, two-hour synchronous meetings and asynchronous activities and lectures. The course was structured around our assigned textbook “Teaching Across Cultural Strengths: A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching.” Major assignments included completing a revised syllabus, a new assessment or assignment, and new engagement strategies to implement in one course in Fall 2020. The course I chose to revise was PSYC 414 Adolescence and Young Adulthood. I will be revising the

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

exams in this course to include a group and individual component. The engagement strategies I will implement include using the “chat” function in Zoom to hear from more students than the serial responders. I will read students’ comments and identify them by name. They will have the opportunity to expand or decline. This strategy will engage students who are more introverted among others. In addition, I will engage more students by holding office hours that cover specific topics relevant to the course, including technology resources, support services on campus, American Psychological Association (APA) style and formatting, and paper tips. Last, I will update the “Resources” section of my Canvas webpage to make it easier for students to find information. Students now have information and links to a number of critical resources on campus, like the basic needs website. This CSU course will continue into Fall 2020 as we implement proposed changes and reflect on the outcomes.

f) QLT Peer Mentor & Reviewer, Cal Poly Humboldt (Fall 2020; 20 hours)

In August 2020, I participated in an advanced professional development training about how to use the Quality Learning and Teaching Instrument to provide high-quality pedagogical feedback to my peers and to myself. To qualify to be a reviewer, instructors must have a minimum of 3 semesters teaching an online course, documented excellent student evaluations and peer observations, undergo CTL training for QLT collegial review, and provide collegial reviews using QLT instrument. I will attend the QLT Peer Observation Workshop scheduled for August 31st and complete five collegial reviews comprised of instructional artifacts and teaching observations during Fall 2020.

g) Black Minds Matter Course (July and August 2020; 10 hours)

I participated in “Black Minds Matter” a five-week online course with weekly two-hour synchronous meetings. This course is designed to bring to light the multitude of issues facing Black students at all levels of education. The overarching theme is the undervaluing and criminalization of Black students starting from a young age. Empirical research is presented from experts in the field as well as strategies for promoting the learning, development, and success of Black students. The course provides a public course syllabus with numerous readings. I will be using what I have learned in this course to supplement my PSYC 311 Human Development and PSYC 414 Adolescence and Young Adulthood courses. For example, I plan to assign a couple readings from the public course syllabus.

h) Diversity, Equity, and Inclusion Webinars related to COVID-19 (May-June 2020; 9 hours)

As we transitioned to virtual teaching because of the COVID-19 pandemic, I attended several webinars that specifically addressed diversity, equity, and inclusion in the classroom and at the institution. Below are the webinars I attended:

Table: DEI Webinars

Date	Title	Content and Application
June 2020	Addressing Anti-Blackness on Campus: Implications for Educators and Institutions (1.5 hours)	This webinar presented a historical overview of anti-Blackness in the U.S. and the weaponization of education. The speakers emphasized how it is critical to attach public statements by universities with actions that address violence against Black communities. The webinar offered strategies for combatting anti-Blackness in universities. Most helpful are strategies I can implement in the classroom such as lifting Black voices, acknowledging intersections, and addressing anti-Blackness in the context of teaching and learning.
May 2020	HSIs: Centering Servingness in Times of COVID-19 (1.5 hours)	This webinar focused specifically on Gina Garcia’s definition of “servingness” at Hispanic Serving Institutions for how to move from enrolling Latinx students to serving them. First, there is a need to consider both academic and non-academic outcomes. Next, it is important to center Latinx students’ ways of knowing and being. I will be doing this in my classrooms by adding activities that are consistent with a high context cultural orientation.
May 2020	Serving Students with Basic Needs Insecurities	This webinar presented excellent empirical data about students’ basic need insecurities and how it impacts students’ health, well-being, and likelihood

Xxxxxxxxxx Personnel Data Sheet (PDS)
9-20-2022

	during COVID-19 (1.5 hours)	of success. Most helpful about this webinar was a model of socio-ecological outcomes (SEO) and an example of a basic needs statement in the syllabus.
April 2020	Addressing Racial Bias and Microaggressions in Online Environments (1 hour)	This webinar recognized that the transition to online instruction in response to COVID-19 is ripe for racial bias and microaggressions to occur. This webinar offered tangible strategies for instructors to address issues of bias and microaggressions using the R.A.V.E.N. approach (redirect, ask, values clarification, emphasize, and next steps). I will be mindful of how microaggressions may occur in an online environment in my courses, including discussion boards and synchronous meetings.
March 2020	Employing Equity-Minded and Culturally-Affirming Teaching and Learning Practices in Virtual Learning Communities (1.5 hours)	This webinar recognizes the various challenges for students as we transition to virtual learning environments including inequities in access and basic needs; invisibility; and external pressures. Five equity-minded practices for teaching online are presented: be intrusive, be relational, be culturally relevant and affirming, be community focused, and be race conscious. The Equity Fellows used these five practices in our presentations to faculty in April and May of 2020. In addition, we will be presenting more on these practices during Fall 2020.
March 2020	Safeguarding, Quality, Equity, and Inclusion as Learning Moves Online (1 hour)	This webinar presented a global perspective to online learning which encouraged sharing different cultural perspectives and developing a global awareness. I will implement this in my courses by having students reflect on the relationship of course content to students' personal, professional, and civic lives.
March 2020	National Inclusive Excellence DEI & COVID-19 Strategy Webinar Part II (1 hour)	This webinar went over the COVID-19 DEI Crisis Action Strategy Guide which aims to help educators make culturally relevant decisions to support diverse students. Innovative ways of digitizing inclusive excellence were provided including how to build a digital community and apply inclusive classroom pedagogy via technology. I am using several of these strategies as I create my virtual classroom for Fall 2020.

i) Center for Teaching and Learning (CTL) Virtual Instruction Workshops after COVID-19 Pandemic, Cal Poly Humboldt (March-May 2020; 5.5 hours)

As we transitioned to a virtual learning environment due to the COVID-19 pandemic, the CTL offered several workshops and trainings to prepare faculty and disseminate resources. I attended several in-person working sessions as part of the "Keep Teaching: Just-in-Time Preparation for Alternative Modes of Teaching and Learning" offered on the last day of in-person instruction. Additionally, I participated in virtual workshops after the switch to an online environment. Below are the workshops I attended:

Table: CTL Virtual Instruction Workshops

Date	Title	Content and Application
April & May 2020	Creating Engaging Discussion Activities Part 1 and Part 2 (1 hour)	This workshop used the Canvas Discussion tool as a way to support student engagement and learning. The facilitator provided ways to promote substantive and interesting discussions among students. Most helpful was modeling a good response for students and considering the grading load of the assignment.
April 2020	Humanizing the Online Environment (30 minutes)	This webinar introduced the notion of "humanizing" which involves creating a culture of care using cognitive and affective domains. I learned specific strategies that allow students to voice their status and provide flexibility to students.
March 2020	Keep Teaching with Pre-recorded Lectures using Zoom (1 hour)	This workshop went over the basics of using Zoom as an asynchronous engagement tool for students. I learned how to schedule and host meetings in Zoom. We also became familiar with various digital resources to support virtual education.

Xxxxxxxxxx Personnel Data Sheet (PDS)
9-20-2022

March 2020	Collaborative Stations: Accessibility (1 hour)	This workshop went over the importance of providing captioning for students in videos. We learned different ways to caption videos in YouTube and Zoom. We had time to work with tools such as Ally in Canvas to assess course accessibility.
March 2020	Keep Teaching with Canvas Assessment (1 hour)	This workshop offered hands-on experience using a variety of Canvas assessment tools including assignments, quizzes/exams, rubrics, Gradebook, SpeedGrader, and course analytics.
March 2020	Keep Teaching with Student Engagement and Interaction (1 hour)	This workshop promoted the use of Canvas and other technological tools to support student engagement and interaction. We explored Zoom synchronous features, Canvas Discussion, Canvas Page (wiki), and peer review. One option I may incorporate is a shared Google Drive document where students and the instructor can contribute synchronously or asynchronously.

j) Moving Beyond Bias Training, UC/CSU System (February 2020; 5 hours)

I attended the "Moving Beyond Bias" training hosted by Regents of the UC and Trustees of the CSU. I participated in the five-hour training for Faculty across the UC/CSU system in Sacramento, CA. Separate sessions were held for administrators, staff, and student leaders. The purpose of the training was to deepen understanding about how bias works as well as brainstorm strategies for our campus to reduce bias and build a stronger campus community. Although much of the science behind implicit bias was review, the events that transpired during the training were extremely helpful as a facilitator of such topics. Specifically, faculty participants supported one another and called for action which was implemented in the second part of the session. One of the most valuable parts of the training was speaking and hearing from faculty at other UCs and CSUs as well as debriefing with colleagues from Cal Poly Humboldt. I nominated three of my colleagues for the training (Drs. Kayla Begay, Kimberly White, and Maria Iturbide) and two of them were able to attend. After attending the training, we attended a formal debriefing session with Nancy Olson about how to implement the training at Cal Poly Humboldt. Although things were put on hold because of the pandemic, I look forward to reconvening to discuss this training in the future.

k) ESCALA Faculty Project Symposium, Cal Poly Humboldt (February 2020; 7 hours)

I attended the ESCALA Faculty Final Project Symposium as a presenter and an observer. In this symposium, 14 ESCALA alumni presented the results of their Systematic Inquiry Projects (SIPs). The theme of presentations centered around Culturally Relevant Instructional Shifts on Student Learning. I listened to a number of presentations primarily from STEM fields, but also from learning specialists and the humanities. I learned about many helpful strategies that I plan to incorporate into future iterations of my courses. Especially noteworthy was a presentation on the intertwining relationship between emotions and cognition in the classroom which helped me think of my classroom in a different light. After listening to a presentation, I implemented one of the strategies, an improvement extra credit bonus, into my PSYC 311 course. In Fall 2020, I implemented one of the strategies discussed, shorter lecture videos not over 20 minutes, in my PSYC 414 course.

l) Cultural Humility Training (multiple dates 2019; 21 hours)

I attended several Cultural Humility Trainings as a participant including a training with general community members at Arcata Community Center (July 2019; 4 hours) and one with childhood educators at Peninsula Union School District (August 2019; 3 hours). These training were intended to introduce the concept of cultural humility and how it can be used to support racial equity work.

In December 2019, I attended a Train the Trainer Workshop hosted by Melanie Tervalon Consulting and World Trust Educational Services (14 hours). I attended a two-day "Cultural Humility Train the Trainer Workshop" in Oakland, CA along with three colleagues at Cal Poly Humboldt resulting in Certification. Participants included diverse stakeholders, many of whom were outside academia including healthcare professionals, community-based organization leaders, and corporate associates. The goal of the workshop was to train participants to facilitate and lead sessions on cultural humility practices and principles. I gained a rich understanding of the history that led to the cultural humility framework as well as tangible strategies to use while facilitating sessions. Perhaps most helpful was the modeling by the facilitators for how to address issues as they come up in real-time. It was also useful to hear from colleagues in other settings and the challenges they face. Finally, I learned a lot from debriefing with my Cal Poly Humboldt colleagues and

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

hearing about their experiences. I used what I learned to inform Faculty Diversity and Equity Fellow learning sessions and hope to participate in future trainings with different populations, such as graduate students.

m) Summer Institute for Certificate in College Teaching and Learning in Hispanic Serving Institutions, ESCALA Educational Services, Inc. (July 2019-February 2020; 50 hours)

In the summer of 2019, I participated in the ESCALA Summer Faculty Institute in Salinas, CA. This was a three-day institute with faculty from universities across the country. In addition to spending 8 hours each day in the institute, we had additional homework and group activities. After the institute concluded, the Equity Fellows had three meetings with our ESCALA coach at Cal Poly Humboldt. In Fall 2019, I had my PSYC 311 Human Development course videotaped to complete a Timed Observation Protocol for Student Engagement and Equity (TOPSE) classroom assessment. The culmination of the institute was presenting the results of our Systematic Inquiry Projects at a Symposium, thereby earning a Certificate in College Teaching and Learning in Hispanic Serving Institutions (HSIs). I also attended ESCALA alumni events to facilitate a sense of community at Cal Poly Humboldt.

I restructured my PSYC 311 course with a focus on three aspects of Culturally Responsive Teaching: relatedness, competence, and trust. My primary goals were to increase students' sense of belonging, give students more practice with course materials, and use a wider variety of assessment strategies in my courses. I planned to present this work at the CTL Teaching Excellence Symposium in Spring 2020, but it was cancelled due to the COVID-19 pandemic.

n) Building Capacity to Create Equitable Learning Environments, CSU Office of the Chancellor (June 2019; 14 hours)

I attended a two-day, 14-hour retreat at the CSU Office of the Chancellor titled "Building Capacity to Create Equitable Learning Environments" hosted by the CSU Institute for Teaching and Learning. The purpose of this retreat was to create programming related to creating inclusive and equitable teaching environments within and beyond classrooms. The presentations challenged me to explore new approaches, frameworks, and conceptualizations of change. One of the most helpful parts of the retreat was sharing programming and resources with other CSUs and hearing what other campuses are doing. We had ample time to work within our Cal Poly Humboldt team to create a plan for professional learning and set goals for improving the learning outcomes of existing and future programming. During the retreat, we completed an overarching framework, short- and long-term goals, and intended audiences to guide future work. The ideas from this retreat formed the basis of collaborations during the 2019-2020 academic year between the Faculty Diversity and Equity Fellows and the Center for Teaching and Learning.

o) Course Design Institute, Cal Poly Humboldt (May 2019; 15 hours)

I participated in Cal Poly Humboldt's first annual Course Design Institute in the Summer of 2019 to develop a plan for my PSYC 414 Adolescence and Young Adulthood Fall 2019 course. The Course Design Institute supports instructors in re-imagining their teaching and their students' learning through measurable actions. The course provided a blended learning experience that included a one-day onsite session (5 hours), followed by one week online, asynchronous learning. Faculty worked in a collegial community to craft an action plan. The following changes to PSYC 414 were implemented: supplementing the course with more diverse voices through required and optional readings, videos, and songs; incorporating guest speakers from the community; providing more opportunities to relate course material to students' lives; and applying course concepts through new assignments and a final project. Faculty were scheduled to share the results at a CTL event like the annual Teaching Excellence Symposium, however, because of COVID-19, the symposium was cancelled.

p) Becoming Hispanic Serving Institutions, Cal Poly Humboldt (May 2019; 2 hours)

I attended the keynote "Becoming Hispanic Serving Institutions" by Dr. Gina Garcia. In this talk, I learned about Dr. Garcia's framework for conceptualizing Hispanic Serving Institutions. Our goal as an institution is to move beyond an "enrolling" institution to one that is actually "serving" its students, or an institution in which its students are "thriving." I was further introduced to the idea of decolonizing education and ways that it may influence the institution as well as my classroom.

q) Terman Teaching Conference, Western Psychological Association (WPA) Convention (April 2019; 8 hours)

I attended the day long Terman Teaching Conference for Psychology instructors at the WPA Convention in Pasadena, CA. I enjoyed several sessions, many of which focused on diversity, equity, and inclusion in the classroom.

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

Additional sessions focused on an online learning environment and flipped classrooms. One of the most helpful sessions was titled “Becoming the Guide on the Side: How I Flipped for Research Methods.” I used what I learned in this session in PSYC 311D Human Development Discussion and PSYC 240 Understanding Research Methods in Psychology courses. Specifically, I implemented team-based skills such as working on a research proposal and literature review in a group and a “terminology test.” I also use empirical articles presented during the sessions as readings in my courses.

r) Campus Climate Challenges: A Conversation with Diversity and Inclusion Experts, Cal Poly Humboldt (September 2018; 1 hour)

I attended this webinar hosted by Hispanic Association of Colleges & Universities, Humboldt State Office of Diversity, Equity, and Inclusion, and The Latinx Center for Academic Excellence. This webinar explored how universities have a collective responsibility to implement structural changes that contribute to a welcoming campus climate. This webinar allowed me to conceptualize campus climate as integral to the success, well-being, and retention of students. Practical strategies were offered for campus-level and classroom-level interventions. This workshop reaffirmed my commitment to helping students feel a part of the university by feeling valued, heard, and given a sense of control over their environment.

s) Sustainable Learning Workshop, Cal Poly Humboldt (May 2018; 4 hours)

The Sustainable Learning Workshop is part of the CSU Affordable Learning Solutions programming. The workshop revolves around evaluating free or low-cost textbooks and readings in courses to make college more affordable for students. During the workshop, we learned about high-quality free online educational resources (OERs), free library eBooks, and affordable textbook options. We had time to evaluate resources we found. I was able to find a free textbook for my human development class that I adapted in Spring 2019.

t) Student Success Summits, Cal Poly Humboldt (February 2018 and April 2018; 7 hours)

The Student Success Summits for 2017 and 2018 focused on the theme of Culturally Relevant Pedagogy and the Road to Equity. Due to scheduling conflicts, I was only able to attend 2 of the 4 summits. Prior to each summit, we were given pre-readings and homework assignments. In one homework assignment, Dr. Kauyumari Sanchez, Dr. Christopher Walmsley, and myself discussed questions related to equity during a faculty meeting. During the summits, faculty worked together to create a culture of shared norms and values to support retention and student success for students from all backgrounds. I gained a valuable assets-based approach to Cal Poly Humboldt students and a clear understanding of what equity looks like in the classroom. As a result of this workshop, I used various techniques to promote inclusive pedagogy, most of which revolved around getting to know students and their needs. For example, I asked students in the beginning of the semester on a note card if there is anything that might be an obstacle to their success in the course. After the summits, we engaged in a final reflection aimed at promoting change.

u) Strategies for Promoting an Inclusive Classroom, Cal Poly Humboldt (April 2018; 2 hours)

This workshop was led by Dr. Laura Burrus from SFSU and the event was sponsored by the College of Natural Resources and Sciences HHMI Grant. The goal of this workshop was to provide practical strategies that can be used in the classroom but also outside the classroom (e.g., in department meetings) that structure learning environments and promote fairness. Participants received a list of 21 strategies and reflected on which ones they already use and which ones they would like to try. Some strategies I have since implemented are Wait Time (allow more thinking time), Monitor Student Participation (ask to hear from students you haven’t heard from yet), Don’t Plan Too Much (give time to think, do, and talk about what they are learning), and Be Explicit About Promoting Access and Equity for all Students (share with students why you use the teaching strategies you do). At the end of the workshop, we reflected on the activity and I wrote my goal was “to learn to be a better (more personable) instructor and to build relationships with students.”

v) Going Mobile! Transforming Education while Engaging Students, Cal Poly Humboldt (February 2018; 1 hour)

This workshop was part of the Faculty Teaching and Learning Monthly Luncheon sponsored by the College of Extended Education & Global Engagement in collaboration with the Cal Poly Humboldt Library as part of the CSU Quality Assurance and Affordable Learning Solutions Grants. This workshop included a series of brief presentations on technology-based strategies and practices for measuring student learning. Topics were centered around active learning

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

that promoted interaction and engagement, including Plickers, Turning Point app, and Story Corps. In Fall 2018, I introduced Plickers into my classrooms, which are individualized cards that collect real-time data from students without requiring them to use a device or their phone. I use Plickers to track students' participation during lecture and assess their comprehension of material.

w) Measuring Student Learning, Cal Poly Humboldt (January 2018; 1 hour)

This workshop was part of the Faculty Teaching and Learning Monthly Luncheon sponsored by the College of Extended Education & Global Engagement in collaboration with the Cal Poly Humboldt Library as part of the CSU Quality Assurance Grant. A panel of faculty discussed learner-centered approaches for assessment and strategies for measuring student learning. Topics included teaching writing, the use of rubrics, and peer reviews. I implemented techniques from this workshop in my Spring 2019 PSYC 240 Understanding Research in Psychology course related to scientific writing. One activity we participated in was to have students work in groups to sort 5 variants of the same sentence. We discussed the rankings and then came together as a group to discuss the best and worst variants. I learned that rubrics help the relationship between the instructor and the student. Although I have always used rubrics, I implemented my first rubric in Canvas in my Summer 2018 course. I feel this increased the transparency of the grading process online. I also learned about the possibility of peer reviews through Canvas or TurnItIn and am contemplating integrating this into my PSYC 240 course. Students will gain practice and familiarity using the rubric to assess another students' writing. Last, I learned about the Remind app which can send out reminders to students via text messages. I started using this app in my classes in Spring 2019.

x) Learning-Centered Syllabi and Classroom Incivility, Cal Poly Humboldt (January 2018; 2 hours)

This workshop was part of Cal Poly Humboldt's New Faculty Learning Community and included two presentations: Learning-Centered Syllabi with Janelle Adsit and Struggles and Solutions: A Dialogue on Classroom Management with Troy Lescher. From the first presentation, I learned that the syllabus should be a letter and invitation to learn. Based on this workshop, I changed my syllabi to be more approachable and welcoming to students by explaining the relevance of assignments and eliminating harsh and uninviting signals, including bolding and italicizing items such as, "**DO NOT...**" Altogether, this workshop made me think more about the language of my syllabi from a student's perspective. The second workshop focused on classroom management. Some strategies I utilized from this workshop are to: a) make in-class assignments clearer by having the instructions on my PowerPoints (vs. verbal instruction), b) to have a plan for how I handle incivility including talking when I am talking and using cell phones (e.g., say I have a voice that is not booming and tell them to put their cell phones away), and c) to use metacognitive strategies when students come to me about grades in office hours.

y) Rethinking Inclusive Teaching: Disciplinary and Diversity in Higher Education, Cal Poly Humboldt (September 2017; 1 hour)

This workshop was facilitated by Dr. Linda Adler-Kassner from UCSB. The workshop focused on epistemological inclusivity and how to support learning and disciplinary access for all students by making concepts visible and accessible. One of the things I took away from this workshop was the distinction between the way experts and novices think. Because students are novices, they need an explicit framework and to see structure before details. For the instructor, this means slowing down. It means going beyond just teaching subject content and teaching students how to best learn the material. This can be built into a class assignment. For example, instructors can help students by encouraging them to read ahead, ask questions before, and anticipate the answer. I incorporated this into my teaching by helping students know what to focus on and explaining things in different ways. I will continue to help students integrate material by drawing connections between different classes and within the same class.

z) How Students Learn and Instructional Strategies, Cal Poly Humboldt (September 2017; 1.5 hours)

This workshop was facilitated by Dr. Frank DeMatteo of the Psychology department and was sponsored by the Cal Poly Humboldt New Faculty Learning Community. This workshop focused on different cognitive domains related to learning including the difference between knowing/comprehending and evaluating/integrating/analyzing. Strategies were presented for making sure students are attending to information and that the information is being transferred from sensory memory to short-term memory to long-term memory. One consideration I will remember going forward is that students are not experts. It is important to be explicit and organize information for them. Specific study strategies

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

can also be provided to students. Overall, students need a lot of structure and scaffolding. One strategy I now use in my teaching is to assess student learning and comprehension with questions every 20 minutes. I primarily do this with Plicker questions.

zz) National Survey of Student Engagement, Cal Poly Humboldt (September 2017; 2 hours)

The National Survey of Student Engagement gathers data at hundreds of universities on a broad range of topics including participation in programs and activities, learning, and personal development. The goal is to see what students gain from attending college and how they spend their time in college. I attended the first in a three-part series of results at Cal Poly Humboldt. This workshop primarily compared Cal Poly Humboldt freshmen and senior students while also comparing the results to average CSU scores. The results allowed me to get a better sense of the student body and the differences between freshmen and senior students. In my first semester in Fall 2017, I taught all upper-division classes with many juniors and seniors. This was very different from my second semester in Spring 2018 when I taught PSYC 240 and had many freshmen and sophomores. From this report, freshmen typically spend less time studying for class and reading assigned readings than seniors. Freshmen also spend more time socializing, relaxing, and playing video games compared to seniors. This workshop really helped me understand the differences between my students and their unique needs.

