

**Pioneers for HOPE Learning Framework  
Final Report  
October 15, 2019**



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We are extraordinarily grateful for the support of the Stupski Foundation that made the [Pioneers for HOPE Learning Framework Project](#) possible. We are pleased to provide this final report describing:

- Our achievements
  - Participatory process and stakeholder engagement
  - Completion of a mixed-methods longitudinal study
  - Pilot mentoring intervention
  - Faculty Learning Community
  - Dissemination of findings
- The significance of the achievements in advancing the goals of the grant
- Recommendations to advance the field and lessons learned

## Our Achievements

### Participatory Process and Stakeholder Engagement

A core value in planning this project was wide participation that would engage students, faculty, staff, and administrators across our campus in every aspect of the project, from research design to data collection and analysis, dissemination of findings, and participation in pilot interventions. This value was successfully upheld throughout the two-year period as shown in **Table 1: Stakeholder Involvement**. The events and activities are described throughout the remainder of this report.

**Table 1: Stakeholder Involvement**

Event/Activity	Month/Yr	Students	Faculty	Staff	Administrators
Strategy Sessions (2 sessions)	Nov 2017	4	3	4	13
Interviewing	Jan-Jul 2018	5	3	4	2
Hackathon <sup>1</sup> (2 sessions)	Jun 2018	7	5	5	15
Data analysis	May 2018 to present	7	12	2	0
Co-Presenter of Back to the Bay Keynote Address <sup>2</sup>	Aug 2018	1	4	2	1

<sup>1</sup> In addition to campus participants, four funder representatives and one community partner attended as well.

<sup>2</sup> Back to the Bay is a key event at the beginning of the academic year that all faculty are encouraged to attend.

<b>Event/Activity</b>	<b>Month/Yr</b>	<b>Students</b>	<b>Faculty</b>	<b>Staff</b>	<b>Administrators</b>
Faculty Learning Community	Oct 2018-Aug 2019	0	12	2	0
Volunteer mentor	Nov 2018 - Aug 2019	7 (grad students)	8	7	0
Mentoring planning discussions (3 meetings)	Jan-Apr 2019	0	4	3	7
Co-author of the first paper by Khosla et al. (in press)	Sep 2018 (initial submission)	4	4	2	1
Co-author of the second paper by Guzzardo et al. (submitted)	Sep 2019 (initial submission)	0	10	1	0
Project Reflection Event	Sep 2019	2	6	2	1

We launched the project in November 2017 with strategy sessions that were open to the entire campus community. The purpose of these sessions was to explore conceptualizations of student success, as well as the barriers and facilitators of it. The information gained in these sessions directly informed the research design and the questions asked of student participants in the study.

Graduate (n=7) and undergraduate (n=3) students were involved as paid research team members during the study period. Students were involved in research design, data collection, analysis, and dissemination. A variety of stakeholders assisted with data collection, including staff and administrators who do not typically engage in research. Training in human subjects, data security, and interviewing skills were provided to all members of the research team who engaged in data collection. Interviewers were in frequent contact with one another and the team leaders and encouraged to share preliminary insights and ideas for subsequent waves of data collection. In addition to regular meetings, all team members accessed shared, editable Google docs and other online tools that facilitated collaboration.

After data was collected and preliminary analysis completed, we held “Hackathon” sessions in June 2018 to engage the broader CSUEB community in interpreting the findings and brainstorming about next steps. The input from these sessions, along with the preliminary analysis, informed our pilot interventions: a mentoring initiative and a Faculty Learning Community. The pilot interventions further engaged new stakeholders in the project. Individuals

who had not previously been involved volunteered to mentor students and/or participated in the learning community.

### **Completion of a Mixed-Methods Longitudinal Study**

The mixed-methods, longitudinal research design included four waves of data collection over four to six months with students who were purposively recruited to include individuals likely to be experiencing a financial, academic, and/or personal challenges. Some students who joined the study later were interviewed only three times, with a combined wave 1-2 interview. Retention throughout the study was strong, with 53 students at Wave 1 and 48 at Wave 4. The dataset thus includes 193 interviews<sup>3</sup> as well as survey responses from the 53 students. All of this data has been transcribed, uploaded to cloud-based Dedoose qualitative software, and index coded. Therefore, all of the coded excerpts, for example, as “financial issues” were extracted quickly. (Sub-coding was needed to answer specific research questions.)

