

FDEV Zine (Issue 1, February 2021)

A new publication by the Office of [Faculty Development](#)

A brief [history of Zines](#)

WHY A ZINE??

The real question, actually, is why NOT a zine? Zines offer a less formal and constrained channel of communication at a time when everything is becoming automated, homogeneous, and oftentimes too clean and dry.

While playing with design and aesthetics, fonts and colors, we want to be mindful of the need to address your concerns, share the resources we can offer, and invite you to participate in all sorts of FDEV events. This Zine is conceived as a publication to enjoy when you can hopefully take some time for yourself, so that you can EXPLORE it, beyond reading it. It contains information about programs, a list of all events planned for this month, and links to many of our resources. So, grab your coffee or tea and start the journey... (Chiara Ferrari, FDEV Director)

[Click here to read a message](#) from FDEV Director Chiara Ferrari

MEET THE FDEV TEAM

REBECCA NELSON

ADMINISTRATIVE SUPPORT COORDINATOR

As Administrative Support Coordinator and CSU, Chico alumna, it is a true pleasure to support the various programs, events and resources for faculty towards student success. The cross-functional partnerships that our Faculty Development Team encourages between departments, colleges, disciplines and units offers a unique opportunity for growth and development on behalf of the university and our local community.

ARIANA M. SINGH

STUDENT ASSISTANT

As a student who gets to work as closely with Faculty as I have over the last four years, I feel that I get a sense of how both parties operate based on each other and amongst ourselves. I can truly see how the Office of Faculty Development has helped Faculty with their teaching to students. Together, we will!

FDEV FACULTY FELLOWS

JAMIE LINN GUNDERSON

I am **STOKED** for the opportunity to create and organize materials to support teaching and learning at Chico State! I look forward to sharing my experience with UDL, my passion for teaching with technology, and I am **SUPER EXCITED** to host the FDEV podcast! The FDEV Dream Team and I will be working hard over the coming months to create a repository of resources that we hope will enhance teaching and learning - have an idea, tip, or a strategy to share? We welcome you to reach out to us at fdev@csuchico.edu!

PAUL BAILEY

I am excited to be a faculty fellow and have the opportunity to share my experience with inclusive pedagogies, issues of equity in education, assessment practices, and my hobby of sound design and production (let me know if you have mixing or mastering questions about your podcasts).

DUSTIN BAKKIE

I am so excited and honored to be working as an FDEV Fellow this semester. I am eager to serve you all. I think my focus on innovative and intentional pedagogy and ed-tech will inspire many new ideas for you.

CHRIS CREWS

There are two areas I'm excited to focus on as a Faculty Fellow. The first is creating resources for teachers just starting to engage issues of social and racial justice in their classes. The other is supporting faculty already using intersectional approaches to teaching with new and expanded resources.

FDEV SPRING 2021 PROGRAMS

Hear from the FLC Leads and Facilitators

Digital Pedagogy

Kim Jaxon

The Digital Pedagogy FLC is an invitation to sit in the identity of a learner, which I would imagine is not too far of a stretch for most faculty. The FLC will start with the “why” of our disciplines: why should students become historians, chemists, graphic designers, teachers, poets? How can we design educational spaces, particularly digital spaces, that support these new identities for students? Hoping we carve out some joy, and ultimately, design educational spaces we want to live in. You are welcome to check out the resources on our shared [website](#).

Closing the Equity Gaps

Erik Wasinger

The Closing the Equity Gaps FLC is an opportunity to address equity gaps in our classrooms in a safe and encouraging environment. We all prefer our students to find success in our classrooms. Yet, we know equity gaps persist. What are the causes, and what are the solutions? Can we alleviate some of this burden on our students? Through effective course (re)design, we'll work together to explore what we can do to mitigate some of the gaps, regardless of origin. Hopefully we can create a more enjoyable experience for all our students – and faculty too!