Supervision Courses

PSYC 497 Mentoring in Teaching Psychology and PSYC 683 Graduate Teaching Assistantship

PSYC 497 is an undergraduate supervision course and PSYC 683 is a graduate level supervision courses designed for students to receive mentoring in the teaching of psychology. Teaching assistants receive a syllabus and several handouts and readings on how students best learn and tips for grading and providing feedback to students. I frequently checked in with teaching assistants about the class and ask for their input on issues related to the class. It is my goal for teaching assistants to actively contribute to improving the course while gaining valuable teaching experience. Each semester, teaching assistants have the opportunity to do a guest lecture on a topic of their choosing. I work with them to determine content and provide them with feedback after the presentation. This allows students to gain experience with public speaking, develop their teaching style, and learn more about a topic of interest to them. The teaching assistants and I have a meeting at the end of the semester where I ask for suggestions and changes. I work to implement the changes for the next academic semester.

Spring 2018 was the first time I had formal teaching assistants enrolled in units for PSYC 240 and PSYC 311. I worked closely with teaching assistants to provide students with resources for the course including exam review sessions and assistance with writing papers. In addition, teaching assistants frequently assisted during class to answer students' questions. My PSYC 240 teaching assistant created additional worksheets and study resources for students. In Fall 2018, the teaching assistants for PSYC 414 played a larger role in providing feedback on exams, creating weekly study guides, monitoring class discussions, and assisting with the paper assignment. One teaching assistant in PSYC 311 created additional study resources for students while another created a "lighten the load" reading guide for the textbook.

In Spring 2019, I implemented clearer expectations for TAs in the PSYC 497 and PSYC 683 syllabi including the confidentiality of all materials shared with them. I also held meetings with TAs about reviewing students' papers. I prepared a handout for how to review American Psychological Association (APA) style as well as common errors. This was especially instrumental because students in the class receive extra credit if a TA reviews their paper before the deadline. This handout also aided in the consistency and helpfulness of feedback between TAs.

PSYC 495 and PSYC 695 Research Practicum in Psychology

PSYC 495 is a supervision course designed for students to receive mentoring in psychological research. Specifically, students serve as a research assistant in a psychology laboratory. I work closely with undergraduate research assistants on different research projects. As detailed in the syllabus, we have weekly research meetings to discuss progress on projects throughout the semester. Students volunteer to present on different research articles related to motivation and student success. A discussion follows each presentation. Advanced students are encouraged to present posters at academic research conferences. I have a number of students (grad and undergrad) each year who present at regional and national conferences, including Western Psychological Association, Society for Research on

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

Adolescence, and Society for Research in Child Development.

PSYC 499 Independent Study

PSYC 499 is a supervision course designed for students to complete an independent study project. In Fall 2021, Sophie Timin completed an independent study project which culminated in a research proposal project. Sophie and I had weekly research meetings to discuss progress on her research project throughout the semester. I provided guidance and mentorship in developing a research topic and writing a literature review. I had another student Sol (Ramses) Medina propose an Independent Study project where he did a deep dive into adolescent development. He read numerous articles and chapters and complete two research papers for this independent study project.

PSYC 490 Senior Honors Thesis

PSYC 490 is a supervision course designed for students to complete a senior honors thesis. During Spring 2022, I had a student, Sophie Timin, complete an undergraduate thesis. Sophie and I had weekly research meetings to discuss progress on her thesis throughout the semester. I provided guidance and mentorship in developing a research topic, writing a literature review, assisted in preparation of the Institutional Review Board application, data collection, data analysis, and write up of the results.

PSYC 690 Thesis

PSYC 690 is a course taken every semester for graduate students in the Psychology Academic Research Graduate Program. Fall 2022, I will be an advisor to three graduate students who are taking PSYC 690 students. An additional four students have previously taken PSYC 690. As detailed in the syllabus, we have weekly research meetings to discuss progress on projects and theses throughout the semester. I provide guidance and mentorship to help graduate students develop a research topic and begin to write a literature review that will form the basis of the student's thesis proposal. I assist in preparation of the Instructional Review Board application, thesis proposal, and thesis defense.

Overload Units

I frequently have an overload of units as a result of accepting students as teaching assistants in PSYC 497 Mentoring in Teaching Psychology or PSYC 683 Graduate Teaching Assistantship and research assistants in PSYC 495 or PSYC 695 Research Practicum in Psychology. There have been a couple of semesters that I have also taken on additional students who are interested in PSYC 499 Independent Study and PSYC 490 Thesis. Offering these courses gives students additional research and teaching opportunities that are valuable for continuing their education as many pursue graduate degrees in Psychology.

2. Academic Advising Responsibilities

During the 2018-2019 academic year, I had a reduced advising load for my first year as an academic advisor. My advising load continued to be reduced during the 2019-2020 academic year due to my appointment as a Faculty Diversity and Equity Fellow. For the past two years I have advised approximately 25-30 students each semester. During 2020-2022, I am advising approximately 40 to 50 students.

My previous experience with advising McNair Scholars was instrumental to my approach as an advisor. Before advising, I attended departmental meetings on advising to become familiar with policies and best practices. I attended a workshop in Fall 2018 titled "Advising Best Practices: Resources and Tools for Faculty Advisors" where I became more familiar with General Education and all-university requirements. I believe in holistic advising which involves building rapport with a student, individual needs assessment, and long-term planning. I frequently suggest courses and options for students based on their career interests. Many students do not know about courses that will also boost their academic resumes or give them additional experience. I also offer to send additional examples and information to students who plan to attend graduate school such as templates, examples of personal statements, and resources for studying for the GRE. Following each advising session, I write notes about our meeting which I use to review before our next advising session. I encourage students to contact me with questions and changes in plans which results in emails and meetings beyond our mandatory advising sessions. For example, I have met with a student in the Library Café as well as several students on Zoom during summer to discuss options.

To further engage with students, including those outside the major, I was a "Featured Faculty Member" at El

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

Centro (formerly the Latinx Center for Academic Excellence) in Fall 2019 and held an additional 7 advising hours during advising weeks. For some students, it was more comfortable to seek advising in a student-centered environment. During the pandemic into Fall 2022, I have continued to hold “virtual office hours” that are advertised on El Centro’s website so students still have access to faculty members of colors for mentors.

3. Assigned Time Responsibilities

Faculty Diversity and Equity Fellowship Program

In a competitive selection process, I was selected to be the college representative for the College of Professional Studies in the inaugural cohort of the Faculty Diversity and Equity Fellowship Program in Fall 2019. The other fellows are Dr. Kayla Begay from the College of Arts, Humanities, and Social Sciences and Dr. Kimberly White from the College of Natural Resources and Sciences. Equity Fellows were compensated 6 WTUs per semester in 2019-2020 and 3 WTUs per semester for this work in 2020-2021 and 2021-2022. Hours spent on activities are between 10 and 20 hours per week for a total of approximately 400 hours per academic year. For a more detailed description of the program and specific responsibilities, see the “Service” section.

Co-chair, Psychology Department

I was assigned to be Co-chair of the psychology department with Dr. Maria Iturbide in April of 2022. As a Co-chair, I am compensated 7.5 WTUs per academic semester and an additional 2.3 WTUs for non-academic time for the 2022-2023 academic year. Thus far, I have accumulated approximately 300 hours of work in this position. For a more detailed description of specific responsibilities, see the “Service” section.

III. SCHOLARLY/CREATIVE ACTIVITIES (Appendix J, Section IX.B.2.)

a. Scholarly/Creative Activities

Peer-Reviewed Publications

1) *Xxxxxxxxxx, B., Vincent-Layton, K., Reynoso, E., White, K. N., & Begay, K. (in press). Do students perceive faculty as responsible for equitable learning environments? Results from a mixed-methods study. *Higher Education Research and Development*. <https://doi.org/10.1080/07294360.2022.2120856>*

Higher Education Research and Development is a peer-reviewed journal that is the principal journal of the Higher Education Research and Development Society of Australasia. The journal is international in scope and publishes articles that “make a significant and original contribution to the field of higher education.” Articles published in the journal are of interest to anyone concerned with higher education including researchers, instructors, administrators, policymakers. The journal has a 13% acceptance rate. The Impact Factor in 2021 was 2.849, and the 5-year Impact Factor in 2021 was 3.656. The CiteScore was 5.6 in 2021. Because this journal is not affiliated with a premier professional organization, I have rated this journal as a “Good outlet.”

This article was a collaboration between the Faculty, Diversity, and Equity Fellows Drs. Kimberly White and Kayla Begay as well as Dr. Edelmira Reynoso who served as Interim Director of the Office of Diversity, Equity, and Inclusion and Dr. Kimberly Vincent-Layton from the Center for Teaching and Learning. We used a mixed-methodology and student-driven approach to examine college students’ perceptions of instructor’s responsibilities to implement equitable classroom practices inside and outside the classroom. The purpose of this study was to inform equity-focused faculty professional development programming, specifically by incorporating the perceptions of students. From a student perspective, students identified instructor responsibilities to promote learning environments that are: (1) caring and supportive, (2) safe and equitable, (3) individualized, (4) student-centered, and (5) active and collaborative.

The significance of this work is palpable. Student voices are often left out of informing and transforming faculty professional development, despite the potential for important contributions and empowering students. Including students or their feedback in this process is consistent with a strengths-based approach. This paper includes voices of students from marginalized and minoritized backgrounds including BIPOC students, gender non-binary students, and students with disabilities. Furthermore, this work adds to the important literature on creating equitable and inclusive

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

learning environments in higher education.

As the first author of this manuscript, I was responsible for all aspects of publication from the start of the project to the end. I was the lead on the Institutional Review Board application, adapting the survey, collecting data, cleaning and coding data, conducting literature searches, conducting analyses, writing the manuscript, and editing the manuscript. As this was a mixed-methodology study, I conducted both statistical analyses and thematic analysis. As the first author of an article in a Good outlet, I have assigned 2 out of 4 possible points, consistent with a “B” rating following 2016 Psychology Department RTP Criteria.

2) Xxxxxxxxxx, B., Vincent-Layton, K., Reynoso, E., Begay, K., & White, K. N. (2022). Using faculty development to increase faculty perceptions of responsibility for highly equitable classroom practices. *The Journal of Faculty Development*, 36(1), 8-14.

The Journal of Faculty Development is an independent, peer-reviewed journal. It is considered the premier journal for information regarding faculty development in post-secondary educational institutions. It is one of the very few peer-reviewed journals for academic developers and as such, it is highly regarded among professionals in the field. Its target audience is faculty, educators, administrators, and faculty development professionals. The journal highlights innovation in “practical and theoretical aspects of the planning, design, and implementation and evaluation of practices and programs leading to effective and efficient institutions and individuals.” The Journal of Faculty Development does not have an Impact Factor. Given the reputation of the journal within the higher-education community, I have rated this journal as an “Excellent outlet.”

This article was a collaboration between the Faculty, Diversity, and Equity Fellows Drs. Kimberly White and Kayla Begay as well as Dr. Edelmira Reynoso who served as Interim Director of the Office of Diversity, Equity, and Inclusion and Dr. Kimberly Vincent-Layton from the Center for Teaching and Learning. We assessed the effectiveness of a two-part, faculty-led equity-based faculty professional development learning session to reduce equity gaps and increase student retention and graduation rates at a Hispanic Serving and Minority Serving Institution. We collected data from 153 faculty on the perceived responsibilities of college instructors to implement highly equitable classroom practices before and after participating in learning sessions. Despite initial high scores endorsing equitable classroom practices, the two-part learning session had a positive impact on faculty’s perceptions of responsibilities to students.

The significance of this work can be seen from the article’s selection and designation as the Journal of Faculty Development January 2022 issue’s Featured Article. Featured Articles are recognized and highlighted for valuable and timely contributions to faculty development research. The results support the prioritization of colleges to sustain and institutionalize equity-based faculty professional development programs. A unique contribution is the value of peer-to-peer equity-based faculty professional development that is ongoing and widespread such that more faculty are engaged in this work.

As the first author of this manuscript, I was responsible for all aspects of publication from the start of the project to the end. I was the lead on the Institutional Review Board application, adapting the survey, collecting data, cleaning and coding data, conducting literature searches, conducting analyses, writing the manuscript, and editing the manuscript. As the first author of an article in an Excellent outlet, I have assigned 4 out of 4 possible points, consistent with an “A” rating following 2016 Psychology Department RTP Criteria.

3) White, K. N., Vincent-Layton, K., & Xxxxxxxxxx, B. (2020). Equitable and inclusive practices designed to reduce equity gaps in undergraduate chemistry courses. *Journal of Chemical Education*, 98(2), 330-339.

<https://doi.org/10.1021/acs.jchemed.0c01094>

The Journal of Chemical Education is a peer-reviewed academic journal published by the Division of Chemical Education of the American Chemical Society. The American Chemical Association in chemistry is the equivalent of the American Psychological Association in psychology. As noted in its tagline, it is regarded as “Most Trusted. Most Cited. Most Read” in the field. The journal is considered the world’s premier chemical education journal and is international in scope. Articles in this journal serve those in the field of chemical education, including various institutions. The Impact Factor in 2021 was 3.208 and the CiteScore was 4.8. The total number of citations the journal had in 2021 was 19,993. According to Appendix B of the Psychology RTP Criteria, a publication of a respected organization (e.g., American Chemical Association) would be considered an “Excellent outlet.”

This article was a collaboration between equity fellow Dr. Kimberly White, Chemistry Department, and Dr. Kimberly Vincent-Layton, Educational Developer for the Center for Teaching and Learning. The manuscript encourages

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

chemistry instructors to cultivate an equitable and inclusive learning environment in undergraduate chemistry courses by engaging in ongoing critical self-reflection, adapting an asset-based approach to students, and creating a relationship with students. Evidence-based teaching strategies with examples were highlighted including validating students' scientific identities, allowing students to make mistakes, being intrusive, cultivating relationships, employing active and hands-on learning, and fostering a sense of belonging. These strategies lead to transformational change and support a learning environment that narrows equity gaps in undergraduate chemistry courses.

The impact of this work is high. At the time of manuscript submission, there were a handful of articles published in this journal centered on diversity, equity, and inclusion in the classroom. Chemistry as a STEM field has high equity gaps for marginalized and minoritized students including women, students of colors, students with disabilities, and more. This article is not only timely, but it also gives concrete and specific examples of how chemistry instructors can support curricular change. Furthermore, it provides examples of ways instructors can adapt their mindsets away from a deficit-based perspective and toward a strengths-based perspective.

I was involved in all aspects of this project, from brainstorming content to searching the literature to writing and editing the manuscript. I relied upon my psychological background for information about how diversity supports a healthy workforce and the advancement of academic fields. I also integrated motivational research such as the construct of growth and fixed mindsets. I was also able to use my knowledge as someone who studies diversity, equity, and inclusion. As the third author in this manuscript published in an Excellent outlet, I have assigned 2 out of 4 possible points, consistent with a "B" rating following 2016 Psychology Department RTP Criteria.

4) Maddi, S. R., Matthews, M. D., Kelly, D. R., XXXXXXXXXXX, B. J., Gunderson, K. K., & Savino, S. C. (2017). The continuing role of hardiness and grit on performance and retention in West Point cadets. *Military Psychology, 29(5), 355-358. doi:10.1037/mil0000145*

The journal *Military Psychology* is a peer-reviewed academic journal published by the American Psychological Association on behalf of APA Division 19: the Society for Military Psychology. The journal is international in scope and publishes research articles with military application in a number of areas of psychology, including clinical, personality, and health psychology. One of its aims is to bridge communication between researchers and practitioners. According to Appendix B of the Psychology RTP Criteria, a publication of a respected psychological organization (e.g., American Psychological Association) would be considered an "Excellent outlet."

Hardiness is a personality variable that is used in various contexts to understand how people cope effectively with stressful circumstances. This article is a follow-up to a study published in 2012 on first-year cadets at the United States Military Academy at West Point with my colleagues at University of California, Irvine. West Point Academy is an extremely selective institution and attracts highly qualified and competitive students. The 2012 study demonstrated that cadets with higher hardiness levels had greater performance and retention in the program. Four years later, cadets' performance and retention were assessed and the findings from the 2012 study were reinforced. Thus, hardiness had an effect on both short-term and long-term outcomes related to performance and retention of cadets.

I was involved in data management, coding, and cleaning of data, which included over 1,000 military cadets. In addition, I served as the lead on the statistical analyses include regression analyses. Last, I made contributions to the manuscript, particularly the results section, and edited the manuscript several times. As the fourth author in this manuscript published in an Excellent outlet, I have assigned 2 out of 4 possible points, consistent with a "B" rating following 2016 Psychology Department RTP Criteria.

Grant Applications and Other Funding

1) California State University Hispanic Serving Institution Community Grant (August 2022, unfunded)

I was a co-PI on this external grant with Dr. Margarita Otero-Díaz, lead of the Creando Conciencia Professional Learning Community, and Dr. Maria Iturbide, lead of the Middle Leadership Academy project tasked to assess Creando Conciencia. The CSU HSI Community Grants are sponsored by the Global HSI Equity Innovation Hub with the goal of promoting "promising practices at CSU HSIs that accelerate educational equity and innovation, leverage technology, and collaborations with educational, community, and industry partners to activate talent and build a more inclusive and diverse workforce." The goal of this project is to assess the current pilot program and institutionalize the professional development program Creando Conciencia - Empowering Hispanic Learning at Humboldt. Creando Conciencia engages Cal Poly Humboldt educators so they can create culturally responsive, equitable educational spaces that validate, engage, and empower Latinx students to leverage their full spectrum of assets as they pursue their educational and

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

professional goals. We requested funds for the assessment of the pilot, improvement of the program (over summer prior to launching year two), and starting efforts for institutionalization of the program. Unfortunately, our grant was not selected at Cal Poly Humboldt to move forward.