The data were also sorted into descriptor groups so that participants with varying demographic or other characteristics could be compared. For example, researchers were interested in learning about how the strategies students use to succeed academically vary by factors such as class year, disability status, or hours per week of paid work. In addition to the codes and descriptors, analytic summaries have been completed for nearly all of the participants. These summaries describe each participant’s journey over the four to six months they were involved in the study, including goals set, goals attained, and barriers and facilitators of goal attainment, from both the participant’s perspective as well as the researcher’s.

This mixed methods, longitudinal data can be used for the next several years and the lead researcher is committed to providing access and training on the data for members of the campus community working on research related to student success.

### **Pilot Mentoring Intervention**

The mentoring program provided direct support to students experiencing one or more challenges that had been identified in the preliminary data (e.g. financial, academic, and/or personal issues). A secondary goal was to conduct formative evaluation to inform mentoring efforts on campus in the future.

Thirty students were mentored by 22 faculty, staff, and graduate students. Mentors participated in a two-hour training focused on mentor roles, ethical issues in mentoring, and campus supports and services that may be useful to students.

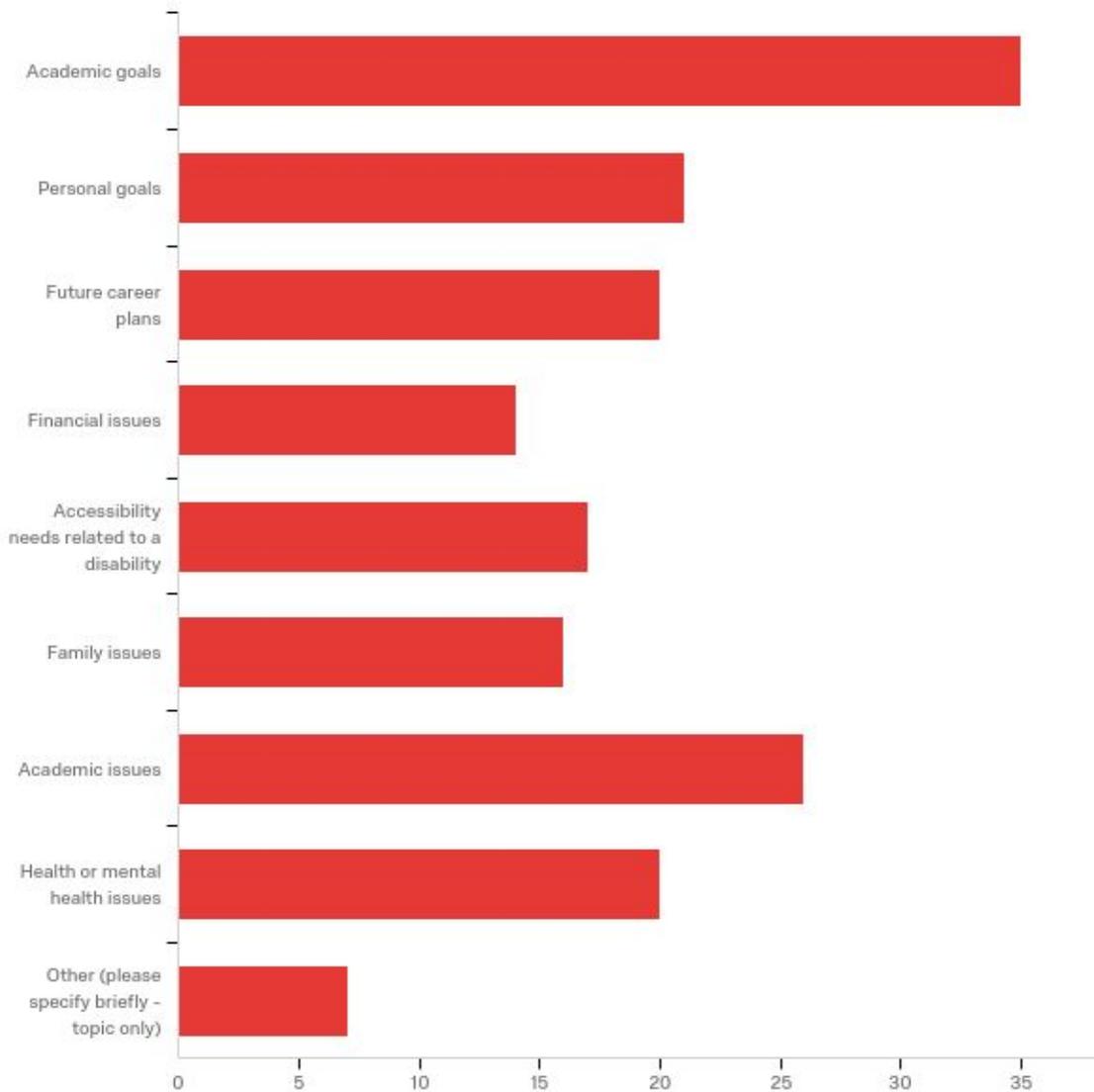
Student mentees were recruited from those accessing the food pantry or Accessibility Services. These groups were chosen both to keep the scale manageable and to respond to needs identified in the preliminary data analysis - i.e. issues related to financial challenges and accessibility were prominent in our analysis. The mentors logged a total of 43 meetings with mentees, with most meetings 16-60 minutes in duration. It is likely that the number of meetings was higher than reported because mentors needed to take the initiative to complete the online