Faculty Writing Community

One thing we forget about faculty is that we are all writers. We wrote dissertations in order to get our jobs, and we've had to write a voluminous amount of material in order to go through the tenure and promotion process. **Writing is how we share our research with the world, so it's fundamentally a generous act.** But to fully flourish, faculty need time to talk to other scholars about their writing, and many of us are missing the community that allows sharing ideas with fellow writers.

This Faculty Writing Community reveals and focuses on what faculty generally don't talk about: our research and writing processes. It helps to know we are not writing alone and that our writing challenges are not actually that unique. By providing community, we're able to share strategies, get feedback, discuss hurdles, ask questions in a way that is purely supportive and outside of other university structures and relationships. By talking about common challenges, we encourage everyone to believe in themselves and know that setbacks are normal. By foregrounding everyone's successes, we celebrate small victories and help other faculty think of ways to use those strategies themselves. And we know that talking about their writing progress often pushes faculty to discover new ideas, new approaches, and new perspectives. We're here for that, too!

FWC Facilitators: Samara Anarbaeva, Sarah Brown Blake, Chris Fosen, Laura Sparks

IN FOCUS: LESSONS FROM FALL 2020

If there is one thing I learned from Fall 2020, is that faculty can adapt to almost anything. This adaptability (which might as well be defined as resilience) manifests in the ability to juggle a sudden and forced move to online instruction and the need to learn a whole new set of tools, while dealing with increased family responsibilities. I cannot think of a more important and poignant moment to be leading faculty development and to support my colleagues than this time. But what does this support look like? I have heard concerns that span from excessive workload, to access (be it to technology, bandwidth, or an actual office), to the need for self-care, to "if only I could have a babysitter so I can finish that *\$&%# paper!" There is one more constant need I hear, though. And this one is a different type of need.

Faculty *need* their students. They need them present, they need them engaged, and ideally, they need them in a physical classroom.

One area where I think faculty development can provide some relief, in addition to immediate support towards online pedagogy, is help in reframing this pandemic tragedy into an opportunity to look at our instructional practices with new eyes and according to new parameters . I doubt we can go back exactly to what we used to do before Covid 19. And maybe we shouldn't.

During Tipping Point, a number of faculty shared some tips about what worked and what didn't work in Fall 2020, and ideas about what they plan to keep and what they plan to discontinue, based on their experience. I encourage you to watch [this video](#) to consider the possibilities - not only the limitations - that were imposed upon us by the pandemic.

This is not meant to be an insensitive or over-optimistic invitation to “just move forward” and forget about the significant disruption to education and learning that we are experiencing. On the contrary, **this is meant as a commitment, on the part of Faculty Development, to help faculty re-imagine themselves, their classes, and their practices** in light of a disruption that has questioned much more than pedagogy and has forced us to face issues of access, equity, and inclusion.

And this, to me, is a wonderful opportunity that lies ahead of us.
Chiara Ferrari, Faculty Development Director

[MODEL COURSE DESIGN](#)

[WHY A DATABASE FOR COURSE DESIGN?](#)

If you ask anyone in the FDEV Office they will tell you that, in December, I became slightly obsessed with the Model Course Design project. That is all I could talk about or work on. The first reason is because the main question we receive in all training about pedagogy and course design from faculty is: **“can I see an actual example from an actual course?”** so I wanted to create a database where faculty could access concrete examples of good course design and explore organization, sample assignments, and methods of assessments, while reading about how their colleagues had addressed challenges in their classes.

The second reason why I could not stop focusing on the Model Course Design is because I began exploring those courses and I was blown away by the innovative pedagogical practices I found. We have some amazing faculty here at Chico State that are not only incredibly creative in their course design, but generous enough to share it so we do not have to reinvent the wheel when we struggle with a course.

[Time to play](#)

I want to encourage everyone to take a moment to play with the Model Course Design tool and to give us feedback about your experience.

The website provides clear instructions on how to search for courses and how to access the individual portfolio created for each course.