2) California State University Student Success Network Grant, \$14,984 (April 2022, funded)

I am a co-PI on this external grant with Drs. Kimberly White (lead), Kimberly Vincent-Layton, and Christopher Harmon. Drs. White and Harmon are faculty in the Chemistry Department. This is the first time the California State University Student Success Network offered the Equity in Action Grant Program. The goal of this program is “to invest resources back into the system to identify, understand, and disrupt inequities, as well as focusing on opportunities for students to learn, engage, progress, and complete courses on time.” Our project “Does the Use of an Interactive General Chemistry Textbook Improve Student Perceptions of and Use of the Textbook and Increase Equitable Outcomes?” will target equity gaps in undergraduate chemistry courses at Cal Poly Humboldt. Specifically, we will focus the intervention on a general chemistry course, which serves as the first chemistry course for many majors. My role in the project will primarily be assessment of the intervention, including assisting with the Institutional Review Board application and collecting and analyzing data. I will also help write a manuscript on the results of the project. Our team was awarded \$14,984 which will primarily pay for textbooks. \$3,000 will be going to pay a graduate research assistant to help in literature review, data collection, and data analysis. I will be supervising this graduate student. Given my involvement with this external grant as co-PI and the relevance of the project for Cal Poly Humboldt, I have assigned 2 out of 4 possible points following 2016 Psychology Department RTP Criteria.

3) Professional Development Grant for BIPOC Faculty, Cal Poly Humboldt, \$3,000 (March 2022, funded)

I applied to and was awarded a Professional Development Fund Grant from Cal Poly Humboldt. The grant was awarded the full amount requested: \$3,000. The purpose of the grant was to increase the retention of Black, Indigenous, and/or Person of Color (BIPOC) faculty through funding professional development activities. My application supported my research with several student coauthors. As a result of this funding, I was able to attend the Western Psychological Association conference in April 2022 with undergraduate and graduate students. In total, my research lab presented seven poster presentations. As this grant was used for travel to an academic conference, I did not assign it points following 2016 Psychology Department RTP Criteria.

4) Office of Diversity, Equity, and Inclusion (ODEI) Grant, Cal Poly Humboldt, \$3,480 (April 2021, funded)

As a result of our success with the previous ODEI grant and professional development event series for students, Dr. Maria Iturbide and I re-applied for an ODEI grant to be applied to the 2021-2022 academic year. The grant was awarded the full amount requested: \$3,480. The purpose of the grant is to raise awareness, deepen understanding, and/or engage the campus community in dialogue about diversity and equity, broadly defined. Ultimately, projects promote the participation and retention of minoritized students at Cal Poly Humboldt. Our submission was titled “Learning to Navigate Higher-Education and Career Paths” and involves a collaboration between two psychology clubs to host scholars outside the institution of diverse backgrounds. Each presenter gave a research presentation as well as “From Me to PhD” career discussion. We had a total of 6 speakers and 12 virtual or hyflex events: 6 research presentations (Psych Talks) and 6 career presentations (From Me to PhD). Our speakers represented a range of diverse identities and areas of psychology. Events were consistently attended with approximately 10-15 attendees at each event, engaging approximately 125 students. Students were engaged in presentations and asked thoughtful questions about research and career paths. Students found the events to be informative and relevant to their educational and/or career planning. It was especially helpful for students to hear about the challenges and obstacles speakers experienced, as well as advice for their own journeys. Because this event was during the pandemic when many students were still virtual, it provided important programming for the department. As an internal grant, I assigned 1 out of a total of 1 possible point following 2016 Psychology Department RTP Criteria.

5) Research, Scholarly, and Creative Activities (RSCA) Program Grant, Cal Poly Humboldt, \$4,999 (March 2021, funded)

I applied to and was awarded a RSCA Program Grant of \$4,999. The goal of the RSCA program is to provide support for the research, scholarship, and creative activities of faculty at Cal Poly Humboldt. The project was titled “Boosting Resiliency in College Students with Disabilities using Hardiness Training.” As the PI of this grant, I

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

implemented and assessed an 8-week HardiTraining program to build resilience and promote coping skills in college students with disabilities. Hardiness is a psychological construct that captures individual's ability to transform stressful situations into possible opportunities for growth and wisdom. Hardiness Training has been shown to increase hardiness levels, grades, and persistence in college students, although it hasn't been specifically implemented with college students with disabilities. The funds were used to compensate participants for attending HardiTraining and to fund two graduate research assistants. The results of this project were presented as a poster presentation at a psychology conference in 2022. Furthermore, we currently have a manuscript under review in a peer-reviewed academic journal. Students were involved in both the research poster and the manuscript. Given that the cap of 1 point for internal grants was already met, no points were assigned to this grant following 2016 Psychology Department RTP Criteria.

6) Course Transformation Institute Award, Center for Teaching and Learning, Cal Poly Humboldt, \$3,400 (February 2021, funded)

I collaborated with Dr. Maria Iturbide on a Course Transformation Institute application at Cal Poly Humboldt. The Course Transformation Institute Award is sponsored by the Center for Teaching and Learning to support instructors as they re-imagining students' learning through evidence-based practices. Our project was titled "Diversity in Research Methods: Culturally Relevant Pedagogy that Reflects our Students' Identities." As part of this project, we examined course structures and content in our PSYC 240 Foundations in Research Methods in Psychology and PSYC 342 Application of Research Methods in Psychology courses. Given increasing diversity in our psychology students and to increase retention, our goals were to address: 1) the need for a more inclusive psychological science by developing lessons that explicitly address inequities and biases in psychological research: how it is conducted, interpreted, and disseminated, and 2) the lack of representation of researchers and of participants from diverse backgrounds in the research covered in research methods courses. We presented our project at the 2021 Teaching Excellence Symposium at Cal Poly Humboldt. We also involved students in the project and presented a poster at the annual Western Psychological Association convention in April 2022. Dr. Maria Iturbide and I were awarded \$1,400 for PIs and \$2,000 to psychology department. Funds in the department were used for student travel to psychology conferences. Given that the cap of 1 point for internal grants was already met, no points were assigned to this grant following 2016 Psychology Department RTP Criteria.

7) STEM NSF Grant, \$409,166 requested (July 2020; not funded)

I was contacted by Dr. Kamila Larripa in the Math Department at Cal Poly Humboldt to collaborate on an NSF Grant titled "CAREER: Mathematical Modeling of Macrophage Polarization Investigating the Role of Metabolism." As Research Personnel, I would have assisted in the evaluation of the proposed program given my experience with social science research. I contributed to the grant application by providing text to describe the research evaluation that will be conducted over five years. Specifically, if the grant was funded, I would have design interviews and focus group surveys to administer to high school student and undergraduate participants in the program. If funded, I would have transcribed interviews, analyzed data, and prepared a manuscript with the findings of the project. Since this external grant was unfunded, I assigned .5 points out of 4 possible points following 2016 Psychology Department RTP Criteria following 2016 Psychology Department RTP Criteria.

8) California State University Institute for Teaching and Learning Award, Chancellor's Office, \$500 (June 2020, funded)

I applied to be a participant in the professional development course on Teaching First-Generation College Students Across Cultural Strengths sponsored by the California State University Institute for Teaching and Learning. This course was tailored to emphasize strategies for engaging first-generation college students in online courses. The course was completed over the course of the academic year. It started with participating in a five-week online seminar with three, two-hour synchronous meetings and asynchronous activities and lectures. The course was structured around our assigned textbook "Teaching Across Cultural Strengths: A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching." Major assignments included completing a revised syllabus, a new assessment or assignment, and new engagement strategies to implement in one course in Fall 2020. The course I chose to revise was PSYC 414 Adolescence and Young Adulthood. In Fall 2020, I revised the exams in this course to include a group and individual component. The engagement strategies I implemented include using the "chat" function in Zoom to hear from more students than the serial responders. I read students' comments and identified them by name. Student had the opportunity to expand or decline. Last, I updated the "Resources" section of my Canvas webpage to make it easier

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

for students to find information. We reflected on the implement changes in December 2020. Participants were awarded \$500 in the form of professional development funds. Given the small award of this external award, no points were assigned.

9) Office of Diversity, Equity, and Inclusion (ODEI) Grant, CAL POLY HUMBOLDT, \$3,500 (May 2020; funded)

I collaborated with Dr. Maria Iturbide on an ODEI grant to be applied to the 2020-2021 academic year. The grant was awarded the full amount requested: \$3,500. The purpose of the grant is to raise awareness, deepen understanding, and/or engage the campus community in dialogue about diversity and equity, broadly defined. Ultimately, projects promote the participation and retention of minoritized students at Cal Poly Humboldt. Our submission was titled "Learning to Navigate Cal Poly Humboldt and the Higher-Education System" and involves a collaboration between two psychology clubs to host scholars outside the institution of diverse backgrounds. Each presenter gave a research presentation as well as a roundtable discussion exploring the topic of Diversity in Education from Research to the Lived Experience. The speakers we will bring in will be more representative of the Psychology department and Cal Poly Humboldt student body. We had a total of 5 speakers and 10 events. Our speakers represented a range of diverse identities and areas of psychology. Events were consistently attended with each event hosting approximately 25-30 attendees, engaging approximately 200 students. From our surveys, we found that students enjoyed hearing tips for applying to graduate school from someone with the same major and goals. Students reported it was nice to hear that people's journeys were not easy and that finding out what you want to be doesn't happen overnight. Hearing from a speaker with a similar background eased students' fears. Students found the events to be informative and relevant to their educational and/or career planning. Being exposed to scholars who are similar to yourself and in positions of power is impactful for students who may not otherwise see themselves represented in course curriculum, textbooks, or faculty, staff, and administrators on campus. Given that the cap of 1 point for internal grants was already met, no points were assigned to this grant following 2016 Psychology Department RTP Criteria.

10) Certificate in College Teaching and Learning Award, Cal Poly Humboldt, \$600 (July 2019, funded)

In the summer of 2019, I applied to participate in the Summer Faculty Institute sponsored by ESCALA Educational Services, Inc. in Salinas, CA. This was a three-day institute with faculty from universities across the country. In addition to spending 8 hours each day in the institute, we had additional homework and group activities. I restructured my PSYC 311 course with a focus on three aspects of Culturally Responsive Teaching: relatedness, competence, and trust. My primary goals were to increase students' sense of belonging, give students more practice with course materials, and use a wider variety of assessment strategies in my courses. After the institute concluded, I had three additional meetings with my ESCALA coach at Cal Poly Humboldt. In Fall 2019, I had my PSYC 311 Human Development course videotaped to complete a Timed Observation Protocol for Student Engagement and Equity (TOPSE) classroom assessment. The culmination of the institute was presenting the results of the Systematic Inquiry Projects at the ESCALA Final Project Symposium at Cal Poly Humboldt in February 2020, thereby earning a Certificate in College Teaching and Learning in Hispanic Serving Institutions (HSIs). Participants from Cal Poly Humboldt were awarded \$600 for completing the Certificate in College Teaching and Learning. Given that the cap of 1 point for internal grants was already met, no points were assigned to this award following 2016 Psychology Department RTP Criteria.

11) Course Design Institute Award, Cal Poly Humboldt, \$400 (May 2019, funded)

I applied to participate in Cal Poly Humboldt's first annual Course Design Institute in the Summer of 2019 to develop a plan for my PSYC 414 Adolescence and Young Adulthood Fall 2019 course. The Course Design Institute is sponsored by the Center for Teaching and Learning and supports instructors in re-imagining their teaching and their students' learning through measurable actions. Participants were awarded \$400 in the form of professional development funds. The course provided a blended learning experience that included a one-day onsite session (5 hours), followed by one week online, asynchronous learning. Faculty worked in a collegial community to craft an action plan. The following changes to PSYC 414 were implemented: supplementing the course with more diverse voices through required and optional readings, videos, and songs; incorporating guest speakers from the community; providing more opportunities to relate course material to students' lives; and applying course concepts through new assignments and a final project. Faculty were scheduled to share the results at a CTL event like the annual Teaching Excellence Symposium, however, because of COVID-19, the symposium was cancelled. Given that the cap of 1 point for internal grants was already met, no points were assigned to this award following 2016 Psychology Department RTP

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

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12) Cal Poly Humboldt Center Activities Grant, Cal Poly Humboldt, ~\$250 each time (October 2017, February 2018, and October 2018; funded)

In Fall 2017, I worked with Deserie Donae and Julie Stewart in Center Activities to develop a class activity that would benefit my PSYC 311 Human Development students. We decided upon an on-campus hands-on simulation that modeled age-appropriate activities and interactions for children ages 9-12. Activities were taken from actual summer camp activities. Typically, 4 facilitators led this activity over two class sessions for two sections of PSYC 311. During one semester, a facilitator visited the class a third time to review. After each activity, the facilitators discussed developmental theories and concepts specific to middle childhood and encouraged students to reflect on the concepts. Altogether, approximately 70-80 students participated in this activity each semester. In Spring 2018 and Fall 2018, I coupled the activity with an APA style research paper that connected class theories and concepts to the activity. In their End-of-Semester Evaluations, students typically commented on the effectiveness of this activity in facilitating application of theory and retention of material.

This was the first time Center Activities had done this kind of group facilitation with a class at Cal Poly Humboldt. The activity was such a success that I continued it in my Spring 2018 and Fall 2018 classes. For each semester, the program fee was covered by Center Activities through grant funding. The fee included Center Activities' facilitation of activities, preparation, and the props and supplies for the activities. In Spring 2018, I completed the Grant Funding Request Form to fund the activity (\$249.75). For the other semesters, Center Activities staff completed the grant application. Given that the cap of 1 point for internal grants was already met, no points were assigned to this grant following 2016 Psychology Department RTP Criteria.

13) Research, Scholarship, and Creative Activities (RSCA) Program Grant, Cal Poly Humboldt, \$5,000 requested (September 2018; not funded)

I applied for an RSCA Program Grant for the 2018-2019 academic year that was not funded. The goal of the RSCA program is to provide support for the research, scholarship, and creative activities of faculty at Cal Poly Humboldt. The proposed project was titled "College Access and Retention among Local Area Youth" and the amount requested was \$5,000. The grant would have funded a collaboration between Cal Poly Humboldt Talent Search and our research lab including hiring a graduate student to collect data with local high school seniors as well as Talent Search alumni to assess educational goals and progress toward goals. Given that the cap of 1 point for internal grants was already met, no points were assigned to this grant following 2016 Psychology Department RTP Criteria.

14) Sustainable Learning Award, Cal Poly Humboldt, \$300 (May 2018; 4 hours)

I applied to participate in a Sustainable Learning Seminar as part of the CSU Affordable Learning Solutions programming. The workshop revolves around evaluating free or low-cost textbooks and readings in courses to make college more affordable for students. During the seminar, we learned about high-quality free Online Educational Resources (OERs), free library eBooks, and affordable textbook options. We had time to evaluate resources we found. I was able to find a free textbook for my human development class that I adapted in Spring 2019. Participants were awarded \$300 for participating in the Seminar. I have been interviewed for the 2020-2021 Cal Poly Humboldt OER Faculty showcase as an example of saving students money on course materials. Given that the cap of 1 point for internal grants was already met, no points were assigned to this award following 2016 Psychology Department RTP Criteria.

Peer Reviewed Professional Presentations

* denotes student author

1) Jimenez-Madora*, E., Bumgardner*, E., Sosa-Rosales*, B., Cherry*, K. D., Iturbide, M., & XXXXXXXXXXX, B. (2022, April). *The impact of COVID-19 on academic stress and achievement goal orientations in college students*. Poster presented at the 102nd annual meeting of the Western Psychological Association, Portland, OR.

This project is a collaboration between the Cultural Diversity and Adolescence Development lab and the Academic Motivation and Resilience lab. The project involved three graduate students and one undergraduate. Data was collected in the fall of 2020 and the spring of 2021. The current study investigated if COVID-19 stress would

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

mediate the relationship between perceived academic stress and achievement goal orientations. We found that college students who are experiencing more COVID-19 stress may tend to have a negative relationship between academic stress and mastery approach orientation. In addition, college students who are experiencing more COVID-19 stress may tend to have a positive relationship between academic stress and mastery avoidance approach. This work is especially relevant as we seek to understand how COVID-19 impacted college student motivation. Dr. Iturbide and I supported the students in hypothesis generation, literature search, data analysis, and poster creation. This work was presented at the Western Psychological Association, a psychology conference that is especially attended by undergraduate and graduate psychology students. As a regional psychology conference, I awarded this presentation 1 out of 1 possible points following 2016 Psychology Department RTP Criteria.

2) Timin*, S., Cherry*, K. D., XXXXXXXXXXXX, B., Avila*, M., & Anjewierden*, B. (2022, April). *Institutional autonomy support predicts college student's achievement goals through psychological need satisfaction*. Poster presented at the 102nd annual meeting of the Western Psychological Association, Portland, OR.

This is one of three poster presentations led by undergraduate Sophie Timin who completed an independent study under my supervision and was awarded a College of Professional Studies Scholar Fund award for her work. Sophie used a secondary data set collected by my graduate student Kevin Cherry. Data was collected in the fall of 2020 and the spring of 2021. We hypothesized that through psychological need satisfaction, greater institutional autonomy support would indirectly predict greater mastery-approach goals, and lower performance-avoidance goals. We found partial support for the hypotheses: institutional autonomy support indirectly predicted mastery-approach goals through psychological need satisfaction, however, there were no significant results for performance-avoidance goals. This work is especially relevant as we seek to understand how COVID-19 impacted college student motivation. I supervised Sophie during the project from hypothesis generation to literature search to data analysis and poster creation. This work was presented at the Western Psychological Association, a psychology conference that is especially attended by undergraduate and graduate psychology students. As a regional psychology conference, I awarded this presentation 1 out of 1 possible points following 2016 Psychology Department RTP Criteria.

3) Timin*, S., Cherry*, K. D., XXXXXXXXXXXX, B., Avila*, M., Anjewierden*, B., & Levy*, R. (2022, April). *Autonomy support promotes college student online engagement through mastery-approach goals and self-esteem*. Poster presented at the 102nd annual meeting of the Western Psychological Association, Portland, OR.

In this poster, Sophie used a secondary data set collected by my graduate student Kevin Cherry to answer her research questions. Data was collected in the fall of 2020 and the spring of 2021. We expected that autonomy support would predict greater engagement indirectly through both self-esteem and mastery-approach goals. We found that both self-esteem and mastery-approach goals help us independently partially explain the relationship between autonomy support and college student engagement. This work is especially relevant as we seek to understand how COVID-19 impacted college student motivation. I supervised Sophie during the project from hypothesis generation to literature search to data analysis and poster creation. This work was presented at the Western Psychological Association, a psychology conference that is especially attended by undergraduate and graduate psychology students. As a regional psychology conference, I awarded this presentation 1 out of 1 possible points following 2016 Psychology Department RTP Criteria.

4) Timin*, S., Iturbide, M., XXXXXXXXXXXX, B., Sosa-Rosales*, B., & Jimenez-Madora*, E. (2022, April). *Threat stress appraisals moderate the relationship between social support and degree commitment*. Poster presented at the 102nd annual meeting of the Western Psychological Association, Portland, OR.

This project is a collaboration between the Cultural Diversity and Adolescence Development lab and the Academic Motivation and Resilience lab. Undergraduate Sophie Timin led the project with oversight from Dr. Maria Iturbide and I, and help from graduate students Bernardo Sosa-Rosales and Edgar Jimenez-Madora. Data was collected from March 2020-March 2021. We hypothesized that social support would be related to greater degree commitment, and that threat stress appraisals would moderate this relationship. The results indicated preliminary support for a moderating effect of threat stress appraisals on the relationship between perceived social support and degree commitment. This work is especially relevant as we seek to understand how COVID-19 impacted college student motivation. Dr. Iturbide and I supported the students in hypothesis generation, literature search, data analysis, and poster creation. This work was presented at the Western Psychological Association, a psychology conference that is

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

especially attended by undergraduate and graduate psychology students. Given that the cap of 3 points for professional presentations was already met, no points were assigned following 2016 Psychology Department RTP Criteria.

5) Weatherill*, H., Cherry*, K., Avila*, M., Taylor*, L., & Xxxxxxxxxx, B. (2022, April). *The relationship between hardiness, stress, and mental health in college students with disabilities during COVID-19*. Poster presented at the 102nd annual meeting of the Western Psychological Association, Portland, OR.

This project is based on a RSCA grant awarded in 2021 titled "Boosting Resiliency in College Students with Disabilities using Hardiness Training." The first two authors were graduate research assistants on the grant. I was also able to involve two additional research assistants in this presentation. We hypothesize that hardiness levels reported by disabled college students will negatively correlate with the following mental health and well-being indicators: perceived stress, COVID-19 stress, anxiety, depressive symptoms, and substance use. The results suggest there is preliminary support that prior relationships established in the hardiness literature are also found in a sample of disabled college students during COVID-19. This work is especially relevant as we seek to understand how disabled college students experienced stress and coping during the COVID-19 pandemic. I supervised students during the project from hypothesis generation to literature search to data analysis and poster creation. This work was presented at the Western Psychological Association, a psychology conference that is especially attended by undergraduate and graduate psychology students. Given that the cap of 3 points for professional presentations was already met, no points were assigned following 2016 Psychology Department RTP Criteria.

6) Xxxxxxxxxx, B., Iturbide, M., Magallanes*, S., Lara*, L., Armenta Villa*, L., & Jimenez-Madora*, E. (2022, April). *Students' experiences with diversity, equity, and inclusion in research methods courses*. Poster presented at the 102nd annual meeting of the Western Psychological Association, Portland, OR.