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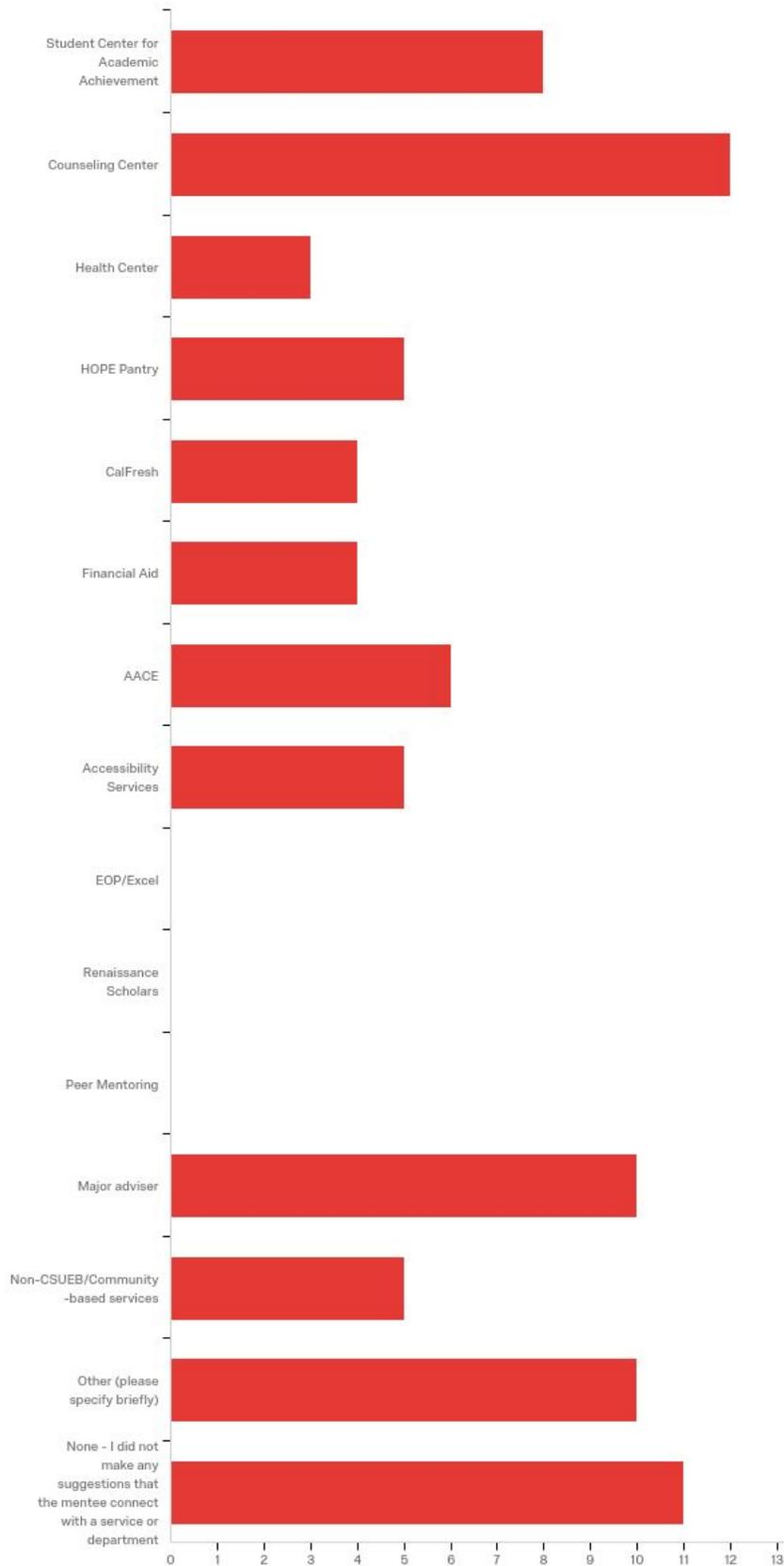
<sup>3</sup> A small number of interviews were not recorded and transcribed due to technical difficulties. In most of these cases, the interviewer took notes that are part of the dataset in lieu of the transcript.