More importantly though, I want to encourage everyone to recommend courses that can be added to this database. I especially want to encourage faculty who have completed training such as the Digital Pedagogy FLC, Go Virtual, or QLT given that these programs require (re)designing a course as a deliverable, so you might have some recent example to showcase.

I hope you will find this tool useful, but more than anything I hope you will appreciate the great talents we are lucky to have. (Chiara Ferrari)

[EMAIL US](#) TO SUBMIT YOUR COURSE FOR CONSIDERATION

NEWS FROM THE ADVISORY BOARD (Kim Jaxon)

Spending time with the FDEV Board members last fall taught me that committee meetings can have heart and soul. We shared time together in the square boxes on Zoom trying to imagine how best to support our colleagues in these (gestures wildly) “unprecedented times.” Early in the fall, we gathered in break out rooms to think about fall and spring planning for faculty development: **we tried to balance the urgent need for teaching support with our fears that we are losing precious time to research and to write, to move through the RTP process, and to support other segments of our professional growth.** And, importantly, we talked about all the work that lies ahead for social justice. I appreciate how each of the board members advocates for the range of colleagues they represent: new faculty, long-time faculty, lecturers, librarians, department chairs, faculty who are caring for family, who have lost homes, who feel the precarity more than ever right now. In every discussion, someone reminds us of a positionality we are not seeing as we imagine structures of support.

As the semester’s meetings continued, we found ourselves in long conversations about equity gaps, about our shared teaching success and failures, and about the challenges of parenting and caregiving. I left the board meeting in December with nothing but gratitude for the FDEV board members who advocate for others every day. This spring, we will look ahead to the work of the summer and fall 2021 semester. We invite you to please reach out to Chiara Ferrari (Director of Faculty Development) or Kim Jaxon (Chair, FDEV Advisory Board) with any suggestions about programming, structures, workshops, webinars, that would be useful to what you need right now and in the future. As we head into spring 2021, I plan to follow the advice of my English Department colleagues Sarah Pape and Jeanne Clark: **just do the next right thing.**

[Click here for information about the FDEV Advisory Board!](#)

FDEV EVENTS: February 2021

[Friday Forums](#)

February 12: Open Access

[Teaching Climate Change & Resilience Series](#)

February 10: Climate Change and Resilience in GE Courses

February 26: Carbon Emissions and Sequestration Research on Campus

[QLT Workshops](#)

February 8: Workshop 1: Introduction to QLT, Course and Learner Support.

February 17: Workshop 2: Assessment of Learning Outcomes.

February 22: Workshop 3: Organization of Course Materials and Resources.

[Teaching Racial & Social Justice Series](#)

February 2: Data Displays and Interpretation: Linking the Practices of our Fields to Social Justice Issue

February 19: Cultivating Humanizing Pedagogy in Constricting Institutional Contexts

[FDEV Podcast: Rise, Teach, Learn](#)

February 4: Lessons from the 2020 Students & Faculty Experience

February 18: Wildcat Resilience - Fireside Chat

[Campus Events](#)

February 4 (Humanities Center)

Suzanne Lacy, "A Human Touch: A Conversation on Human Concerns Across Difference"

[Register here](#)

February 15 (MADT Department)

MADT Professionals Series: Conversation with film editor Fred Raskin (The Fast and the Furious film series, Django Unchained, The Hateful Eight, Once Upon a Time in Hollywood, Guardians of the Galaxy, and many more!) - [Information Here](#)

FDEV RESOURCES & INFORMATION

[FDEV Media Channel](#)

[Mode Course Design](#)

[Teaching Guides](#)

[Grades & Equity Gaps Dashboard](#)

[Tuesday Tips](#)

[CAL\\$](#)

[FDEV Podcast](#)

[FDEV Virtual Library](#)

[Visit our Virtual Space](#)

Contact Information:

FDEV email: fdev@csuchico.edu

FDEV Director: cferrari@csuchico.edu

FDEV Admin Support Coordinator: ranelson@csuchico.edu

FDEV Advisory Board Chair: kjaxon@csuchico.edu