This project is based on a Course Transformation Institute grant awarded to Dr. Maria Iturbide and me in 2021 titled "Diversity in Research Methods: Culturally Relevant Pedagogy that Reflects our Students' Identities." Students were involved in all aspects of the project from the Institutional Review Board application, to reviewing literature, creating the survey, advertising, data collection, data analysis, and poster creation. We hypothesize that Psychology research method course's coverage of DEI will be positively correlated with indicators of academic integration and negatively correlated with minority stress, especially for marginalized students (i.e., students of color, transfer students, Pell Grant-eligible students). There was some support for our hypotheses but more research is needed to understand how other marginalized groups (e.g., transfer students and Pell Grant-eligible students) experience diversity, equity, and inclusion in RMCs and academic integration. This work highlights the growing interest in infusing diversity, equity, and inclusion in all our psychology curriculum. This work was presented at the Western Psychological Association, a psychology conference that is especially attended by undergraduate and graduate psychology students. Given that the cap of 3 points for professional presentations was already met, no points were assigned following 2016 Psychology Department RTP Criteria.

7) Xxxxxxxxxx, B., Wagoner*, K., Alcaraz*, D., Escola*, K., & Weatherill*, H. (2022, April). *College instructors' perceived responsibilities: A descriptive study*. Poster presented at the 102nd annual meeting of the Western Psychological Association, Portland, OR.

This project is the result of my research conducted as a Faculty Diversity and Equity Fellow. I involved four undergraduate students in my research lab on this poster to be presented at the Western Psychological Association conference. The present study investigated the perceived responsibilities of college instructors from both a faculty and student perspective with a focus on highly equitable classroom practices. Results indicate generally high endorsement of equitable classroom practices for both faculty and students. Overall, faculty scored higher on perceptions of responsibility than students. Under my guidance, students entered data, helped with statistical analyses and interpretation, and gave feedback about the poster presentation. The conference was originally scheduled for April 2020 but has been rescheduled to a virtual format in October 2020. We originally presented at the virtual conference. When the in-person version of the conference resumed in April 2022, we were given the opportunity to present the poster in person. By the time we presented in person, the associated manuscript was already published in a peer-reviewed journal. This project highlights the growing interest in equity-based faculty professional development. This work was presented at the Western Psychological Association, a psychology conference that is especially attended by undergraduate and graduate psychology students. Given that the cap of 3 points for professional presentations was

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

already met, no points were assigned following 2016 Psychology Department RTP Criteria.

8) Weatherill*, H., Cherry*, K., XXXXXXXXXXXX, B., Vasquez*, N., & Iturbide, M. (2022, March). *Transforming stress: Hardiness training with disabled college students during COVID-19*. Poster presented virtually at the annual meeting for the Society for Research on Adolescence, New Orleans, LA.

This project is based on a RSCA grant awarded in 2021 titled “Boosting Resiliency in College Students with Disabilities using Hardiness Training.” The first two authors were graduate research assistants on the grant. I was also able to involve an additional graduate student in this presentation. The current study used Hardiness Training to promote the use of positive coping skills and responses to stress in college students with disabilities during a time of unprecedented stress and uncertainty due to multiple pandemics. After receiving HardiTraining, the intervention group significantly increased in their Hardiness scores and showed significantly reduced perceived stress and depressive symptoms, although there were no changes in academic variables or anxiety. This work is especially relevant as we seek to understand how disabled college students experienced stress and coping during the COVID-19 pandemic. I supervised students during the project from hypothesis generation to literature search to data analysis and poster creation. This work was presented at the Society for Research on Adolescence convention, a national interdisciplinary conference that is very selective. This poster was given a special distinction because it was “chosen through a competitive selection process for presentation as part of a special event at the SRA Biennial Meeting: *Adolescence in the Context of Domestic and Global Diversity Poster Session*. This special poster session will focus exclusively on research that addresses diversity issues in adolescence both domestically and globally. In addition to increasing the visibility of work that focuses on underrepresented racial and ethnic groups; sexual minority youth; individuals with disabilities; and individuals from economically, socially, culturally, or educationally disadvantaged backgrounds, this session convenes like-minded scholars to maximize networking opportunities during the conference.” Given that the cap of 3 points for professional presentations was already met, no points were assigned following 2016 Psychology Department RTP Criteria.

9) Cherry*, K., Weatherill*, H., Vasquez*, N., Sosa-Rosales*, B., Avila*, M., & XXXXXXXXXXXX, B. (2021, April). *College students’ COVID-related stress, basic psychological needs, and goal achievement orientations during virtual instruction*. Poster presented at the 101st annual meeting of the Western Psychological Association, Virtual conference.

The project was led by graduate student Kevin Cherry and four other graduate students worked on the poster. Data was collected in the fall of 2020 and the spring of 2021 as part of Kevin Cherry’s thesis project. Given the prevalence of COVID-related stress (CRS), this project investigated relationships between basic psychological need satisfaction and frustration, and various achievement goals orientations. Our findings indicate an important relationship between college students’ achievement goal orientations and having their basic psychological needs met. Consistent with our predictions, students who had their basic psychological needs met also endorsed mastery- and performance-approach orientations while students whose basic psychological needs were frustrated endorsed mastery- and performance-avoidance orientations. This work is especially relevant as we seek to understand how COVID-19 impacted college student motivation. This work was presented at the Western Psychological Association, a psychology conference that is especially attended by undergraduate and graduate psychology students. The poster received a “Student Research Award” for the quality and timeliness of this research. I supervised students during the project from hypothesis generation to literature search to data analysis and poster creation. Given that the cap of 3 points for professional presentations was already met, no points were assigned following 2016 Psychology Department RTP Criteria.

10) Cherry*, K. D., Davis*, M., Salazar*, T. A., Sosa-Rosales*, B., Kirakosyan*, T., Foster*, A., Jimenez-Madora*, E., Mariscal*, M., Delluna*, K., Estrada*, D., Iturbide, M. I., & XXXXXXXXXXXX, B. (2021, April). *College students’ hardiness: Predicted by perceived stress and explained by stress appraisals*. Poster presented at the biennial meeting of the Society for Research on Child Development, Virtual conference.

This project is a collaboration between the Cultural Diversity and Adolescence Development lab and the Academic Motivation and Resilience lab. The project involved several graduate and undergraduate students. Data was collected from March 2020 to March 2021. The goal of the current study was to examine the role of stress appraisal components as a potential mediator in perceived academic stress predicting hardiness. Consistent with the literature

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

and our hypothesis, perceived academic stress predicted college students' hardiness. This relationship was partially explained by both primary and secondary stress appraisal components. This work is especially relevant as we seek to understand how COVID-19 impacted college student motivation. Dr. Iturbide and I supported the students in hypothesis generation, literature search, data analysis, and poster creation. This work was presented at the Society for Research on Child Development convention, a national interdisciplinary conference that is very selective. Given that the cap of 3 points for professional presentations was already met, no points were assigned following 2016 Psychology Department RTP Criteria.

11) Cherry*, K., Sosa-Rosales*, B., Jimenez-Madora*, E., Weaver*, K., & XXXXXXXXXXXX, B. (2021, April). *Personality, goal pursuit, and wellbeing in undergraduates*. Poster presented at the biennial meeting of the Society for Research on Child Development, Virtual conference.

This project used data collected from when I was a graduate student at University of California, Irvine. Three graduate students and one undergraduate worked on this project. The purpose of the project was to examine the relationships between goal engagement and personality factors on multiple wellbeing outcomes in undergraduates. The results suggest personality traits were strong predictors of students' wellbeing, however, goal engagement was less consistent in predicting wellbeing outcomes. These results inform the literature on college students' wellbeing by investigating the intersection of motivation and personality traits. I supervised students during the project from hypothesis generation to literature search to data analysis and poster creation. This work was presented at the Society for Research on Child Development convention, a national interdisciplinary conference that is very selective. Given that the cap of 3 points for professional presentations was already met, no points were assigned following 2016 Psychology Department RTP Criteria.

12) Sosa-Rosales*, B., Cherry*, K., & XXXXXXXXXXXX, B. (2021, April). *Goal engagement and disengagement strategy utilization among ethnically diverse college students*. Poster presented at the biennial meeting of the Society for Research on Child Development, Virtual conference.

This project used data collected from when I was a graduate student at University of California, Irvine. Two graduate students led this project. Few studies have investigated race/ethnic or cultural differences in goal engagement and disengagement strategy utilization. The study examined patterns of goal engagement and disengagement strategies reported among underrepresented and represented students pursuing post-secondary educational goals. Differences were found between racially/ethnically underrepresented and represented students in academia on both goal engagement and goal disengagement. This study advances research on motivational strategies and how they can serve as a protective factor or buffer against social and academic challenges that racially minoritized students experience at the university. I supervised students during the project from hypothesis generation to literature search to data analysis and poster creation. This work was presented at the Society for Research on Child Development convention, a national interdisciplinary conference that is very selective. Given that the cap of 3 points for professional presentations was already met, no points were assigned following 2016 Psychology Department RTP Criteria.

13) XXXXXXXXXXXX, B., & Iturbide, M. I. (2021, April). *Asian American college students' achievement goal orientations, academic achievement, and acculturation orientations*. Poster presented at the biennial meeting of the Society for Research on Child Development, Virtual conference.

This project used data collected from when I was a graduate student at University of California, Irvine. In this project, we sought to determine the relationship between achievement goal orientations and Asian American college students' academic achievement and satisfaction, respectively. We found that overall, identifying more with one's heritage culture and identifying less with American culture may help us better understand the positive relationship between approach goals and academic success for Asian American college students. This work was presented at the Society for Research on Child Development convention, a national interdisciplinary conference that is very selective. This poster was awarded a Ribbon by the conference committee for exemplifying Ethnic and Racial Issues related to children's development. We are currently working on submitting a manuscript of this project to an academic journal. Given that the cap of 3 points for professional presentations was already met, no points were assigned following 2016 Psychology Department RTP Criteria.

14) Cherry*, K. D., Sosa-Rosales*, B., Villa*, K. B., XXXXXXXXXXXX, B., & Iturbide, M. I. (March, 2021). *Acculturative stress*

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

and hardiness in college students of colors' academic performance, internalized, and externalized behavior. Poster presented at the biennial meeting of the Society for Research on Adolescence, Virtual conference.

My graduate student Kevin Cherry is the lead author on this presentation and two other graduate students participated in the project. This poster is the result of a collaboration with Dr. Maria Iturbide's Cultural Diversity and Adolescent Development Research Lab. The conference was originally scheduled for April 2020 but was rescheduled virtually for March 2021. The purpose of the study was to examine the relationship between hardiness and acculturative stress in academic performance, internalized behavior (i.e., self-esteem, depressive symptoms), and externalized behavior (i.e., substance use) in college students of color. We found positive correlations between aspects of hardiness and academic performance and self-esteem, respectively. Negative correlations were found between hardiness and depressive symptoms and substance use, respectively. This work is especially relevant as we seek to better understand academic success for students who encounter disproportionate levels of stress at the university. This work was presented at the Society for Research on Adolescence convention, a national interdisciplinary conference that is very selective. Given that the cap of 3 points for professional presentations was already met, no points were assigned following 2016 Psychology Department RTP Criteria.

15) Escalante*, S., Villa*, K., Cherry*, K., Egbert*, N., Messina*, F., & XXXXXXXXXXX, B. (2020, October). *STEM undergraduate summer research program: Measuring academic engagement, educational aspirations, and binational collaboration intentions*. Poster presented at the 100th Annual Meeting of the Western Psychological Association, Virtual conference.

The lead author of this poster presentation is a graduate student outside my research lab who was interested in a program evaluation of a summer research program. Two of my graduate students and two undergraduate students from my research lab were also involved in this study. The purpose of the study was to conduct a preliminary analysis of academic achievement, academic engagement, educational expectations, and binational collaboration intentions of students both before and after completing the ENLACE summer research program. Broadly, these data provided mixed results for the efficacy of the ENLACE program in promoting favorable social and academic outcomes for Latinx students. This work is important to further understand the academic identity and academic self-efficacy of marginalized and minoritized college students. The conference was originally scheduled for April 2020 but was rescheduled to a virtual format in October 2020. This work was presented at the Western Psychological Association, a psychology conference that is especially attended by undergraduate and graduate psychology students. Students were involved in the creation of the project and collecting data. They helped analyze the data, create tables and figures to represent the findings, and create the poster presentation. Given that the cap of 3 points for professional presentations was already met, no points were assigned following 2016 Psychology Department RTP Criteria.

16) XXXXXXXXXXX, B., Begay, K., & White, K. (2020, September). *College instructors' perceived responsibilities for implementing highly equitable classroom practices*. Poster accepted for the 22nd Annual CSU Symposium on Teaching and Learning, CSU Fullerton, CA (conference cancelled).

This project was accepted to be presented at the CSU Symposium on Teaching and Learning supported by the CSU's Chancellor's Office. The theme for this year's symposium was IDEAS: Inclusion, Diversity, Equity, Accessibility, and Student Success. The audience is faculty of all disciplines across the CSU system. Our poster was accepted under the Equity theme but unfortunately because of COVID-19, the symposium was rescheduled and eventually cancelled. Given that the cap of 3 points for professional presentations was already met, no points were assigned following 2016 Psychology Department RTP Criteria.

17) XXXXXXXXXXX, B., & Martinez, M. (2019, April). *Challenges to persistence among first-generation doctoral students*. Paper presented at the 99th Annual Meeting of the Western Psychological Association, Pasadena, CA.

I presented work resulting from a collaboration with a colleague at California State University, Dominguez Hills. The purpose of the study was to explore factors that contribute to persistence as well as barriers to persistence in graduate school among first-generation college students. We found important connections between: Social capital, feelings of marginalization, and academic and social integration; heightened imposter syndrome; and mismatch that led to culture shock. This research is significant as there is a substantial equity gap between first-generation and continuing-generation students completing Ph.D. programs. We presented at the Western Psychological Association Annual Convention, a regional psychology conference that is especially attended by undergraduate and graduate

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

psychology students. We gave an oral presentation in a Motivation panel to a broad audience of psychologists. I also served as the chair for the paper session. Given that the cap of 3 points for professional presentations was already met, no points were assigned following 2016 Psychology Department RTP Criteria.

18) XXXXXXXXXXXX, B. (2018, April). *Motivation and self-regulation in community college students aspiring to transfer.* Poster presented at the biennial meeting of the Society for Research on Adolescence, Minneapolis, MN.

I presented work from my dissertation at the Society for Research on Adolescence Annual Convention. This study investigated the role of agency in facilitating transfer among community college students. Overall, the results suggest that goal engagement strategies, such as persisting when encountering obstacles, avoiding distractions, and seeking outside support when needed, are useful in predicting transfer-related behaviors and outcomes in community college students. The results can be used to implement cost-effective and short-term psychological interventions that maximize students' motivational resources and facilitate transfer to a university. This work was presented at the Society for Research on Adolescence convention, a national interdisciplinary conference that is very selective. The poster was presented to researchers from various disciplines interested in students in higher education. Given that the cap of 3 points for professional presentations was already met, no points were assigned following 2016 Psychology Department RTP Criteria.

Professional Presentations (Not Peer Reviewed)

1) XXXXXXXXXXXX, B., & Iturbide, M. (2022, May). *Diversity in research methods: Culturally relevant pedagogy that reflects our students' identities.* Project presented at Cal Poly Humboldt's annual Teaching Excellence Symposium, Arcata, CA.

Dr. Maria Iturbide presented the results of our Course Transformation Institute project in a recorded oral presentation at Cal Poly Humboldt's Teaching Excellence Symposium. The audience consisted of Cal Poly Humboldt staff, faculty, and administrators. Our project was titled "Diversity in Research Methods: Culturally Relevant Pedagogy that Reflects our Students' Identities." We found that diversity, equity, and inclusion in psychology research method courses were associated with greater science identities and networking in white students and perceptions of positive campus climate for all students. We are continuing to collect data because we had a relatively small sample size for this presentation. This work highlights the growing interest in infusing diversity, equity, and inclusion in all our psychology curriculum. Because this was not a peer-reviewed conference or one with a broad reach, I did not assign any points for this presentation.

2) XXXXXXXXXXXX, B., Begay, K., & White, K. N. (2021, December). *College instructor's perceived responsibilities for implementing highly equitable classroom practices.* Poster presented at Cal Poly Humboldt's annual Teaching Excellence Symposium, Arcata, CA.

This project is the result of research conducted with Faculty Diversity and Equity Fellows Drs. Kimberly White and Kayla Begay. We presented the results of our research project in a virtual poster presentation at Cal Poly Humboldt's Teaching Excellence Symposium. The audience consisted of Cal Poly Humboldt staff, faculty, and administrators. In a sample of Cal Poly Humboldt faculty, we found generally high endorsement of highly equitable classroom practices. The most highly endorsed responsibilities of college instructors were promoting a sense of belonging, building students' confidence, and hearing from all students. Overall, the two-part learning session had a positive impact on college instructor's perceptions of responsibilities to students to implement highly equitable classroom practices. This project highlights the growing interest in equity-based faculty professional development. This work was presented at the Western Psychological Association, a psychology conference that is especially attended by undergraduate and graduate psychology students. Since I presented this project previously in the form of a poster presentation at the Western Psychological Association convention, no points are assigned following 2016 Psychology Department RTP Criteria.

3) XXXXXXXXXXXX, B. (2020, December). *Doing more to support students' learning with the ladder.* Poster presented at Cal Poly Humboldt's annual Teaching Excellence Symposium, Arcata, CA.

I presented the results of my ESCALA Systematic Inquiry Project (SIP) in a virtual poster presentation at Cal Poly Humboldt's Teaching Excellence Symposium. The audience consisted of Cal Poly Humboldt staff, faculty, and

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

administrators. For this project, I implemented changes in my PSYC 311 Human Development course by building relatedness, competence, and trust in various assignments with examples. I used data from Equity Ratio Reports, midsemester feedback, and end-of-semester evaluations to draw conclusions about changes implement in Fall 2019. This work highlights the growing interest in infusing diversity, equity, and inclusion in our curriculum. Since I presented this project previously in the form of an oral presentation at the ESCALA Alumni Symposium at Cal Poly Humboldt, no points are assigned following 2016 Psychology Department RTP Criteria.

4) Xxxxxxxxxx, B. (2020, February). *Doing more to support students' learning*. Project presented at Cal Poly Humboldt ESCALA Alumni's Final Project Symposium, Arcata, CA.

I presented the results of my ESCALA Systematic Inquiry Project (SIP) in an oral presentation at Cal Poly Humboldt. The audience consisted primarily of other ESCALA alumni but was open to all Cal Poly Humboldt staff and faculty. A majority of the attendees were from the College of Natural Resources and Sciences. For this project, I implemented changes in my PSYC 311 Human Development course by building relatedness, competence, and trust in various assignments with examples. I used data from Equity Ratio Reports, midsemester feedback, and end-of-semester evaluations to draw conclusions about changes implement in Fall 2019. This work highlights the growing interest in infusing diversity, equity, and inclusion in our curriculum. Because this was not a peer-reviewed conference or one with a broad reach, I did not assign any points for this presentation.

5) Xxxxxxxxxx, B. (May, 2018). *Motivation strategies to facilitate transfer in community college students*. Project presented at Cal Poly Humboldt's ideaFest, Arcata, CA.

I presented work from my dissertation at Cal Poly Humboldt's annual ideaFest Symposium. I presented a poster presentation described in the "Peer-reviewed Professional Presentations" section to Cal Poly Humboldt students from all disciplines. It was important to me to not only share my research with colleagues at a national academic conference, but to also communicate the findings and importance of the work to undergraduate students at Cal Poly Humboldt. I invited students from my classes to come see my poster and talk to me about my research. This work suggests the possibility of resources and interventions for community college students as they navigate higher education and meet their educational goals. Since I presented this poster at a national psychology conference, no points are assigned following 2016 Psychology Department RTP Criteria.

b. Scholarly/Creative Activities In Progress

Peer-Reviewed Journal Article Manuscripts Under Review

1) Chang, E. S., Shane, J., Xxxxxxxxxx, B., & Heckhausen, J. (2022). *Shared and nonshared agency for occupational goals with mothers, fathers, VIPs, and romantic partners*. [Manuscript submitted for publication].

This research project is a collaboration with colleagues from University of California, Irvine, Soka University, and the City University of New York. This manuscript investigates a new scale that measures occupational shared agency in a number of social relationships (e.g., mother, father, romantic partners, mentors). Shared agency refers to the coregulation, or lack thereof, of young adults' goals within social relationships. Consistent with other domains, occupational shared agency was consistently associated with positive career-related outcomes and non-shared agency with negative career-related outcomes, thereby providing validation for the scale.

While at University of California, Irvine, I oversaw this project's data collection. Since then, I provided feedback and edited the manuscript several times. This manuscript was most recently rejected from the Journal of Vocational Behavior and is now under review with Frontiers in Psychology, Organizational Psychology for their special issue on "Social Relationships and Career Development Throughout the Lifespan: Identifying Patterns of Shared and NonShared Agency." It is anticipated it will be published in the 2022-2023 academic year.