log after each meeting. Mentors discussed a wide variety of topics with their mentees as shown in **Figure 1: Topics discussed during mentoring meetings**. Mentors also made numerous referrals to campus services for mentees, with the most frequent referrals to the Counseling Center, Major Adviser, and the Student Center for Academic Achievement. See **Figure 2: Mentor Referrals** for more detailed information.

**Figure 1: Topics discussed during mentoring meetings**



**Figure 2: Mentor Referrals**



Six student mentees completed a survey about their experiences in the program. All respondents reported they were satisfied with their experience in the program and four reported that having a mentor helped them to “feel like a part of the campus community.” Example comments about how mentors provided support include:

- “She is very nice and understanding and very kind and supportive towards me. She checks in with me to see how i’m doing. She takes an interest in my well being and shows concerns about my issues. Having that support helps play an important role in my education and well being.”
- “She response to all my questions at a reasonable time frame and if there is anything she is not able to answer she goes way and beyond to direct me to the right person. Am very satisfied with my mentor.”

Student suggestions for improving the mentoring program included having more mentors of color and hosting events to help mentees form connections.

Thirteen mentors completed a similar survey about their experiences in the program. Eleven respondents completed the mentor training (nine attended in person and two watched the video recording). Mentors reported that the training prepared them “extremely” or “very” well (n=5) or “moderately” well (n=6). Suggestions for improving the training included more access to online resources for making referrals and offering some scenarios and role plays to help mentors practice how to handle various mentoring situations. Suggestions for improving the mentoring program were to provide more orientation to student mentees to ensure that students are interested in having a mentor and to understand what a mentor can (and cannot) do. The comments about student interest were due to non-responsiveness from some students who signed up for the program but then declined to return their mentors’ emails or calls. While most (n=8) mentors who responded to the survey reported being “extremely” or “somewhat” satisfied with their mentoring experience, two were neutral and one was dissatisfied. The open-ended comments suggest that less positive experiences were related to lack of responsiveness by mentees or difficulty scheduling time to meet with mentees due to the mentee’s multiple obligations. For example, one mentor noted, “Would love to have more ‘uptake’ from an assigned mentee.”

In addition to the direct mentoring services provided, we hosted three mentoring discussions to learn about how people conceptualize mentoring, how mentoring is done on our campus, and ideas for future mentoring programs. At one of these meetings, a representative from the [Mentor Collective](#) shared information about how their company can support mentoring efforts on campus and help scale mentoring so that it reaches more students. As of the writing of this report, discussions are ongoing about whether and how to use Mentor Collective in future mentoring initiatives.

### **Faculty Learning Community**

The Faculty Learning Community (FLC) was designed to engage faculty in reviewing data related to student interactions with faculty (positive and negative) and to reflect on implications for teaching. Fourteen faculty and staff from 9 different departments/programs on campus participated. FLC members met throughout the 2018-2019 academic year and continued to

meet weekly during the summer. The summer meetings were a demonstration of faculty members' high interest and engagement with the project given that these meetings were not required as part of the initial application to join the FLC.

FLC members participated in or co-facilitated (depending on experience) training in qualitative analysis with Dedoose software as well as Zotero for managing our shared bibliography. Faculty who had not completed online human subjects training in the past three years renewed their certificates. FLC members also shared teaching practices with one another on topics such as universal design, managing online discussion boards, teaching students how to create infographics, and more.

FLC members completed several products:

- **Two-page information sheet, "[A Call for Faculty, by Faculty](#)"** The information sheet describes simple things faculty can do to support students and was distributed to all faculty in hard copy at Back to the Bay, in their faculty mailboxes, and online through the weekly Academic Affairs newsletter and the Learning Framework website.
- **Paper submitted to a peer-reviewed journal:** Guzzardo, M.T., Khosla, N., Adams, L.A., Bussmann, J.D., Engelman, A., Ingraham, N., Gamba, R., Jones-Bey, A., Moore, M.D., Toosi, N.R., & Taylor, S. (submitted). "The ones that care make all the difference": Perspectives on student-faculty relationships. Submitted to *The Journal of Higher Education*.
- **Poster presented at the CSUEB Week of Scholarship in April 2019** (student and faculty symposiums): The poster was led by student research assistants working on the project with support from FLC members. The purpose of the poster was to share information about our students (e.g. graduation rates, proportion of students experiencing food insecurity and homelessness, etc.) and early findings about what students say about their positive and negative experiences in interactions with faculty.
- **Presentation delivered at CSUEB's Back to the Bay in August 2019:** Taylor, S., Adams, L., Adediji, L., Bussmann, J., Engelman, A., Gamba, R., Guzzardo, M., Moore, M., Ingraham, N., Jones-Bey, A., Kashinath, S., Khosla, N., McClain, Z., & Toosi, N. *Supporting faculty to support our students: Tools for balancing empathy and rigor*
- **Presentation accepted at a peer-reviewed conference:** Ingraham, N., Woods, D., Jones-Bey, A., Gamba, R., Guzzardo, M., Engelman, A., Khosla, N., Scharberg, M., Taylor, S., & Inch, E. (2019, November). *Supporting students with complex and overlapping challenges through a mixed methods learning collaborative*. Oral presentation to be delivered by N. Ingraham and D. Woods in the symposium on Academics Promoting Social Justice with and for Students at the National Women's Studies Association Annual Conference, San Francisco, CA.

Two additional products from the FLC are still in progress:

- Online modules<sup>4</sup> for faculty about campus supports and services, challenges students experience in meeting their basic needs, accessibility and universal design for learning, and more.

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<sup>4</sup> The modules are nearly done; there was a delay due to technical difficulties in posting these to an interactive learning system. The CSUEB Online Campus office is working with us to complete this. Here's a [brief preview video](#) and [slides](#) showing how these will look when complete.

- Second paper to be submitted to a peer-reviewed journal focused on faculty responses to the findings on student perspectives on their interactions with faculty.

An anonymous survey given to FLC members in May 2019 (administered by the CSUEB Office of Faculty Development) suggests that participation in the FLC had an impact on participants as described in these survey responses:

- "I have learned new teaching practice[s] to create a more accessible and inclusive classroom. "
- "I really enjoyed getting to know the others on this FLC. It does make me feel more connected to the campus having built these relationships with people in different departments, etc. "
- "The work in this FLC will produce two papers, real deliverables based on work within this FLC. I have found this FLC to be very productive and useful to my development as a scholar. Also, as a mentor, in the sense that I have received concrete suggestions to make myself a better mentor to my students (more knowledgeable of the challenges they face and therefore more empathetic, and more aware of strategies/teaching practices/practical information to give students re: supportive services on campus. "
- "I will incorporate specific suggestions and teaching practices shared in this FLC including videos on BB, in-class or online activities, and text to incorporate into my syllabi to make it more flexible and inclusive. "
- "It has deepened my understanding of complex challenges students face and I am already revising my syllabi for the Fall accordingly and thinking about new pedagogical approaches to engage students. "
- "We had a part of our FLC where we shared teaching practices and it was SO helpful. I am incorporating several ideas into my own courses around accessibility, student participation grades and using technology. "
- "I've learned about a lot of resources that the university offers and have been able to share them with students. "
- "My philosophy of teaching has become even more flexible and adaptive as I learn more about the challenges our students face. Reading the student interviews helps me to understand more of the student perspective. Also, learning and knowing that I am not the only one who struggles to be sensitive to students challenges while maintaining some element of content rigor is reassuring. "
- "This group has pushed me to reflect more deeply on my practice. In looking at data about campus resources and faculty interactions, I have developed a more thoughtful approach to student challenges, how I deal with them, and how they impact learning. "