2) Xxxxxxxxxx, B. J., Cherry, K., & Weatherill, H. (2022). *Transforming stress through hardiness training with college students with disabilities during COVID-19*. [Manuscript submitted for publication].

This manuscript is a result of work funded by a Research, Scholarship, and Creative Activities Program Grant from Cal Poly Humboldt awarded in 2021 titled "Boosting Resiliency in College Students with Disabilities using Hardiness Training." The manuscript assesses the effectiveness of a HardiTraining intervention that was implemented with a small group of disabled college students online during the COVID-19 pandemic. HardiTraining has been found to increase

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

hardiness levels and positive outcomes for individuals of all ages and backgrounds although it has not been specifically applied to college students with disabilities to the author's knowledge.

As first author of this manuscript, I was responsible for all aspects of the project, including both the intervention and the assessment. Along with the help of two graduate research assistants funded through the grant, we facilitated an 8-week HardiTraining program. On the research side, I was the lead on the Institutional Review Board application, created the survey, collected data, cleaned and coded data, reviewed literature, conducted analyses, wrote the manuscript, and edited the manuscript. I also supervised students as they assisted in some of the tasks listed above.

This manuscript was most recently rejected from the Journal of Postsecondary Education and Disability and is now under review with The International Journal of Disability, Development and Education.

If this manuscript receives a revise-and-resubmit, is anticipated it will be published in the 2022-2023 academic year. If this article is rejected, I will work to further refine the manuscript and submit it to a different journal in the 2022-2023 academic year.

Peer-Reviewed Journal Article Manuscripts In Progress

1) XXXXXXXXXXX, B., Iturbide, M. I., Wu, V. C., & Heckhausen, J. (in preparation). Asian American college students' achievement goal orientations, academic achievement, and acculturation orientations.

This project is a collaboration between myself and Dr. Maria Iturbide at Cal Poly Humboldt and my colleagues at University of California, Irvine and University of California, Santa Barbara. This study sought to further investigate the role of culture in understanding Asian American college students' motivation and achievement. The results of the study suggest that identifying more with one's heritage culture and identifying less with American culture may facilitate the positive relationship between motivation and academic outcomes. The manuscript will be submitted to Contemporary Educational Psychology by the summer of 2023.

2) XXXXXXXXXXX, B., & Heckhausen, J. (in preparation). Academic goal engagement strategies facilitate transfer in community college students.

This project is based on my dissertation work at University of California, Irvine. I am collaborating with my former doctoral advisor Dr. Jutta Heckhausen on this manuscript. This manuscript investigates the role of motivation control strategies, namely academic goal engagement and compensatory secondary control strategies, in facilitating transfer among community college students. Goal engagement strategies aid in the successful pursuit of goals, while compensatory secondary control strategies are responses to setbacks or obstacles in goal pursuit. Using a short-term longitudinal design, we found relationships between control strategies and aspects of academic behavior, transfer-related behavior, and transfer outcomes. While goal engagement strategies were associated with positive outcomes, compensatory secondary control strategies had fewer significant relationships with variables of interest, however relationships were in the expected negative direction. Additionally, the interaction between goal engagement and compensatory secondary control influenced select behaviors and outcomes. The results can be used to implement cost-effective and short-term psychological interventions that maximize students' motivational resources. I plan to submit this manuscript during the 2023-2024 academic year.

3) XXXXXXXXXXX, B. J., & Martinez, M. (in preparation). Persistence among first-generation college students in doctoral programs: A qualitative investigation.

I am the first author on this manuscript which is a qualitative investigation into factors that contribute to persistence among first-generation doctoral students. This study is unique in that it examines a sample of McNair Scholars from a large, urban, comprehensive state university. Students who attend doctoral programs tend to be from research universities and have specific advantages even if they are also first-generation college students. Participants in this study are not only first-generation but the majority are also traditionally underrepresented in academia and low-income. Using a series of focus groups, several themes emerged under the broad categories of academic integration, social integration, and funding. Students who dropped out of their doctoral programs had significant difficulties with social integration and lacked the social and cultural capital of students from more privileged institutions. In addition, although they had the academic talent, students experienced imposter syndrome which further contributed to their lack of social integration. This manuscript was submitted to Journal of Higher Education and was rejected with feedback. I am currently working on substantial revisions to the manuscript. I had two undergraduate research assistants who were helping with the revisions. It is anticipated that the manuscript will be submitted to a peer-

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

reviewed journal by the summer of 2023. In my PDP I set the goal of re-submitting this manuscript in Spring 2020 but this was not possible with the additional demands experienced during the COVID-19 pandemic.

4) Xxxxxxxxxx, B. J., Tibbets, V., Kim, J., Arif, W., & Heckhausen, J. (in preparation). Motivation among transfer students: A qualitative analysis of psychological factors that influence success.

I am the first author on this manuscript which is a qualitative investigation into psychological and motivational factors involved in transfer student success. Using focus groups, this study examined the motivational strategies that students use despite various obstacles related to transferring, including academic and social obstacles. The data were coded using a data-driven approach and a theory-driven approach using the motivational theory of life-span development. The findings of this study can be used to inform training or workshops for transfer students. Specifically, workshops should aim to enhance students' perceived academic control through the use of primary and secondary control strategies. This project is in the writing stage and will likely be submitted to a peer-reviewed journal in the 2023-2024 academic year. Originally this manuscript was to be completed during the 2018-2019 academic year but other research projects were prioritized.

5) Xxxxxxxxxx, B., Kriegbaum, K., Wu, V. C., & Heckhausen, J. (2020). Ethnicity moderates the relationship between shared agency and academic motivation and achievement in college students [Manuscript submitted for publication].

This study is a continuation of previous research on motivation and academic achievement in college students with my colleagues at the University of California, Irvine and Heidelberg University in Germany. The study investigated how ethnicity influences the relationship between college students' shared/non-shared agency with parents and academic motivation and achievement, respectively, using a diverse sample of over 800 undergraduates. The results shed light on the influence of ethnic/cultural background and relationships with parents for college student outcomes. Parents are often an underutilized resource for college students but still play a major role in most college students' lives. As the lead author on this paper, I was heavily involved in data collection, data management, and writing the manuscript. This manuscript was most recently rejected from the APA journal *Motivation Science*. I will need to revise the manuscript and resubmit to another peer-reviewed journal during the 2023-2024 academic year.

Research Development

I am the faculty advisor for the Academic Motivation and Resilience Lab which works at the intersection of developmental psychology, motivation, and education. Broadly, we study how students overcome various challenges in secondary and post-secondary education as they pursue and persist in educational goals. We focus on specific skills and strategies students use to attain difficult goals, like being the first in their family to go to college. Our lab is guided by students' capacity for resilience and change as co-producers of their development.

As of Fall 2022, I have served as the faculty advisor for seven graduate or blended students in the Academic Research Graduate Program and numerous undergraduate research assistants. Graduate and undergraduate students meet as a large group weekly with an additional meeting for graduate students. Undergraduate research assistants are encouraged to join at least one research project and present at a regional or national psychology conference. I assist students in brainstorming project, creating hypothesis, completing Institutional Review Board applications, collecting data, and managing data in statistical programs. More advanced students assist with data analysis. Because of delays in conferences due to COVID-19, this Fall 2020 will be the first time I have students presenting posters at psychology conferences. I provide a poster template for students, meet with them about creating a poster, and edit their posters. Additionally, we will seek feedback from lab members who are not working on the project and schedule time to practice presenting these posters. Presenting research projects at academic conferences not only adds to students' academic resumes but it also builds their confidence, identity as a scholar, and professionalism skills. Finally, these experiences often help with the next stage of their career, whether it is applying to graduate school or searching for a job.

In addition to graduate and undergraduate students in the Academic Motivation and Resilience Lab working on projects together, we also collaborate with Dr. Maria Iturbide's Cultural Diversity and Adolescent Development Research Lab. Several graduate and undergraduate students are members of both research labs. Students get feedback from multiple sources and learn how to balance sometimes conflicting feedback.

c. Non-evaluative evidence of scholarly/creative activities is included in Section 8 of the WPAF.

Table: Summary of Scholarship and Creative Activity at Cal Poly Humboldt

Category	Item	Points
1. Peer-reviewed publications	1) XXXXXXXXXXXX, B., Vincent-Layton, K., Reynoso, E., White, K. N., & Begay, K. (in press). Do students perceive faculty as responsible for equitable learning environments? Results from a mixed-methods study. <i>Higher Education Research and Development</i> . https://doi.org/10.1080/07294360.2022.2120856	2
	2) XXXXXXXXXXXX, B., Vincent-Layton, K., Reynoso, E., Begay, K., & White, K. N. (2022). Using faculty development to increase faculty perceptions of responsibility for highly equitable classroom practices. <i>The Journal of Faculty Development</i> , 36(1), 8-14.	4
	3) White, K. N., Vincent-Layton, K., & XXXXXXXXXXXX, B. (2020). Equitable and inclusive practices designed to reduce equity gaps in undergraduate chemistry courses. <i>Journal of Chemical Education</i> , 98(2), 330-339. https://doi.org/10.1021/acs.jchemed.0c01094	2
	4) Maddi, S. R., Matthews, M. D., Kelly, D. R., XXXXXXXXXXXX, B. J., Gunderson, K. K., & Savino, S. C. (2017). The continuing role of hardiness and grit on performance and retention in West Point cadets. <i>Military Psychology</i> , 29(5), 355-358. https://doi.org/10.1037/mil0000145	2
2. Published/edited books/book chapters	N/A	
3. Published critical review articles	N/A	
4. Submitted and/or awarded grants and evidence of subsequent work pertaining to the grant	1) Extramural: CSU HSI Community Grant (August 2022, unfunded)	--
	2) Extramural: CSU Student Success Network Grant (April 2022, funded)	2
	3) Extramural: NSF Grant (July 2020, not funded)	.5
	4) External: CSU Institute for Teaching and Learning Award (June 2020, funded)	--
	5) Internal: PD Grant for BIPOC Faculty (March 2022, funded)	--
	6) Internal: ODEI Grant (April 2021, funded)	1
	7) Internal: RSCA Grant (March 2021, funded)	Reached cap
	8) Internal: Course Transformation Institute Award (February 2021, funded)	Reached cap
	9) Internal: ODEI Grant (May, 2020, funded)	Reached cap
	10) Internal: Certificate in College Teaching and Learning Award (July 2019, funded)	Reached cap
	11) Internal: Course Design Institute Award (May 2019, funded)	Reached cap
	12) Internal: Cal Poly Humboldt Center Activities Grant (October 2017, February 2018, and October 2018; funded)	Reached cap
	13) Internal: RSCA Grant (September 2018; not funded)	Reached cap
	14) Internal: Sustainable Learning Award (May 2018; 4 hours)	Reached cap
5. Other published work	N/A	
6. Professional presentations	1) XXXXXXXXXXXX, B., & Iturbide, M. (2022, May). <i>Diversity in research methods: Culturally relevant pedagogy that reflects our students' identities</i> . Project presented at Cal Poly Humboldt's annual Teaching Excellence Symposium, Arcata, CA.	N/A

XXXXXXXXXX Personnel Data Sheet (PDS)
9-20-2022

Category	Item	Points
	2) Jimenez-Madora, E., Bumgardner, E., Sosa-Rosales, B., Cherry, K. D., Iturbide, M., & XXXXXXXXXXXX, B. (2022, April). <i>The impact of COVID-19 on academic stress and achievement goal orientations in college students</i> . Poster presented at the 102 nd annual meeting of the Western Psychological Association, Portland, OR.	1
	3) Timin, S., Cherry, K. D., XXXXXXXXXXXX, B., Avila, M., & Anjewierden, B. (2022, April). <i>Institutional autonomy support predicts college student's achievement goals through psychological need satisfaction</i> . Poster presented at the 102 nd annual meeting of the Western Psychological Association, Portland, OR.	1
	4) Timin, S., Cherry, K. D., XXXXXXXXXXXX, B., Avila, M., Anjewierden, B., & Levy, R. (2022, April). <i>Autonomy support promotes college student online engagement through mastery-approach goals and self-esteem</i> . Poster presented at the 102 nd annual meeting of the Western Psychological Association, Portland, OR.	1
	5) Timin, S., Iturbide, M., XXXXXXXXXXXX, B., Sosa-Rosales, B., & Jimenez-Madora, E. (2022, April). <i>Threat stress appraisals moderate the relationship between social support and degree commitment</i> . Poster presented at the 102 nd annual meeting of the Western Psychological Association, Portland, OR.	Reached cap
	6) Weatherill, H., Cherry, K., Avila, M., Taylor, L., & XXXXXXXXXXXX, B. (2022, April). <i>The relationship between hardiness, stress, and mental health in college students with disabilities during COVID-19</i> . Poster presented at the 102 nd annual meeting of the Western Psychological Association, Portland, OR.	Reached cap
	7) XXXXXXXXXXXX, B., Iturbide, M., Magallanes, S., Lara, L., Armenta Villa, L., & Jimenez-Madora, E. (2022, April). <i>Students' experiences with diversity, equity, and inclusion in research methods courses</i> . Poster presented at the 102 nd annual meeting of the Western Psychological Association, Portland, OR.	Reached cap
	8) XXXXXXXXXXXX, B., Wagoner, K., Alcaraz, D., Escola, K., & Weatherill, H. (2022, April). <i>College instructors' perceived responsibilities: A descriptive study</i> . Poster presented at the 102 nd annual meeting of the Western Psychological Association, Portland, OR.	Reached cap
	9) Weatherill, H., Cherry, K., XXXXXXXXXXXX, B., Vasquez, N., & Iturbide, M. (2022, March). <i>Transforming stress: Hardiness training with disabled college students during COVID-19</i> . Poster presented virtually at the annual meeting for the Society for Research on Adolescence, New Orleans, LA.	Reached cap
	10) XXXXXXXXXXXX, B. (2020, February). <i>Doing more to support students' learning</i> . Project presented at Cal Poly Humboldt ESCALA Alumni's Final Project Symposium, Arcata, CA.	--
	11) Cherry, K., Weatherill, H., Vasquez, N., Sosa-Rosales, B., Avila, M., & XXXXXXXXXXXX, B. (2021, April). <i>College students' COVID-related stress, basic psychological needs, and goal achievement orientations during virtual instruction</i> . Poster presented at the 101 st annual meeting of the Western Psychological Association, Virtual conference.	Reached cap

Xxxxxxxxxx Personnel Data Sheet (PDS)
9-20-2022

Category	Item	Points
	12) Cherry, K. D., Davis, M, Salazar, T. A., Sosa-Rosales, B., Kirakosyan, T., Foster, A., Jimenez-Madora, E., Mariscal, M., Delluna, K., Estrada, D., Iturbide, M. I., & Xxxxxxxxxx, B. (2021, April). <i>College students' hardiness: Predicted by perceived stress and explained by stress appraisals</i> . Poster presented at the biennial meeting of the Society for Research on Child Development, Virtual conference.	Reached cap
	13) Cherry, K., Sosa-Rosales, B., Jimenez-Madora, E., Weaver, K., & Xxxxxxxxxx, B. (2021, April). <i>Personality, goal pursuit, and wellbeing in undergraduates</i> . Poster presented at the biennial meeting of the Society for Research on Child Development, Virtual conference.	Reached cap
	14) Sosa-Rosales, B., Cherry, K., & Xxxxxxxxxx, B. (2021, April). <i>Goal engagement and disengagement strategy utilization among ethnically diverse college students</i> . Poster presented at the biennial meeting of the Society for Research on Child Development, Virtual conference.	Reached cap
	15) Xxxxxxxxxx, B. , & Iturbide, M. I. (2021, April). <i>Asian American college students' achievement goal orientations, academic achievement, and acculturation orientations</i> . Poster presented at the biennial meeting of the Society for Research on Child Development, Virtual conference.	Reached cap
	16) Cherry, K. D., Sosa-Rosales, B., Villa, K. B., Xxxxxxxxxx, B. , & Iturbide, M. I. (2021, March). <i>Acculturative stress and hardiness in college students of colors' academic performance, internalized, and externalized behavior</i> . Poster presented at the biennial meeting of the Society for Research on Adolescence, Virtual conference.	Reached cap
	17) Xxxxxxxxxx, B. , Begay, K., & White, K. N. (2021, December). <i>College instructor's perceived responsibilities for implementing highly equitable classroom practices</i> . Poster presented at Cal Poly Humboldt's annual Teaching Excellence Symposium, Arcata, CA.	--
	18) Xxxxxxxxxx, B. (2020, December). <i>Doing more to support students' learning with the ladder</i> . Poster presented at Cal Poly Humboldt's annual Teaching Excellence Symposium, Arcata, CA.	--
	19) Escalante, S., Villa, K., Cherry, K., Egbert, N., Messina, F., & Xxxxxxxxxx, B. (2020, October). <i>STEM undergraduate summer research program: Measuring academic engagement, educational aspirations, and binational collaboration intentions</i> . Poster presented at the 100 th annual meeting of the Western Psychological Association, Virtual conference.	Reached cap
	20) Xxxxxxxxxx, B. , Begay, K., & White, K. (2020, September). <i>College instructors' perceived responsibilities for implementing highly equitable classroom practices</i> . Poster accepted for the 22nd Annual CSU Symposium on Teaching and Learning, CSU Fullerton, CA (conference cancelled).	Reached cap
	21) Xxxxxxxxxx, B. , & Martinez, M. (2019, April). <i>Challenges to persistence among first-generation doctoral students</i> . Paper presented at the 99th Annual Meeting of the Western Psychological Association, Pasadena, CA.	Reached cap

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

Category	Item	Points
	22) XXXXXXXXXXXX, B. (2018, April). <i>Motivation and self-regulation in community college students aspiring to transfer</i> . Poster presented at the biennial meeting of the Society for Research on Adolescence, Minneapolis, MN.	Reached cap
7. Other contributions	N/A	
Total		16.5

According to 2016 Psychology Department RTP criteria, candidate's seeking Tenure/Promotion to Associate Professor who wish to meet "Excellent" in Scholarship must acquire a minimum of 10 points. As outlined in the Itemized Scholarship Evaluation Table above, I have exceeded the criteria of 10 or more points having earned 16.5 points.

IV. SERVICE (Appendix J, Section IX.B.3.)

a. Assigned Time

University Service

1) Faculty Diversity and Equity Fellowship Program (Fall 2019-Spring 2022; 600 hours)

In a competitive selection process, I was selected to be the college representative for the College of Professional Studies in the inaugural cohort of the Faculty Diversity and Equity Fellowship Program. The other fellows whom I worked closely with were Dr. Kayla Begay (2019-2021) from the College of Arts, Humanities, and Social Sciences, Dr. Kimberly White (2019-2022) from the College of Natural Resources and Sciences, and Dr. Benjamin Graham (2021-present) who is the LGBTQ+ fellow. The goal of the program is to create infrastructure that aligns with Cal Poly Humboldt's institutional goals and WSCUC accreditation recommendations to increase retention and graduation rates among minoritized students. To achieve this work, the Equity Fellows work closely with the Office of Diversity, Equity, and Inclusion (ODEI) and the Center for Teaching and Learning (CTL). During the 2019-2020 academic year, Equity Fellows facilitated peer-to-peer professional development opportunities to support equitable and inclusive learning environments for students. We engaged more than 150 faculty in a self-reflection survey on their teaching practices and met with faculty from 28 departments. We created curriculum for two learning sessions and supplemented these learning sessions with resources for faculty including the new Equity Ratio Report which allows faculty to request letter grade disaggregated course data by different demographic groups. In addition to departmental learning sessions, Equity Fellows were active in various capacities on campus, such as speaking to new faculty at the New Faculty Orientation, attending all-college and chairs' meetings, presenting at Professional Development Days, and consulting with faculty members in one-on-one meetings. In addition to contributing to the aforementioned activities, I took the lead on a research study to collect data from faculty and students, submitted a poster presentation to a CSU-wide teaching conference, and prepared the year-end report. The Equity Fellows contributed articles to the ODEI Newsletter and provided feedback on the Institutional Anti-Racism Action Plan. Throughout the year, hours spent on activities varied between 10 and 20 hours per week. Equity Fellows were compensated 6 WTUs per semester in 2019-2020 and 3 WTUs per semester for this work in 2020-2021 and 2021-2022.

Below is a list of additional service activities not mentioned above that I was a part of as an Equity Fellow:
"Avoiding Unconscious Bias in the Hiring Process 2.0" Facilitator (Spring 2022; 20 hours)

With Dr. Edelmira Reynoso of the Office of Diversity, Equity, and Inclusion, I co-facilitated several 2-hour Avoiding Unconscious Bias sessions during Spring 2022 with Cal Poly Humboldt staff and faculty. The 2.0 version of the training is for staff and faculty serving on search committees who need a refresher about implicit bias because it has been 2 years or more since they took the training. Dr. Reynoso and I presented research as well as best practices for prioritizing equity and inclusivity in staff and faculty searches. We also assessed our workshop and updated the presentation based on feedback. Presentations were once a month. I spent approximately 20 hours preparing and presenting to staff and faculty.