### **Dissemination of Findings**

Findings of the study have been formally disseminated in the following ways:

- Two papers (one in press, one submitted) to peer-reviewed journals:

- Khosla, N., Gamba, R., Taylor, S., Adediji, L., Bovey, J.\*, Engelman, A., Jones-Bey, A., Kwan Lan, T.\*, Vo, H.\*, Washington, V.\*, & Inch, E. (in press). **Academic goal-setting among college students experiencing food insecurity, housing instability, and other challenges in a diverse public university.** *Journal of Social Distress and the Homeless.*
- Guzzardo, M.T., Khosla, N., Adams, L.A., Bussmann, J.D., Engelman, A., Ingraham, N., Gamba, R., Jones-Bey, A., Moore, M.D., Toosi, N.R., & Taylor, S. (submitted). **“The ones that care make all the difference”:** **Perspectives on student-faculty relationships.** Submitted to *The Journal of Higher Education.*
- Five presentations at peer-reviewed conferences:
  - Ingraham, N., Woods, D., Jones-Bey, A., Gamba, R., Guzzardo, M., Engelman, A., Khosla, N., Scharberg, M., Taylor, S., & Inch, E. (2019, November). **Supporting students with complex and overlapping challenges through a mixed methods learning collaborative.** Oral presentation delivered by N. Ingraham in the symposium on Academics Promoting Social Justice with and for Students at the National Women’s Studies Association Annual Conference, San Francisco, CA.
  - Taylor, S., Maguire, J. Crutchfield, R., Hermoso, J., Graham, J., Inch, E., Jones-Bey, A., Adediji, L., Bovey, J.\*, Engelman, A., Gamba, R., Khosla, N., Kwan Lan, T.\*, Bergeron, S.\*, Lindfors, A.\*, Ingram, D., Scharberg, M., Scudder, C., Vang, D.T., Padilla, N.D., & Meyer-Adams, N. (2019, October). **Basic needs in a statewide university system: Meeting students where they are.** Oral panel presentation at the Annual Program Meeting of the Council on Social Work Education, Denver, CO.
  - Taylor, S., Khosla, N., Gamba, R., Adediji, L., Bergeron, S.\*, Bovey, J.\*, Engelman, A., Ingram, D., Jones-Bey, A., Kwan Lan, T.\*, Lindfors, A.\*, Scharberg, M., & Inch, E. (2019, July). **Goal attainment in college students.** Oral presentation delivered by S. Taylor & N. Khosla at the International Conference for Social Development, Universitas Gadjah Mada, Yogyakarta, Indonesia.
  - Taylor, S., Kashinath, S., Khosla, N., Gamba, R., Brown, C., Engleman, A., Adediji, L., Bovey, J.\*, Kwan Lan, T.\*, Lindfors, A.\*, Bergeron, S.\*, Ingram, D., Jones-Bey, A., Scharberg, M., & Inch, E. (2019, March). **Going to college with a disability: Building on strengths and addressing challenges to support student success.** Sixty-minute breakout session delivered by S. Taylor, S. Kashinath, N. Khosla, & R. Gamba at the Annual Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
  - Taylor, S., Khosla, N., Gamba, R., Bergeron, S.\*, Bovey, J.\*, Kwan Lan, T.\*, Engelman, A., Adediji, L., Lindfors, A.\*, Ingram, D., Jones-Bey, A., Scharberg, M., & Inch, E. (2019, March). **Enhancing strengths and addressing challenges to support student success.** Fifty-minute oral presentation delivered by S. Taylor, N. Khosla, R. Gamba, S. Bergeron, J. Bovey, and T.

Kwan Lan at the Annual California State University Symposium on Teaching and Learning, Fresno State University.

- Three formal presentations on campus (as well as other campus meetings and events noted in Table 1, which were organized by the team as part of the project):
  - Taylor, S., Adams, L., Adediji, L., Bussmann, J., Engelman, A., Gamba, R., Guzzardo, M., Moore, M., Ingraham, N., Jones-Bey, A., Kashinath, S., Khosla, N., McClain, Z., & Toosi, N. (2019, August). **Supporting faculty to support our students: Tools for balancing empathy and rigor.** Presentation at Back to the Bay.
  - Dobb, L., Taylor, S., Seitz, J., & Weiss, J. (2019, April). **Research here, research now.** Workshop organized by the Office of Faculty Development about action research and scholarship of teaching and learning on our campus.
  - Taylor, S., Jones-Bey, A., Gamba, R., Khosla, N., Engelman, A., Bovey, J.\*, Ingram, D., Lan, T.K.\*, & Inch, E. (2018, August). **I'm barely just hanging in: Who our students are and how to support them.** Invited keynote presentation at Back to the Bay.
  - Poster presentations (led by our student researchers) during the CSU Week of Scholarship in April 2018 & April 2019.
- Brief report on [Advising Findings](#) to inform campus discussions on strengthening advising on our campus. Additional brief reports on other campus services can be made available as needed.
- Forthcoming products are anticipated to include:
  - The online modules for faculty about how to support students as noted above.
  - Additional on-campus presentations and workshops
  - Papers on:
    - Faculty responses to findings on student perspectives on interactions with faculty
    - Accessibility
    - Food insecurity
    - Participant trajectories
    - Methods used in the study

### Significance of the Achievements in Advancing the Goals of the Grant

Table 2 below lists the four overarching objectives of the grant as described in our grant proposal (pages 3-4) and our progress in meeting these aims.

**Table 2: Overarching Objectives and Progress**

Objective	Progress	Evidence
1. Conduct a needs assessment and literature review within an	<b>Met</b>	A PAR approach was successfully implemented to conduct a needs

ecological, participatory action research (PAR) framework to identify and understand the characteristics of students who are at risk for food insecurity, homelessness, emotional and academic needs.		assessment of students (n=53) who were purposively recruited from groups likely to be at risk for food insecurity, homelessness, emotional and academic needs. The in-depth data we gathered from a can be reviewed along with campus data from large-scale studies conducted by the CSU Basic Needs Initiative and the Hope Center for College, Community, and Justice.
2. Form a learning collaborative to develop, conduct, and apply the research, as well as intervention strategies to meet the needs of students who demonstrate characteristics that will put them at risk.	<b>Met &amp; ongoing</b>	Research was conducted by an inclusive team of faculty, staff, students, and administrators who were in frequent contact in person and online. In addition to formal grant activities, team members shared and discussed readings, videos, and other resources of interest related to the research. This informal sharing of knowledge and resources is expected to continue.
3. Run a pilot program to test and evaluate intervention strategies based on Year ONE research outcomes. This pilot may include strengthening existing support services and/or adding new programs, as well as conducting both program and student assessments, facilitating campus education workshops, and disseminating outcomes.	<b>Met &amp; ongoing</b>	The two-component pilot program (mentoring and FLC) involved stakeholders from across campus who had not previously been involved in the project. Preliminary analysis of both components suggests that participants had positive experiences that contributed to their teaching and learning. Dissemination of outcomes is ongoing through on-campus and off-campus efforts.
4. Assess, refine and further develop approaches for addressing student needs using the resources and expertise of the learning collaborative, which will support Continuous Quality Improvement (CQI).	<b>In progress</b>	Team members are involved in discussions about new and augmented services for students that may draw on the findings of this study. For example, Dr. Taylor and Dr. Scharberg will be meeting later this month to discuss expanding mentoring on campus.

### Recommendations to Advance the Field and Lessons Learned

Our recommendations to advance the field include:

- Continue outreach to students and faculty about campus supports and services; though there have been increases in the number of students accessing the food pantry, many services continue to be under-utilized due to lack of awareness about the services,

stigma associated with using the services, or other barriers to access. Simple efforts such as adding a support services link to an email signature, syllabus statement about services, or slides on the first day of class about services may help to increase awareness and minimize stigma, however, more research is needed about the effectiveness of these efforts.