Search Committee - Campus and Community Development Diversity Training Specialist, Office of Diversity, Equity, and Inclusion (2022; 50 hours)

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

I served on the Campus and Community Development Diversity Training Specialist Search Committee for the Office of Diversity, Equity, and Inclusion. As a committee member, I reviewed applicants, co-created interview questions, participated in both the shorter and longer interviews, and provided information to the hiring authority. Unfortunately, this was a failed search. I spent approximately 50 hours supporting this search.

Equity Workshop Facilitator: Humboldt Mediation Services (2022; 25 hours)

The Equity Fellows facilitated a 2-part professional development session for Humboldt Mediation Services. This workshop was titled “Foundations: Implicit Bias and the Dimensions of Racism.” The purpose of the session was to develop an understanding of the sources of racialized inequities, knowledge and skills to address them, and tools for change. The 4 dimensions we covered were internalized, interpersonal, institutional, and structural racism. I spent approximately 25 hours preparing for and giving this training.

Trans*, Gender Non-binary, Gender Non-conforming Task Force (2021-2022; 35 hours)

The Transgender, Gender Non-binary, Gender Non-conforming Task Force seeks to offer support, increase knowledge of resources, and create positive change for trans+ students, staff, and faculty at Cal Poly Humboldt. I served on the staff and faculty professional development subcommittee of the task force. I was able to share previous work that I did with the Equity Fellows and some of this was incorporated into future presentations offered by the task force. I participated in a train-the-trainer model where I attended several presentations at various department’s faculty meetings. I learned important facilitator best practices and information. Subsequently, I presented the training to my department during a faculty meeting in February of 2021. I also contributed to discussions about assessing the workshops developed for staff and faculty at Cal Poly Humboldt. During 2021-2022, I attended weekly meetings either with the larger committee or the subcommittee. Time spent in this committee was approximately 35 hours.

Appointments and Elections Committee, University Senate (2021-2022; 30 hours)

Dr. Kayla Begay served on this committee the year prior and I took her place on this committee during the 2021-2022 academic year. Dr. Begay and I were involved in targeted efforts to impact recruitment strategies to diversify the senate. The committee met every other week. Due to COVID-19, there were an unprecedented number of positions to fill. I helped with outreach by contacting members of the Hispanic Serving Institution Advisory Board and other BIPOC staff and faculty on campus. I spent approximately 30 hours on this committee.

Accreditation Coordinating Committee (2021-2022; 5 hours)

My membership on this committee was a result of the committee wanting representation from the Office of Diversity, Equity, and Inclusion. This committee is a university effort to prepare for upcoming accreditation visits well ahead of scheduled visits. The committee brings together multiple stakeholders on campus. The committee met approximately every month. The committee discussed different definitions of student success and I provided feedback that was student-centered. I also provided feedback on the accreditation website. The time commitment for this committee was approximately 5 hours.

Professional Development Day Presenter and Facilitator (2019-2022; 20 hours)

The Equity Fellows presented a session on diversity, equity, and inclusion at every Fall and Spring Professional Development Day from 2019-2022 in collaboration with the CTL. Fall 2019 Professional Development Day had a different format and I served as a facilitator for a discussion table. I led a table on “Equitable Teaching Strategies.” The goal for the table talks was to provide a safe place to discuss topics relevant to working and thriving at Cal Poly Humboldt. It allowed faculty from across the university to discuss topics they might not otherwise discuss openly. Facilitators attended a 1-hour meeting where we went over the “Table Facilitator Guide.” Facilitators introduced the topic and its relevance to our work at Cal Poly Humboldt, monitored the discussion, and guided the conversation to keep it focused on the topic at hand. For my particular topic, we defined equitable teaching practices, discussed the presence of equity gaps at Cal Poly Humboldt and what we can do to eliminate them, identified challenges and opportunities to equitable teaching, and brainstormed at least one equitable teaching practice to use in the classroom. Faculty participants shared strategies and challenges openly. After the facilitation, one of the participants contacted me to help her with syllabus language regarding equitable classroom policies. The time commitment for preparation and the presentation or facilitation was approximately 20 hours.

Equity workshop facilitator: Area 1 on Aging (2021; 25 hours)

My colleagues who are certified as Cultural Humility trainers, Sasheen Raymond and Dr. Jennifer Eichstedt, and I facilitated a 2-part professional development session for Area 1 on Aging. This workshop was titled “Foundations: Implicit Bias and the Dimensions of Racism.” The purpose of the session was to develop an understanding of the sources of racialized inequities, knowledge and skills to address them, and tools for change. The 4 dimensions we

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

covered were internalized, interpersonal, institutional, and structural racism. I spent approximately 25 hours preparing for and giving this training.

Department Service

1) Co-chair Psychology Department (April 2022-present; 300 hours)

I was assigned by the College of Professional Studies Dean to serve as Co-chair of the psychology department with Dr. Maria Iturbide starting in April 2022. My appointment was extended for the 2022-2023 academic year. My responsibilities as Co-chair involve college responsibilities such as implementing and providing input on university and college policies, department responsibilities such as presenting the needs of the department to the dean and college, personnel resources, support resources, curriculum, student/community relations, and administration. Being Co-chair during this time presented additional challenges as our department did not have an Administrative Support Coordinator and I was heavily involved in the training and onboarding of both a temporary support person during Spring 2022 and our permanent hire Megan Murray during the Summer and Fall of 2022. We also worked with our new Professional Advisor, Meridith Oram, and are integrating her into department activities. Additionally, Fall 2022 coincided with the implementation of program changes (e.g., new major, PSYC 109 as a GE) which necessitated additional considerations and planning. Coinciding with the still new Cal Poly are additional changes such as the completion of an Enrollment Growth and Management Plan for the BA and our three MA programs. We are working this year to develop a Place-Based Learning Community for the Psychology Department. We also submitted our plan for implementing the GEAR requirement into our upper-division research methods course PSYC 342. Last, we are working on a new assessment plan that will align with Cal Poly Humboldt and CSU standards. I received 7.5 WTUs per semester for this position for a total of 15 WTUs during the 2022-2023 academic year. I also received 2.3 WTUs for working during non-academic time during the 2022-2023 academic year.

Below is a list of additional service activities not mentioned above that were a part of my chair duties:

ASC-II Search Committee, Chair (Spring 2022; 30 hours)

I served as the chair of the ASC-II Search in the spring of 2022. I joined this search in the early stages before review of the applicants began. I led the search committee through the process of reviewing applicants, conducting interviews, and making a recommendation to the hiring authority. Collectively, we came up with interview questions that focused on the needs of the department but also the needs of the students by centering diversity, equity, and inclusion. The search was successful. Responsibilities with this search totaled around 30 hours.

Transfer Student Advising (Summer 2022; 25 hours)

I met with new transfer students one-on-one through Zoom for 30 minutes to 1 hour to answer questions they had, help them with course planning, and inform them of opportunities available to them both inside and outside the department. I also communicated with several transfer students by phone and email about their transcripts and worked within their DARS to make exceptions. Transfer advising over Summer 2022 totaled around 25 hours.

Fall 2022 Freshman and Transfer Student Orientations (August 2022; 6 hours)

Dr. Maria Iturbide and I created a PowerPoint presentation for new freshmen and transfer student orientation events. I also tabled at the academic fair portion of the day. I met with new psychology majors and prospective psychology majors and minors. Preparation and event time totaled about 6 hours.

Support for Behavior Analysis Search (Fall 2022; 15 hours)

I was involved in the selection of the search committee and worked closely with the search chair to create a budget for the search, draft the vacancy announcement, and get the search posted on our new recruitment platform CHRS. I helped identify the best recruitment locations including organizations serving members of ethnically diverse backgrounds. Since the chair has not served in this capacity before, I provided important information about finding an equity advocate and provided general resources. I am also working to develop search protocols which will be helpful for future searches in the department. To date, I have spent approximately 15 hours supporting this search.

b. Non-assigned Time

Department Service

Standing Departmental Committees

1) Gardner Research Assistantship Committee (2022-present; 15 hours)

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

Starting in Spring 2022, the psychology department is pleased to offer three undergraduate students who have 2 or more semesters left of undergraduate coursework and who are working in a research lab a paid research assistantship totaling approximately \$4,500. The goal of this assistantship is to provide undergraduate students seeking graduate degrees with financial support and research experience to help them prepare for their desired graduate/professional programs. Because this is a new award, the committee put in substantial work to determine the parameters of how and when to select awardees and to create materials. I helped create the application, create and send award/rejection letters, and create and collect statements from students and advisors stipulating the terms of the assistantship. I also helped collect information to send the donor about student recipients and faculty advisors. The time associated with the committee in the first year was approximately 15 hours.

2) Undergraduate Scholarship Committee (2021-present; 4 hours/AY)

The psychology department awards the following undergraduate scholarships to students: Chester Collins, Lambie, and Kisasi Mance. As a member of this committee, I reviewed and scored approximately 10 applications. The committee came together to review the scores and select the scholarship recipients. Without an ASC this application cycle, I communicated with financial aid to make sure the students received the scholarship. I spent approximately 4 hours this year on this committee.

3) Diversity, Equity, and Inclusion Committee (2019-present; 15 hours/AY)

The purpose of this committee is to help psychology faculty and the department assess diversity, equity, and inclusion issues inside and outside of the classroom. The committee meets approximately once per month during the fall and spring semesters. One of our goals is to first get a baseline of current practices and to craft a multi-year plan. We distributed an Instructional Resources survey to faculty that captured the use of equity-related statements in syllabi (e.g., a diversity, microaggression, inclusivity, or cultural humility statement) and the use of new material, activities, or assignments in classes to create a more diverse/equitable/inclusive classroom. The results of the survey were presented to the department. Our three-year Assessment Plan involves the creation of an Instructional Methods Checklist for faculty and a plan to collect student data on perceptions of diversity, equity, and inclusion in the psychology department. To these efforts, I contributed examples of self-assessments including the Cal Poly Humboldt Equitable Classroom Practices Observation Checklist and a self-assessment from ESCALA Educational Services, Inc. I have also gathered examples of syllabi statements and checklists from various universities. Given the importance of this committee to our department and in alignment with university goals and priorities, members of this committee supported evidence for why this committee should become a standing committee instead of a sub-committee of Assessment Committee, functioning more as an ad-hoc committee. The department agreed and in 2022, the Diversity, Equity, and Inclusion Committee became a standing committee in the psychology department. The time associated with this committee is approximately 15 hours per academic year.

4) Assessment Committee (2019-present; 5 hours/AY)

During the 2019-2020 academic year, one of the major tasks of the Assessment Committee was to get a pulse of student perceptions of how well faculty are meeting the psychology department Program Learning Outcomes. We sent a survey to students and presented the results to faculty. Additional tasks included coming up with Student Learning Outcomes based on data provided by instructors in the department. More recently, the assessment committee has been in communication with Mark Wicklund on how to align our department assessment plan to be consistent across Cal Poly Humboldt departments and the CSU. We will be working to redesign our Student Learning Outcomes this year and then coming up with a plan for how to measure these across our curriculum using specific deliverables. This will be a multi-year effort. Thus far, I have spent approximately 5 hours per year on this committee, however, this time will likely increase in the upcoming years.

5) Academic Research Graduate Program Committee (Spring 2018-present; 4 hours/AY)

I assisted in the admissions process for the Academic Research (AR) graduate program by reviewing applications and attending committee meetings to review and select applicants. Typically, the committee meets once or twice per year. Additionally, starting in 2019, I scheduled phone interviews with potential students to provide information about my research lab and the program. The time associated with this committee is approximately 4 hours per academic year.

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

Ad-hoc Departmental Committees

6) School Psychology Search Committee (2021-present; 15 hours)

I am serving on the School Psychology Search Committee as a member of the psychology department and as an Equity Advocate for the search. As such, I was involved in drafting the vacancy announcement with a special emphasis on diversity, equity, and inclusion. Unfortunately, because the position was posted late in the academic year, it was a failed search. I worked closely with the search chair in the beginning of Fall 2022 on a budget for the search and got the search posted on our new recruitment platform CHRS. I helped identify the best recruitment locations including organizations serving members of ethnically diverse backgrounds. To date, I have spent approximately 15 hours supporting this search and anticipate more as the search progresses.

7) Advising Handbook Committee (2020-present; 20 hours)

The Advising Handbook Committee was formed in Fall 2020 as a result of simultaneous university efforts to change our advising model. Dr. Maria Iturbide, who is an Advising Fellow, led this effort. The committee went to work creating a handbook for faculty as they advise psychology majors and minors. We are working to provide general guidelines consistent with holistic advising, psychology-specific information about the major and minor, helpful links and resources, and examples of communications to students. We are in the process of editing the handbook. To date, I have spent approximately 20 hours working on the Advising Handbook.

8) Retention, Tenure, and Promotion (RTP) Standards Revision Committee (2019-present; 25 hours)

The purpose of this committee is to revise the department RTP standards that were approved in May 2016. The committee met approximately every month during the fall and spring semesters during the first year and less frequently in subsequent years. Our task was to review the previous department standards and update them according to the Senate Resolutions to Appendix J for Early Tenure and as applied to Diversity, Equity, and Inclusion for teaching, scholarship, and service. Additionally, the committee discussed important current issues around the Boyer Model, cultural taxation, supervision, and advising. The committee worked to include examples of direct instruction strategies and more specific language related to academic advising, supervising, and mentoring students. Changes were made to point tables in areas of scholarship and service as well as to the presentation of the tables themselves to be clearer. In addition to being involved in the aforementioned activities, I also contributed by gathering RTP standards from different departments for comparison. We presented three drafts to the faculty during department meetings and integrated their feedback. We submitted the standards in Spring 2022. A whole year went by and we did not receive any feedback from the university. The university RTP committee will be reviewing our document in Fall 2022 and there will likely be revisions and additional work to do this academic year. To date, I have spent approximately 25 hours revising our department RTP standards.

9) Major Restructuring Committee (2019-2022; 20 hours)

The purpose of this committee is to update and restructure the psychology major. In particular, we used the revised American Psychological Association (APA) guidelines for undergraduate education to guide our work. The committee met approximately every month during the fall semester and less frequently in spring. In Fall 2019, we reviewed major requirements across CSU campuses. Our goals were to streamline the major, accelerate time to graduate by removing bottlenecks, and generally promote student success in the major. The committee has proposed to eliminate dual pathways and have a single major track for all psychology students as well as eliminate the capstone requirement for the major. Our final major included Foundations of Psychology, Core Courses, and Special Topic Courses. Each psychology major will now take each of 5 core areas in psychology and 2 research methods courses. We eliminated discussion courses and the capstone requirement. One of my tasks was to generate rough "clusters" based on different fields of psychology to provide guidance to psychology majors. Committee members divided up course change applications to create and submit in Curriculog. Our new major was implemented in Fall 2022. The time associated with this committee was approximately 20 hours.

10) ASC-II Search Committee (March 2018; 5 hours)

I was a member of the search committee to fill the ASC-II position in our department. I reviewed and ranked applications. I also attended two unconscious bias workshops (one online and one face-to-face) to qualify to be on a search committee. The search committee met with Human Resources to go over hiring procedures. We also met to

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

discuss applicants and make a decision. The time associated with this committee was approximately 5 hours.

Other Departmental Service

11) Retention through Academic Mentoring Program (RAMP) Major Based Peer Mentoring Program Advisor (2021-present; 30 hours/AY)

I was asked by former chair Dr. Chris Aberson to serve as the RAMP Major-Based Advisor for the 2021-2022 academic year. The Major Based Peer Mentoring (MBPM-RAMP) program hires and trains outstanding student leaders who share spaces with peers and facilitate interactions which support the students' ongoing work towards successful navigation of the university. Being an advisor requires program meetings with RAMP staff and frequent meetings with peer-mentors. I worked closely with psychology department peer-mentors Portia Herger and Asia Mullings to increase their presence in the department and plan several events for students including a departmental hike. The peer-mentors collaborated with psychology clubs on events as well. For the 2022-2023 academic year I am working with Miranda Connelly in a similar capacity. However, this year since I am serving as co-chair, it makes sense that it is a part of my chair duties. I spend approximately 30 hours per academic year mentoring peer-mentors.

12) Advisor: Psi Chi, the International Honors Society in Psychology, and Psychology Club (April 2019-present; 70 hours/AY)

I am a co-advisor for two Psychology clubs that jointly engage in activities and outreach on campus: Psi Chi and Psychology Club. Psi Chi is the International Honors Society in Psychology. Its goals are to recognize and promote excellence in the science and application of psychology. Students do not have to be a member of Psi Chi to participate in the Psychology Club or joint activities. As a co-advisor, I attend all club and officer meetings, help plan and execute events, review membership guidelines for new members of Psi Chi, and serve as a liaison between club members and the broader campus community. In April 2019, I oversaw the planning of the first annual Psychology Poster and Research Presentation Symposium. This event was hosted in the library and was open to all Cal Poly Humboldt students, staff, and faculty. The event was funded by Associated Students. The turn-out for this event was excellent and we planned to host the second annual symposium before the COVID-19 pandemic. In September 2019, Psi Chi and Psychology Club hosted a "Psi Chi Presents" research talk held in the Kate Buchanan Room which was also heavily attended and funded by Associated Students. During this event, students were exposed to psychological research and had the opportunity to ask questions in a format that mimicked an academic research conference. Last, many additional hours were invested in club activities during Fall 2020 due to interpersonal conflicts within the club and between our club and another psychology club. During this time, we sought a mediator to further explore this conflict and additional policies and procedures were put into play. Additional meetings with co-advisors and club officers were scheduled. Students involved in the incidents were intensely mentored in problem-solving, professionalism, and communication skills. During the 2020-2021 and 2021-2022 academic years, Psi Chi and Psychology Club put on "From Me to Ph.D." events which were sponsored by grants from the Office of Diversity, Equity, and Inclusion at Cal Poly Humboldt. With this funding, we were able to invite professionals in psychology and related fields from diverse backgrounds across the U.S. to talk to students about navigating college, graduate school, research, and career. We virtually hosted approximately 10 professionals from outside Cal Poly Humboldt as well as 2 faculty from the psychology department. We also held a special "From Me to Ph.D." event during Hispanic Serving Institutions Week in 2021 where we invited 6 Latinx faculty to talk about how diversity played a role as they navigated academia. We were able to hold our first in-person induction ceremony since 2019 in Spring 2022 and look forward to more in-person events. I spend approximately 70 hours per academic year serving as the advisor for this club.

13) Thesis Advisor, Academic Research Graduate Program (Spring 2018-present; 75 hours/AY)

The table below lists graduate student theses that I have or am currently supervising. I currently supervise 3 graduate students. 3 of my previous graduate students have graduated. In addition to the thesis committees of graduate students, I am serving or have served on 12 thesis committees for Academic Research graduate students. My graduate students and I meet weekly to discuss progress on their thesis and other projects they are working on. I provide feedback on outlines, thesis drafts, and Institutional Review Board applications. Once the project has been approved, I assist with survey creation, data collection, and statistical analysis. Graduate students often provide feedback to one another while senior graduate students mentor newer graduate students and undergraduates. I also serve as an unofficial mentor to graduate students with other primary advisors. These graduate students attend my lab

Xxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

meetings and contribute to the research in the lab. These students include Nicholas Vasquez, Edgar Jimenez-Madora, and Bernardo Sosa-Rosales. I spend approximately 75 hours each academic year mentoring graduate students.

Table: Summary of Graduate Thesis Supervision

Student	Date	Title
Ashli Schlick*	Defended Summer 2022	Retention and performance during COVID-19: Prosociality perception, social isolation, and online engagement
Sarang Jew	Defended Summer 2022	Does the Thatcher Effect extend to infant faces?
Kaitlin Duskin	Defended Spring 2022	Does having siblings affect caretaking responses to infants?
April Frazer	Proposed Spring 2022	Evaluating teaching pyramid implementation regarding early childhood educator burnout and quality of care
Alex Hain	Defended Spring 2021	College students' mental health and drug use outcomes during the stay-at-home order
Kevin Cherry*	Defended Spring 2021	The role of hardiness, autonomy support, and perceived stress in college student engagement
Karen Villa*	Defended Spring 2021	Relationship with parents, motivational factors, and resilience in Latinx college students
Nicholas Vasquez	Defended Spring 2021	Do ACEs moderate expressive writing outcomes?
Dennis Estrada	Defended Fall 2020	Uncertainty and support for extremist governments
Lauren Larsen	Defended Fall 2020	Does pregnancy enhance attentional bias to threat?
Andrew Diaz	Defended Fall 2020	Cuteness as a prime to enhance emotional recognition
Aubrey Pellicano	Defended Summer 2020	Relationship of parent academic socialization to academic success among first generation college students
Tsolak Michael Kirakosyan	Defended Spring 2020	Ethnic identity and stress appraisal as acculturative stress processes among Armenian Americans
Cassady McLaughlin	Defended Spring 2019	The role of encoding specificity in incidental learning: Implications for explicit and implicit false memories
Kali Williams	Defended Fall 2018	Does developmental task disruption mediate the link between childhood adversity and psychopathy?