- Continue to draw on student data and implement suggested changes (including the research findings from our manuscripts) and create ways to continue to collect student input to best support students facing complex challenges.
- Continue to disseminate findings on campus and at regional, national, and international venues.

Several efforts are already underway that build on the work begun in this grant:

- Awarding of a [FAST Fund](#) (PI: Ryan Gamba) to provide small emergency cash assistance to students.
- Ryan Gamba and Sarah Taylor's participation in the two-day CSU Basic Needs Research Consortium meeting organized by Rashida Crutchfield and Jennifer Maguire in June 2019 at the CSU Chancellor's Office to connect and collaborate with other faculty working on research related to basic needs.
- Ongoing efforts to create a strong, scalable mentoring program on campus, including:
  - Mentoring has been built into the long-term Academic Programs and Services budget to support these efforts and scale them to meet the need.
  - We have applied for Stupski funding for a grant that will help us to reform advising on this campus. Mentoring is incorporated into the proposal via the service center that will be available for all students.
- With CSU Graduation Initiative 2025 resources, and on the recommendation of the Student Success Committee, there will be a set-aside of funds to provide micro grants for students to overcome short-term challenges.
- Beginning today we have soft rolled-out a chatbot for first-year and transfer students designed to help students find the services and information they need. When fully implemented, it will be able to refer students to various campus resources including the service centers.

In conclusion, our campus would like to extend our deepest gratitude for the support of the Stupski Foundation for this grant, through which we have learned so much. The research completed will continue to inform campus discussions about barriers and facilitators of student success for years to come.

## **Pioneers for Hope Learning Framework Team 2017-2019**

### **Primary Contacts**

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### **Research Assistants**

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Joel Bovey, MSW (May 2019), Graduate Research Assistant

Tsz “Connie” Kwan Lan, MSW (May 2019), Graduate Research Assistant

Alicia Lindfors, BA Sociology (December 2018), Research Assistant

Mallory McLeod, MA Candidate, Graduate Research Assistant

Annie Rudorf, MSW Candidate, Graduate Research Assistant

Huyen “Kiki” Vo, MSW (June 2018), Graduate Research Assistant

Victor Washington, MSW (June 2018), Graduate Research Assistant

Charles Watkins, Sociology Major, Undergraduate Research Assistant

### **Collaborators**

Lael Adediji, Coordinator, Renaissance Scholars Program

Alina Engelman, Assistant Professor, Health Sciences

Ryan Gamba, Assistant Professor, Health Sciences

Maricela Garcia-Flores, Employee Health & Wellness Coordinator, LEEP

Jake Hornsby, Chief Information Officer

Darice Ingram, Coordinator, Pioneers for HOPE

Caron Inouye, Director of General Education and Chair of General Studies

Nidhi Khosla, Assistant Professor, Health Sciences

Matthew Moore, Assistant Professor, Health Sciences (*joined February 2019*)

Jessika Murphy, Coordinator, Diversity and Inclusion Student Center

Alison Richardson, Executive Director, Student Equity and Success Programs

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Dianne Rush Woods, Professor Emerita, Social Work & Retired University Diversity Officer

### **Leadership Team**

Edward Inch, Provost and Principal Investigator

Maureen Scharberg, Dean of Academic Programs & Services

Sarah Taylor, Co-Investigator & Associate Professor, Social Work

**Faculty Learning Community Members 2018-2019**

*\*\* Denotes newly involved with the Learning Framework in 2018-2019*

Lee Adams, Library\*\*  
Lael Adediji, Renaissance Scholars  
Jeffra Bussman, Library\*\*  
Alina Engelman, Health Sciences  
Ryan Gamba, Health Sciences  
Mariana Guzzardo, Human Development\*\*  
Matthew Moore, Health Sciences\*\* (*joined February 2019*)  
Natalie Ingraham, Sociology\*\*  
Ali Jones-Bey, Learning Framework  
Shubha Kashinath, Speech, Language, & Hearing Sciences\*\*  
Nidhi Khosla, Health Sciences  
ZáNean McClain, Kinesiology\*\*  
Sarah Taylor, Social Work (Faculty-in-Residence/Facilitator)  
Negin Toosi, Psychology\*\*

All FLCs are supported by Jessica Weiss, Director of Faculty Development and Professor of History\*\*