* denotes chair of thesis committee

14) Reviewed applications and distribution of Student Travel Awards (2022; 30 hours)

Dr. Maria Iturbide and I were awarded \$2000 to the psychology department for participation in the Center for Teaching and Learning Course Transformation Institute. We decided to spend the funds on student travel awards. We created an application process for students to apply for \$200 awards to go toward travel to academic conferences. We were able to award 10 students who traveled within state and out-of-state to conferences like the Western Psychological Association annual convention. I managed the entire process of working with students to purchase their conference registration and get reimbursed. All travel was managed in Concur. I spent approximately 30 hours working to award student travel grants.

15) Guest Presenter TRiO Winter Academy (February 2022, 2 hours)

I was asked to give a guest lecture to high school students affiliated with TRiO as a part of the TRiO Winter Academy. Students from Hoopa Valley, Mckinleyville, and Arcata high schools attended the academy. TRiO are federally funded programs that provide outreach and student services for students from disadvantaged backgrounds. Students had the opportunity to experience a lecture from a college professor and ask questions. The lecture I delivered was "Introduction to Human Development." I spent approximately 2 hours preparing and giving this presentation to high school students.

16) Participating Faculty Member, College Connect Program (various dates 2018-2022; 15 hours)

I participated in five local high school student classroom visitations as part of the Education at Work Program sponsored by the Humboldt County Office of Education. The purpose of these field trips is to expose high school

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

students to college classrooms to demystify the experience and promote a college-going culture. After visiting the class, high school students engage in a 20-30-minute question and answer session with the instructor. Additionally, I ask current undergraduate students in the course to attend the Q and A session to answer high school students' questions. High school students ask a wide variety of questions such as questions pertaining to general education, fit, residential life, and transfer. Students in this program have visited my PSYC 311 Human Development and PSYC 414 Adolescence and Young Adulthood courses. I have hosted the following high schools with some schools having multiple visits: Arcata High School, Mckinleyville High School, Ferndale High School, and Redwood Montessori. Groups range from a few students to approximately 15 students. Additional schools were scheduled for Spring 2020 (e.g., Hoopa High School) but were cancelled because of COVID-19. I currently have two high schools scheduled to visit my PSYC 414 class during Fall 2022. My participation in this program highlights the diversity of faculty at Cal Poly Humboldt. I have spent approximately 15 hours engaging with the College Connect Program.

17) Psychology Department Representative, Fall and Spring Previews (various dates 2018-2022; 6 hours/AY)

I served as a Faculty Representative for the Psychology Department at multiple Fall and Spring Preview events (April 2018, October 2018, March and April 2019, November 2019, March 2021, and April 2022). The purpose of these events is to promote the department, generate applications, and welcome prospective students and their families to Cal Poly. Students and their families are deciding if they want to attend Cal Poly. Typically, approximately 500-600 guests register for these events. I participated in the major fair at the Psychology booth to answer students' and parents' questions about the department and what we have to offer. We provide various flyers to students about the undergraduate major and our three graduate programs. During the height of the pandemic, these events were moved to Zoom. My participation in these events highlights the diversity of faculty at Cal Poly Humboldt. I spend approximately 6 hours per academic year participating in these events.

18) Guest Presenter PSYC 647 Proseminar (November 2021; 6 hours)

I was asked by Stephanie Souter to give a guest presentation in PSYC 647 Proseminar on "Diversity, Equity, and Inclusion Issues in Post-Secondary School and Work." I created a presentation that covered several topics related to diversity, equity, and inclusion, such as the difference between equity and equality, the history of higher education, post-secondary education inequities, pay gaps, cultural taxation, and other important issues (workplace safety, parental leave, childcare, housing). I spent approximately 6 hours creating and presenting this lecture.

19) Psychology Department Representative, College and Career Fairs (October 2019, May 2019; 6 hours)

I served as a Faculty Representative for the Psychology Department and the College for Professional Studies (CPS) at two College and Career Fairs at local high schools. These events are geared toward high school juniors and seniors. The first event was a College and Career Exploration Fair for seniors at Fortuna High School, the top local school from which CPS has received most of our applicants for first-time undergraduates over the last three years. The second event was a Career and Education Fair at Mckinleyville High School. This event was geared toward juniors and seniors and hosted upward of 300 students. I was also scheduled to attend the Eureka High School Career and Education Fair but it was cancelled because of COVID-19. Both events involved setting up and taking down the booth and speaking to high school students. We provide various flyers to students about the undergraduate major and our three graduate programs. To give high school students more information, I invited undergraduates from my research lab and my teaching assistant to attend the fairs. Undergraduate students shared their personal experiences with high school students. My participation in these events highlights the diversity of faculty at Cal Poly Humboldt. I spent approximately 6 hours preparing for and attending these events.

20) Guest Presenter, "Be (Emotionally and Mentally) Prepared for Graduate School", Academic Research Graduate Program Orientation (August 2019; 4 hours)

In response to hearing students' challenges in graduate school, especially among first-generation college students and students of color, I requested time at the Academic Research Graduate Program Orientation to give a 1-hour workshop on the importance of socioemotional well-being and social support during graduate school. I started with an icebreaker where students anonymously shared their biggest concerns about graduate school which included concerns about self-regulation, time management, and productivity. I presented data on the high incidence of mental health disorders and stress in graduate school, including depression and anxiety. I shared my own experiences and what

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

I have learned in my research about imposter syndrome, fears of failure and inadequacy, a sense of isolation, and feeling overwhelmed and exhausted. I shared resources including a self-care plan, a stress worksheet, and academic web resources such as the Academic Mental Health Collective. I spent approximately 4 hours preparing and presenting at the orientation.

21) Brief Presentation, The Role of Cultural Context in College Teaching and Learning, Psychology Department Retreat (August 2019; 2 hours)

After attending the ESCALA Educational Services, Inc. Summer Institute on College Teaching and Learning in an HSI, I wanted to share some of the most impactful information with my colleagues at our annual Psychology Department retreat. In this brief presentation, I introduced the concepts of low (individuated) and high (integrated) cultural contexts. I invited colleagues to reflect on their cultural backgrounds and where they come from as this influences our teaching and interactions with students. Furthermore, I discussed the mismatch between the low cultural context of academia and the cultural backgrounds of many first-generation and working-class students of color. I provided resources for faculty including a Classroom Cultural-Context Inventory to further encourage self-reflection. I spent approximately 2 hours preparing and presenting at the retreat.

22) Facilitator, "Latinx Experiences: CAPS In-service Training," Counseling and Psychological Services (CAPS) (April 2019; 8 hours)

Jacqueline Mayrand from CAPS reached out to Dr. Maria Iturbide with a request to speak to their staff of 15 clinicians and graduate students in the Psychology Counseling program about Latinx mental health. Dr. Iturbide brought in Fernando Paz, Director of El Centro, and myself because of my research interests and work with Latinx students. The facilitators met several times to plan the training. Additionally, we brought several Cal Poly Humboldt Latinx undergraduate students to talk about their own experiences. Altogether the training was 1.5 hours. For my portion of the training, I presented research on challenges that Latinx students face as a result of being underrepresented in the classroom, being a first-generation college student, being a low-income college student, and the unique challenges from intersections of these identities. Finally, I presented research on Latinx students' motivation for going to college, resilience, and persistence. I spent approximately 8 hours preparing and presenting at the training.

23) Guest Presenter, "Challenges to Persistence Among First-Generation Doctoral Students," Psych Talk (November 2018; 6 hours)

I was invited by the Scholars of Academic Research (SOAR) to give a research talk for their colloquium series Psych Talks. Psych Talks are heavily attended by students, staff, and faculty with audiences typically between 100 and 200 people. I presented research on the challenges first-generation college students face in post-secondary education, especially in graduate school. These challenges lead to increased levels of drop-out and stress in this population. I presented findings from a qualitative study conducted with first-generation doctoral students, many of whom also identified as low-income or underrepresented in academia. Major themes that emerged from interviews were challenges related to academic integration, social integration, and funding. I spent approximately 6 hours preparing and presenting the Psych Talk.

24) Guest Presenter, "A Talk with Dr. Xxxxxxxxxx Xxxxxxxxxx: First Generation Students: The Struggles and the Power", Faculty and Students Together (FAST) Program (November 2018; 5 hours)

In Fall 2018, Cal Poly Humboldt's Housing and Residence Life Office launched a faculty engagement project titled "Faculty & Students Together (FAST)" program. The goal of FAST was to provide opportunities for residents to engage with faculty outside of the classroom and increase residents' sense of belonging at Cal Poly Humboldt. I participated in this program in two ways. First, I participated in a FAST Faculty spotlight bumper. These short videos (under a minute) are commercials shown on Reslife's SWANK streaming service before entertainment like movies. In the video, I shared the classes I teach and advice for students as they pursue their major. Students were exposed to diversity in faculty at Cal Poly Humboldt as well as course options in the Psychology department.

Second, I worked with La Comunidad, the new Learning Living Community in Housing, to present a talk on the challenges and strengths of first-generation college students. The goal of La Comunidad is to create a community where students feel connected and supported, and where they share an interest for the experiences and heritage of the Latinx culture. Although the talk was geared toward Latinx student living in the housing community, it was open to all

Xxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

students. I facilitated a 1-hour discussion which was primarily student-led. At the beginning of the session, I played a message from former First-Lady Michele Obama to first-generation college students and a video of first-generation students talking about their experiences. Students gained a sense of community from hearing the challenges of other students. Additionally, I presented a strengths-based perspective and motivational research about resilience. I spent approximately 5 hours preparing and presenting at this event.

College/University Service

Committee-based Service

1) Equity Advocate for Search Committees (2022-present; 10 hours)

I was trained by Dr. Edelmira Reynoso and Meridith Oram in the Office of Diversity, Equity, and Inclusion to be an Equity Advocate on staff and faculty searches. Equity Advocates are faculty or staff who support committees to conduct searches resulting in the successful recruitment, hiring, and retention of racially minoritized staff and faculty. To become a trainor, I went through a 2-hour training supplemented with various readings and additional resources. I am currently serving as the Equity Advocate on the School Psychology search in our department. To date, I have spent approximately 10 hours on training, reading, and performing specific aspects of this role, such as reviewing the vacancy announcement and providing feedback to the search chair.

2) Hispanic Serving Institution (HSI) Advisory Board (2018-present; 30 hours/AY)

I serve on one of three sub-committees of the DEIC, the HSI sub-committee, whose main focus is to explore what it means for Cal Poly Humboldt to be an HSI. In 2020, the HSI Advisory Board and subcommittee of the DEIC, both headed by Fernando Paz, became one entity. The advisory board seeks to create a positive and culturally-engaged campus climate for Latinx students, staff, and faculty. The ultimate goal is to increase Latinx students' sense of belonging, academic and social engagement, and retention and graduate rates. The advisory board works to highlight Cal Poly Humboldt as an HSI through visual representation across campus, marketing and branding, and translation services. Several faculty members, including myself, are "Featured Faculty" on El Centro's website (formerly the Latinx Center for Academic Excellence) to increase visibility of faculty of color on campus. Featured Faculty hold additional advising hours and office hours at El Centro. I participated in this advisory board before I became an Equity Fellow and have continued after that role ended. Time spent engaging in this group is approximately 30 hours per academic year.

3) Search Committee - Director of Institutional Research, Analytics, and Reporting (IRAR; 2021; 50 hours)

I served on the Director of Institutional Research, Analytics, and Reporting Search Committee. As a committee member, I reviewed applicants, co-created interview questions, participated in both the shorter and longer interviews, and provided information to the hiring authority. I spent approximately 50 hours supporting this search.

4) Outstanding Student Awards Committee (2019-2021; 4 hours/AY)

I served on the Outstanding Student Awards Committee for consecutive years. This committee is responsible for identifying outstanding students for the Excellence in an Academic Discipline for the College of Professional Studies. Awards honor the exceptional contributions that students make to Cal Poly Humboldt each year. Each year, I reviewed a number of applications, scored them according to a rubric, and consulted with other members of the committee to determine the awardees. This time commitment of this committee was approximately 4 hours per academic year.

5) President's Diversity, Equity, and Inclusion Council (DEIC) (2018-2021; 15 hours/AY)

The DEIC was convened in October 2018 to work in partnership with the Office of Diversity, Equity, and Inclusion (ODEI) to support institutional and systemic change at Cal Poly Humboldt. Working with an equity lens, the DEIC was originally charged with creating a strategic plan and defining what diversity, equity, and inclusion means to Cal Poly Humboldt. The DEIC crafted vision and values statements that were recommended to the President and his advisory board. In 2020, the DEIC put forth revised RPT standard guidelines to the Senate to reflect the need for inclusive teaching strategies as well as an equitable classroom checklist to be used in self- and peer-evaluations. In addition to serving on a DEIC subcommittee, I look forward to using my Cultural Humility training to offer workshops within and outside Cal Poly Humboldt in the next year.

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

6) Employee Engagement and Success Working Group, 2021-26 Strategic Planning Committee (2020; 25 hours)

I served on a group tasked to solicit feedback for the 2021-26 Strategic Plan. My working group focused on Employee Engagement and Success. We held information gathering sessions where we took feedback and processed it as a group. As a group, we also made contributions to what we thought was most important to capture. I used my voice to advocate for more explicit mention of recruiting, retaining, and promoting BIPOC staff and faculty while focusing on a broad definition of success. It is critical to think of success as including people's well-being and ability to be themselves at work. The time commitment of this committee was approximately 25 hours.

7) Search Committee - Director of Academic Resources (Fall 2019; 30 hours)

I served on the Director of Academic Resources search committee, an Administrator II position. My duties involved reading applications, crafting interview questions, attending all interviews (phone and in-person), and hosting the candidates during their visits. I escorted them across campus, set up technology, and went to dinner. We interviewed three candidates for the position. It was important for our committee to include interview questions related to diversity, equity, and inclusion for both the phone and in-person interviews. I spent approximately 30 hours supporting this search.

Other College/University Service

8) Creando Conciencia (Raising Awareness) Professional Learning Community Curriculum Team (2021-present; 200 hours/AY)

The Creando Conciencia – Empowering Hispanic Learning is a direct result of efforts to institutionalize professional development for Cal Poly Humboldt staff and faculty focusing specifically on Latinx student success. This work is funded by a Howard Hughes Medical Institute (HHMI) Inclusive Excellence Award awarded to Dr. Amy Sprowles. Dr. Margarita Otero-Diaz is the lead of the Creando Conciencia Professional Learning Community, and Drs. Rafael Cuevas-Urbe, Jose Marin-Jarrin, and I make up the facilitation team. Creando Conciencia engages Cal Poly Humboldt educators so they can create culturally responsive, equitable educational spaces that validate, engage, and empower Latinx students to leverage their full spectrum of assets as they pursue their educational and professional goals. The facilitation team developed the curriculum which is ESCALA Educational Services certified. We are currently piloting the program on 10 faculty who are part of the La Comida Nos Une grant and the DHSI grant in Education. The program is one-year and consists of content delivered through asynchronous videos, live sessions, and alumni panels. Participants create a targeted inquiry plan where they assess equity gaps in their classes and make pedagogical changes. They are supported by the facilitators and coaches throughout the process. This is an extremely important and time intensive project. I spent approximately 200 hours a year on this project but I am paid for my time through the HHMI grant.

9) Middle Leadership Academy: Creando Conciencia (Raising Awareness) Assessment Team (2021-present; 75 hours/AY)

The CSU Student Success Network sponsors the Middle Leadership Academy. The Middle Leadership Academy is a year-long professional development program that motivates participants to “lead from the middle” as they focus on closing equity gaps at their home campuses. The Academy is based in a problem-based learning model. Each campus puts forward one team of individuals. Dr. Maria Iturbide and I co-wrote the proposal which was approved by the Provost for the 2021-2022 academic year. As part of the MLA, we attended professional development days sessions where we heard from with other leaders across the CSU system and interacted with other campus-based teams. There were 3 virtual 3-hour sessions in the Fall of 2021 and 4 days of virtual sessions in Spring 2022. Our project was titled “Assessment and Curriculum Development of Creando Conciencia Professional Learning Community.” We worked on our project throughout the year and presented our ideas at the end of the year. We implemented our assessment in Fall 2022 and will continue to work on assessment even though our Middle Leadership Academy participation is over. This is another time intensive project. Although it is aligned with Creando Conciencia, it is a separate project and I was not compensated for my time completing the Middle Leadership Academy. I spent approximately 200 hours a year attending the Academy and on assessment effort.

10) Moderator, *From Me to Degree: Celebrating Latinx Diversity* (September 2022; 5 hours)

Dr. Maria Iturbide and I collaborated with El Centro to present an event to celebrate Hispanic Serving Institutions Week. This event was titled “From Me to Degree: Celebrating Latinx Diversity” and featured 5 Cal Poly

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

Humboldt Latinx staff, faculty, and administrators. Dr. Iturbide and I moderated the session by asking panelists questions about their experiences in higher education and getting to their career. Students also asked questions of panelists. I was responsible for organizing the event and communicating with the panelists. I spent approximately 5 hours setting up this event and attending this event.

11) College of Professional Studies (CPS) Graduation Marshal (May 2018-2022; 5 hours/AY)

I served as a Student Marshal or a Faculty Marshall at almost every CPS Commencement ceremony since my arrival in 2017 including our first every Fall Commencement in 2021 (except for one I missed during the pandemic). For each, I attended a 1-hour rehearsal and helped gather students and faculty prior to the ceremony. During the ceremony, I directed students to their seats and monitored their behavior. Several hundred students participate in the CPS graduation ceremony each year. The time commitment for these positions are approximately 5 hours per academic year.

12) eLearning Ambassador, Center for Teaching and Learning (CTL) (2020-2021; 10 hours/AY)

The CTL enlisted the help of eLearning Ambassadors, faculty who have pedagogical experience teaching online or incorporating inclusive teaching practices in their classrooms. After the transition to virtual instruction due to COVID-19, eLearning Ambassadors provided support for faculty in the form of additional help and resources as they adapted their instruction. eLearning Ambassadors contributed to the “Keep Teaching” Canvas course by sharing pedagogical and technological tools. I shared my experience with Kahoot!, a game-based learning platform, as a way to engage students remotely. eLearning Ambassadors also conducted workshops and teaching videos. I contributed a 20-minute YouTube video titled “How to Check in with Students: Well-Being Inquiry as Part of Class.” In this video, I highlighted two strategies, Flipgrid and Canvas announcements/discussions, that can create a culture of care by checking-in with students about their well-being during this stressful time. Here is a link to the video: <https://youtu.be/8nyoDuO6xy0>. I also participated in a CTL Blog Thinking from the Field. I contributed a video titled “What Does ‘Calling In’ Look Like in the Classroom?” where I shared examples from my class of “calling in” to promote inclusion in the classroom environment by using these opportunities to recognize and examine challenges in the learning environment. Here is a link to the video: <https://hsuctl.wordpress.com/2021/10/11/what-does-calling-in-look-like-in-the-classroom/>. I invested approximately 10 hours per academic year as an eLearning Ambassador.

13) Faculty-Facilitated Workshop, “Enhancing Motivation after Failure: Perceived Academic Control,” Center for Teaching and Learning (CTL) (February 2020; 7 hours)

I was invited to lead a Faculty-Facilitated Workshop as part of programming launched by the CTL in Spring 2020. Workshop topics were broadly organized around the intersecting themes of Engagement, Equity, and Evidence. I met with Kim Vincent-Layton in the CTL for 1 hour to discuss the workshop. The topic of the 1-hour workshop was based on faculty interest and demand to know more about motivation and learning science. Based on my research area, I presented a workshop on “Enhancing Motivation after Failure: Perceived Academic Control”. This workshop was framed with an equity lens as we recognized the systems of oppression that have influenced higher education. The goal of this workshop was to help students see college as a high-control environment by modeling and encouraging attributions after failure that are internal, unstable, and controllable. Students who perceive more control over their performance are likely to extend additional effort to reach their educational goals. Nine participants attended the workshop including faculty, instructional designers, and staff from the CTL. I was financial compensated from the CTL for doing a Faculty-Facilitated Workshop with them. I spent approximately 7 hours developing and presenting this workshop.

14) Faculty Inclusivity Conference Presentation (2021; 5 hours)

I co-facilitated a session in the Spring 2021 Faculty Inclusivity Conferenced titled “Preparing for Leadership in Governance Roles” with Drs. Jennifer Eichstedt and Mary Virnoche. The conference theme was “Real Conversations about Barriers to Faculty of Color Success at Cal Poly Humboldt.” The purpose was to center the needs of faculty of color at Cal Poly Humboldt over two days. Roundtable discussions and open conversations allowed staff and faculty to discuss what the university needs to do to help faculty of color succeed, thrive, and feel safe. Specifically, our session took a deep dive into what leaderships opportunities are available at Cal Poly Humboldt and how we can best support faculty in becoming more involved in governance on campus. I spent approximately 5 hours preparing and helping to moderate this session.

15) Moderator, Teaching Excellence Symposium (2020; 3 hours)

I moderated a session at the Fall 2020 Teaching Excellence Symposium put on by the Center for Teaching and Learning. This was a roundtable discussion featuring two Cal Poly Humboldt presentations. One was from faculty member Dr. Jasper Oshun titled, "Student-led Water Development in the Peruvian Andes." The other one was by Dr. Armeda Reitzel and two of her students titled, "'How do you Zoom?' Teaching and Learning Zoom Interview Skills." I was responsible for introducing the speakers, fielding questions, monitoring the chat, and keeping the session on time. I spent approximately 3 hours communicating about and moderating this session.

16) Quality Learning & Teaching Peer-Reviewer (2020; 20 hours)

I served as a Quality Learning and Teaching (QLT) Peer-Reviewer, a program sponsored by the Center for Teaching and Learning. Cal Poly Humboldt's eLearning Policy includes encouragement for peer review of online courses. The CTL adapted the CSU Quality of Learning and Teaching instrument for this purpose. I attended workshops where I was trained in using this instrument and given best practices for providing feedback to others. After I attended the WLT Peer Review Workshop, I provided two very detailed QLTs for two sociology courses. As part of this program, I was financially compensated for my work. I spent approximately 20 hours attending trainings and serving as a peer-reviewer of Canvas courses.

17) Doctora Voices Panel (2020; 5 hours)

I participated in a "Doctora Voices" panel sponsored by El Centro celebrating Hispanic Heritage Month. This panel featured Cal Poly Humboldt Latina professors and staff with PhDs. I created a brief PowerPoint presentation with information about myself and advice for students seeking to go to graduate school. I spent approximately 5 hours creating the presentation and attending the event.

18) Youth Mentorship Program Presentations (2020, 5 hours)

I was contacted by a former student who was serving as the Director of the Youth Mentoring Program, a student-led volunteer program within the Cal Poly Humboldt organization of Youth Educational Services (Y.E.S.). The program strives to connect with youth facing adversity in local elementary and middle schools. Students participate in one-on-one mentoring to help establish connections, provide support, and be an ally to younger students. I give a presentation to volunteers who work with teens about brain development titled "Driving Without (Fully Functional) Brakes." One of the goals of the presentation beyond being educational was for mentors to have more empathy for their mentees. I spent approximately 5 hours creating and presenting to Cal Poly Humboldt volunteers.

19) Latinx Graduation Volunteer and Faculty Representative (May 2018 and 2019; 7 hours/AY)

I participated in the Latinx Graduation ceremony as a faculty representative. I attended a 1-hour rehearsal and volunteered to set up before the event for 3 hours. I assisted with setting up chairs and decorating. Before the ceremony, I assisted with helping students line-up and giving instructions. In 2018, I helped guide students to their seats as they entered the ceremony. I spent approximately 7 hours per academic year helping to set up and participating in the graduation ceremony.

20) Forum for Diversity in Graduate Education Chaperone (April 2018; 1.5 days)

The 2018 Northern California Forum for Diversity in Graduate Education was hosted in Stockton, California at the University of the Pacific. This yearly event brings together universities from across northern California. First-generation and underrepresented students learn about the graduate admissions process and talk to recruiters from universities. At Cal Poly Humboldt, the event is sponsored by the Education and Opportunity Program (EOP). Altogether, 30 first-generation and/or underrepresented college students traveled on a bus to Stockton and stayed overnight to attend the forum. I served as a chaperone for this event, but also answered questions about graduate school and shared my knowledge of the admissions process with students. I spoke to several students in the Psychology Department about graduate school in Psychology. Altogether, the time investment for this event was 1.5 days.

Community Service - Related to Teaching/Research

1) Guest Presenter, "Driving without Fully Functional Brakes: Adolescent Brain Development," Teen Court (January

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

2020; 7 hours)

I gave a presentation titled “Driving without Fully Functional Brakes” to the Teen Court Leaders at the Boys and Girls Club of the Redwoods. Humboldt County Teen Court’s goal is to promote restorative justice and harm reduction alternatives to the juvenile justice system. Teen Court Leaders are a more involved and committed group of volunteers who receive advanced training and educational opportunities. I gave a 1-hour presentation on adolescent brain development and decision making and answered questions. I also brought in one of my students and teaching assistants, Natalia O’Brien, to give a brief presentation on substance use. I met with Natalia to go over content and expectations. The topic of the presentation is directly in line with my teaching and research interests. I spent approximately 7 hours preparing and giving this presentation.

2) “Making College Happen” Volunteer (May, 2019; 3 hours)

I participated in two events that built on the previous work of the “I’ve Been Admitted to College” events for 8th graders. The goal of the “Making College Happen” program is to continually reinforce that college is possible as well as promote the unique offerings that Cal Poly Humboldt has to offer. The event is organized in partnership with Humboldt County Office of Education (HCOE). These events cater to high school students in 10th grade in Humboldt or Del Norte County. The May 7th event hosted approximately 125 students from Eureka High, Laurel Tree Charter, Six Rivers, Redwood Coast Montessori, Pacific View Charter and Hoopa High. The May 29th event hosted approximately 200 students from McKinleyville, Del Norte, Ferndale and Northern Union schools. My participation showed high school students the diversity in staff and faculty at Cal Poly Humboldt. In addition, I got to interact with a population in line with my teaching and research interests: high school students. I spent approximately 3 hours working these events.

3) “I’ve Been Admitted to College” (IBAC) Volunteer (November and December, 2018; 8 hours)

I participated in several “I’ve Been Admitted to College” events on November 5th, November 7th, December 7th, February 1st, and February 3rd. The IBAC program connects campus staff and faculty with local middle school students to promote a college-going culture and to share with students what Cal Poly Humboldt has to offer. The event is organized in partnership with Humboldt County Office of Education (HCOE). These events cater to high school students in 8th grade in Humboldt, Del Norte, Mendocino, and Trinity Counties. Several cities in these counties are classified as low-income and have low college-going rates. I participated in the lunch portion of these activities which were fun and interactive. I assisted with food distribution, directions, and helped supervise the photo booth experience under the direction of Local Pathways Coordinator Molly Pucillo. The first three events received over 300 students from 14 schools (Redwood Prep, Blue Lake, Peninsula Union, Round Valley, Redwood Coast, Loleta, Trinidad, Cuddeback, Orick, Bridgeville, Fortuna, Alder Grove, Miranda Middle, and Smith River). The fourth event hosted over 250 students from schools such as Winship, Crescent Elk, and Redwood. The last event hosted over 100 students from 6 schools (Trinity Valley, Ferndale, Northcoast Preparatory, St. Bernard’s Academy, Coastal Grove Charter, and NU Humboldt Charters). My participation showed middle school students the diversity in staff and faculty at Cal Poly Humboldt. In addition, I got to interact with a population in line with my teaching interests: middle school students. I spent approximately 8 hours working these events.

4) Spare Change Peer Education and Teen Theatre Troupe Evaluator, Planned Parenthood (December 2017; 2 hours)

I attended this event sponsored by Planned Parenthood Northern California. Spare Change is a program in which teens teach their peers about topics related to healthy sexuality and relationships. Teens from local high schools performed skits that would be delivered to local high school students including topics such as teen pregnancy, STI prevention, healthy vs. abusive relationships, abstinence, birth control, body image, respect for sexual diversity, and consent. As an Cal Poly Humboldt faculty and community member with expertise in adolescent development, I provided evaluative feedback on the skits. I spent approximately 2 hours at this event.

Community Service - Not Related to Teaching/Research

1) Annual Pancake Dinner Volunteer (December 2017 and 2018; 2 hours/AY)

The Annual Pancake Dinner is an event put on by the Office of Housing and Residence Life with food donated from Dining Services. In this event, faculty and staff serve a free dinner to approximately 800 students around finals week. I had the opportunity to interact with Cal Poly Humboldt students in a non-academic setting. I spent approximately 2 hours each year working this event.

2) Winter Wishes Gift Wrapping Party (December 2017 and 2018; 2 hours/AY)

Forever Humboldt works with donors to make children's Christmas wishes come true. I helped wrap gifts to be given to children in the community for the holidays. I spent approximately 2 hours each year working this event.

c. Professional and Scholarly Organizations

Professional Service

1) Guest Associate Editor/Topic Editor, Frontiers in Psychology: Organizational Psychology (2021-present; 15 hours/AY)

My colleagues Dr. Esther Chang from SOKA University and Dr. Jacob Shane from CUNY invited me to serve as a guest associate editor/topic editor for a special topic in the Frontiers in Psychology Journal. The special topic is in the Organization Psychology section and is titled "Social Relationships and Career Development Throughout the Lifespan: Identifying Patterns of Shared and Nonshared Agency." Drs. Chang, Shane, and I have done research in this area. As part of my responsibilities, I reach out to potential article contributors and authors in the field. I also am responsible for serving as the editor on articles assigned to me. I reach out to reviewers and manage the review process. I read reviewer comments and communicate with the authors about needed changes. I review the article several times and also offer my own feedback on the article. The time commitment for these responsibilities is approximately 15 hours per academic year.

2) Ad-hoc Manuscript Reviewer (various dates between 2017-2022; 10 hours/AY)

Journals periodically send me manuscripts to review that are within my research area. I served as an ad-hoc manuscript reviewer for the nine journals listed below. Given my interdisciplinary research interests, the journals span the fields of education, developmental psychology, and other disciplines in psychology. The total time spent for each review was approximately 3 hours.

- a) Frontiers in Psychology, section Health Psychology (March 2022)
- b) Sustainability (May 2021)
- c) Education Sciences (February 2018; March, 2020)
- d) Journal of Applied Developmental Psychology (April 2019; February 2020)
- e) International Journal of Environmental Research and Public Health (November 2018; January 2019; July 2019; October 2019)
- f) Journal of Social and Personal Relationships (June 2019)
- g) Educational Research for Policy and Practice (March 2019)
- h) Journal of Research on Adolescence (July 2018; January 2019)
- i) Social Sciences (August 2018; October 2018)

3) Abstract reviewer, Society for Research in Child Development (SRCD) Meeting (2020; 3 hours/AY)

I served as abstract reviewer for SRCD Meeting. I served on the Education/Schooling panel and reviewed abstracts for poster presentations and talks. I followed a set of guidelines to rate each abstract and provided recommendations to the panel chair. In addition, I participated in the SRCD review pair. This option pairs reviewers with a student as a mentor/mentee review pair to give their students an opportunity to participate in the review process. I participated with my graduate student Kevin Cherry. The time commitment for this task was approximately 3 hours.

4) Abstract Reviewer Alliance for Hispanic Serving Institution Educators (AHSIE; 2020, 2021; 3 hours/AY)

I served as abstract reviewer for AHSIE meetings in 2021 and 2022. I reviewed abstracts for poster presentations and talks. I followed a set of guidelines to rate each abstract and provided recommendations to the panel chair. The time commitment for this task was approximately 3 hours per academic year.

5) Program Review Committee and Panel Chair, Western Psychological Association (WPA) Convention (2017, 2018, 2021; 3 hours/AY)

I served on the Program Review Committee for WPA for three years. I reviewed abstracts of poster presentations and talks to be presented at the 2018, 2019, and 2022 annual conventions. I followed a set of guidelines

Xxxxxxxxxx Personnel Data Sheet (PDS)

9-20-2022

to rate each abstract and provided recommendations to the panel chair. Abstracts were broadly in the area of developmental psychology and/or education. The time commitment for this task was approximately 3 hours per academic year.

6) Abstract reviewer, Society for Research on Adolescence (SRA) Meeting (2019; 3 hours)

I served as abstract reviewer for the 2020 SRA Meeting. I served on the School/Educational Context panel and reviewed abstracts for poster presentations and talks. I followed a set of guidelines to rate each abstract and provided recommendations to the panel chair. The time commitment for this task was approximately 3 hours.

7) Chair, Speaker Session, Western Psychological Association (WPA) Convention (2019, 2022; 3 hours)

In 2019, I was asked to serve as the Chair in my paper session panel on motivation. In 2022, I was asked to serve as chair for 2 distinguished speaker sessions. As Chair, I introduced all speakers and presentations and wrapped up the session. I also helped with technology set up, monitored time, and assisted with the question-and-answer portion of the session. The time commitment for this task was approximately 3 hours.

d. Non-evaluative evidence of service is included in Section 9 of the WPAF.

Table: Summary of Service at Cal Poly Humboldt

Category	Item	Points
1. Department	Co-Chair Psychology Department (April 2022-present; 300 hours)	--
	Standing Committees:	
	1) Gardner Research Assistantship Committee (2022-present; 15 hours)	.5
	2) Undergraduate Scholarship Committee (2021-present; 4 hours/AY)	--
	3) Diversity, Equity, Inclusion Committee (2019-present; 15 hours/AY)	1
	4) Assessment Committee (2019-present; 5 hours/AY)	--
	5) Academic Research Graduate Program Committee (2018-present; 4 hours/AY)	.5
	Ad-hoc Committees:	
	6) School Psychology Search Committee (2021-present; 15 hours)	.5
	7) Advising Handbook Committee (2020-present; 20 hours)	.5
	8) RTP Standards Revision Committee (2019-present; 25 hours)	1
	9) ASC-II Search Committee, Chair (2022; 30 hours)	--
	10) Major Restructuring Committee (2019-2021; 20 hours)	1
	11) ASC-II Search Committee (2018; 5 hours)	--
	Other Departmental Service:	
	12) RAMP Major Based Peer Mentoring Program Advisor (2021-present; 30 hours/AY)	.5
	13) Psi Chi and Psychology Club Advisor (April 2019-present; 70 hours/AY)	2
	14) Academic Research Graduate Program Thesis Advisor (Spring 2018-present; 75 hours/AY)	2
	15) Reviewed applications and distribution of Student Travel Awards (2022; 30 hours)	.5
	16) Guest Presenter TRiO Winter Academy (February 2022, 2 hours)	--
	17) College Connect Program (2018-2022; 15 hours)	.5
	18) Fall and Spring Previews (2018-2022; 6 hours/AY)	--
	18) Guest Presenter PSYC 647 Proseminar (2021; 6 hours)	--
20) College and Career Fairs (2019; 6 hours)	--	
21) Academic Research Graduate Program Orientation (August 2019; 4 hours)	--	
22) Psychology Department Retreat (August 2019; 2 hours)	--	
23) CAPS In-service Training (April 2019; 8 hours)	.5	

Xxxxxxxxxx Personnel Data Sheet (PDS)
9-20-2022

Category	Item	Points
	24) Psych Talk (November 2018; 6 hours)	--
	25) Faculty and Students Together Program (November 2018; 5 hours)	--
2. College/University	1) Equity Advocate for Search Committees (2022-present; 10 hours)	.5
	2) HSI Advisory Board (2018-present; 30 hours/AY)	1
	3) Search Committee - Campus and Community Development Diversity Training Specialist, Office of Diversity, Equity, and Inclusion (2022; 50 hours)	--
	4) Trans*, Gender Non-binary, Gender Non-conforming Task Force (2021-2022; 35 hours)	--
	5) Appointments and Elections Committee, University Senate (2021-2022; 30 hours)	--
	6) Accreditation Coordinating Committee (2021-2022; 5 hours)	--
	7) Search Committee - Director of Institutional Research, Analytics, and Reporting (IRAR; 2021; 50 hours)	
	8) Outstanding Student Awards Committee (2019-2021; 4 hours/AY)	--
	9) President's Diversity, Equity, and Inclusion Council (2018-2021; 25 hours/AY)	1
	10) Employee Engagement and Success Working Group, 2021-26 Strategic Planning Committee (2020; 25 hours)	.5
	11) Search Committee - Director of Academic Resources (2019; 30 hours)	.5
3. Professional	1) Guest Associate Editor/Topic Editor, Frontiers in Psychology: Organizational Psychology (2021-present; 15 hours/AY)	1
	2) Ad-hoc Reviewer (9 journals; 2018-2022; 10 hours/AY)	1
	3) Abstract Reviewer <ul style="list-style-type: none"> • Alliance for Hispanic Serving Institution Educators (AHSIE; 2020, 2021; 3 hours/AY) • Western Psychological Association (2017, 2018, 2021; 3 hours/AY) • Education/Schooling panel, Society for Research in Child Development (SRCD; 2020; 3 hours/AY) • School/Education Context Panel, Society for Research on Adolescence (SRA; 2019; 3 hours) 	1
	4) Chair, Speaker Sessions, Western Psychological Association (2019, 2022)	--
4. Community	1) Equity Workshop Facilitator: Humboldt Mediation Services (2022; 25 hours)	--
	2) Equity workshop facilitator: Area 1 on Aging (2021; 25 hours)	--
	3) Volunteering with Teens: Teen Court Guest Presenter (2020; 7 hours);	.5
	4) Making College Happen Volunteer (2019; 3 hours)	--
	5) I've Been Admitted to College Event Volunteer (2018, 8 hours)	.5
	6) Cal Poly Humboldt Pancake Dinner Volunteer (2017, 2018; 2 hours/AY)	--
	7) Winter Wishes Volunteer (2017, 2018; 2 hours/AY)	--

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

Category	Item	Points
	8) Spare Change Peer Education and Teen Theatre Troupe Evaluator (December 2017: 2 hours)	--
5. Service learning	N/A	
6. Other contributions: These entries are not listed under number 2. because they are not committees as outlined in Psychology 2016 RTP Standards.	1) Moderator, From Me to Degree: Celebrating Latinx Diversity (September 2022; 5 hours)	--
	2) Creando Conciencia (Raising Awareness) Professional Learning Community Curriculum Team (2021-present; 200 hours/AY)	--
	3) Middle Leadership Academy: Creando Conciencia (Raising Awareness) Assessment Team (2021-present; 75 hours/AY)	1
	4) Professional Development Day Presenter and Facilitator (2019-2022; 20 hours)	--
	5) CPS Graduation Marshal (2018-2022; 5 hours/AY)	.5
	6) CTL: eLearning Ambassador (2020-2021; 10 hours/AY)	--
	7) CTL Faculty-Facilitated Workshop Facilitator (2020; 7 hours)	--
	8) Faculty Inclusivity Conference Presentation (2021; 5 hours)	--
	9) Moderator, Teaching Excellence Symposium (2020; 3 hours)	--
	10) Quality Learning & Teaching Peer-Reviewer (2020; 20 hours)	--
	11) Doctora Voices Panel (2020; 5 hours)	--
	12) Youth Mentorship Program Presentations (2020, 5 hours)	--
	13) Latinx Graduation Volunteer and Faculty Representative (2018 and 2019; 7 hours/AY)	.5
	14) Forum for Diversity in Graduate Education Chaperone (April 2018; 1.5 days)	1
Total		21.5

According to 2016 Psychology Department RTP criteria, candidate's seeking Tenure/Promotion to Associate Professor who wish to meet "Excellent" in Service must acquire a minimum of 10 points. As outlined in the Itemized Scholarship Evaluation Table above, I have exceeded the criteria of 10 or more points having earned 21.5 points.

V. MISCELLANEOUS

1) "Increasing the Diversity of CSU Faculty" Feature (January 2022)

I was featured in an article on "Increasing the Diversity of CSU Faculty" as an alumna of the CSU Chancellor's Doctoral Incentive Program. This program prepares future faculty to teach the diverse students of the CSU. I was asked to describe how I was impacted by having a faculty member who looked like me or had similar life experiences when I was a student, a time I helped one of my students because I could relate to them on a deep level, and why having faculty who are diverse is important for college students. Here is a link to the article: <https://www.calstate.edu/csu-system/news/Pages/increasing-the-diversity-of-csu-faculty.aspx>. This article was also highlighted on the Cal Poly Humboldt's psychology department's website.

2) Cal Poly Humboldt Athletics Staff and Faculty Appreciation Night Nominee (2019)

I was chosen as a favorite professor by one or more of Cal Poly Humboldt's student athletes. Students wrote responses for why faculty are their favorite, which were displayed in the Hall of Fame area in Lumberjack Arena.

3) "I'm a Toro" Banner Campaign, California State University Dominguez Hills (CSUDH) (2018)

The "I'm a Toro" outdoor banner campaign celebrates the accomplishments of honored alumni and fosters a culture of success among CSUDH students. Each banner series is paired. One banner features a portrait of a successful CSUDH graduate and an inspirational statement about their work and achievements. The other banner features a current student whose career aspirations match the alumni's. These banners help current students connect with alumni

XXXXXXXXXX Personnel Data Sheet (PDS)

9-20-2022

and envision what the future holds for them. My banner says, "I'm a Scholar." I am paired with a psychology undergraduate student whose banner says, "I want to know more."

4) Introduction to R Workshop, Psychology Department, Cal Poly Humboldt (December 2017; 2 hours)

I attended a workshop facilitated by Dr. Christopher Aberson that provided an introduction to R, RStudio, Data Analysis, and Management. Researchers and instructors are moving away from instruction in costly statistical programs like SPSS and STATA. R is a code-based program that is free. The workshop used a hands-on approach to learning the software using techniques common in an Introduction to Statistics course. It is important for me to become familiar with this program because I will be supervising graduate students who use R for their statistical analyses.