

A publication by the Office of Faculty Development

FDEV FACULTY FELLOWS

Welcome to another issue of the FDEV Zine! This month I am excited to introduce to you our FDEV Faculty Fellows and our new Lecturer Mentor!

Faculty Development will be working with three Equity Fellows this Spring, Samara Anarbaeva, Paul Bailey, and Lesa Johnson to establish a more formal and stronger conceptual framework for FDEV EDI and antiracist work. The Equity Fellows will help me establish the new hub for Research in Equity, Antiracism, Diversity and Inclusion (READI) that will be housed in Faculty Development starting Fall 2022, and we will also be looking for grants to make this effort as sustainable as possible.

Jamie Gunderson is continuing her collaboration with FDEV as Technology and UDL Fellow! In addition to hosting our [Rise, Teach, Learn](#) podcast, Jamie is also running the HIP (Hyflex and Inclusive Pedagogy) FLC this semester. Her curriculum includes some very creative practices and tools, so I know faculty who signed up for it will get a lot out of his program!

I am also incredibly happy to introduce our first Lecturer Mentor, Tiffani Anderson! Tiffani will help Faculty Development address needs that are specific to our lecturer faculty population. One exciting news is a new Lecturer Academy Event that will be held on April 29th! Stay tuned for updates about this new initiative!

This month's visual style features some double exposure photographs that I began working on as I travelled through Texas during the break. I consider double exposure photography a perfect metaphor for the work I am doing with the FDEV Faculty Fellows: I provide my experience and when I "superimpose" it (metaphorically) to what the FDEV fellows can contribute, we create something that has new, stronger, and better meaning). Alone, I cannot provide the "full vision," and it is only through the expertise of the fellows that FDEV can better serve our faculty population, across disciplines, interests, and diverse needs.

[Click here to read about double exposure photography](#)

[CLICK HERE TO VISIT THE FDEV FACULTY FELLOW PAGE](#)

Lecturer Mentor

Tiffani Anderson

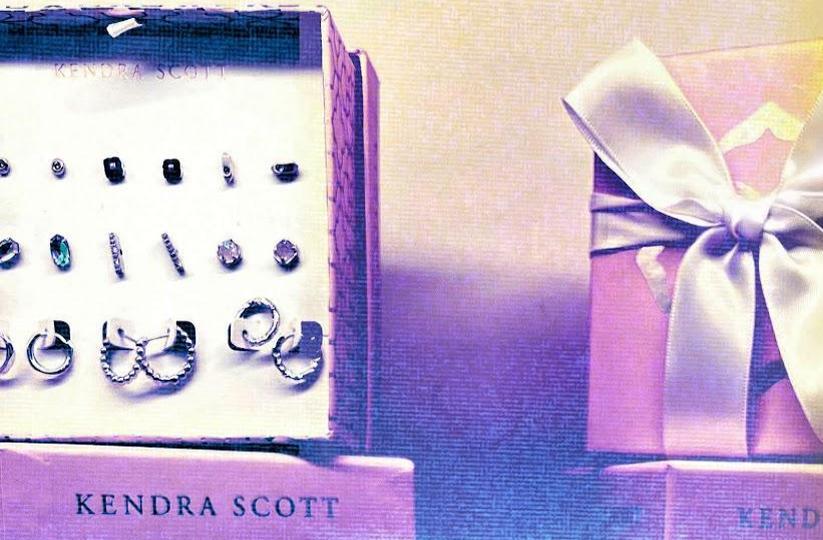
[Click here to access the Lecturer Mentoring Program page](#)

It is my honor to be serving as the inaugural Lecturer Mentor for the Office of Faculty Development. This position is a great opportunity for outreach to our lecturer faculty. My biggest contribution to this position would be my commitment to helping lecturer faculty find their place on campus. This starts with fostering a sense of belonging among lecturers. This is by no means an easy task as lecturer faculty have their teaching obligations, many with full time (15 WTU) loads, potential service work, and their personal obligations. Many lecturer faculty have the potential to grow and develop in their teaching and institutional knowledge and as lecturer mentor, I hope to be the conduit to help them maximize their potential. My vision for accomplishing this would be to offer opportunities for discussion with lecturers, whether it be over Zoom or in person for a coffee, work with various offices on campus to create streamlined communication of lecturer specific information, and to advocate for more opportunities for professional development and success.

I feel that the position of the lecturer mentor is one step towards enabling lecturer faculty to realize that we can have a seat at the table and our voices can make a difference in our experiences on campus. I want to be the listening ear and provide our lecturers on campus with the knowledge I have gained through my many experiences so that they can find fulfillment in their work, feel appreciated, and maybe even redefine the role of lecturer faculty.

FDEV Equity Fellow

Lesa Johnson



Investigating schema scientifically to uncover attributions, biases, and contradictions will unlock loads of potential for cultural change. For instance, what lawsuits, complaints, negative student evaluations, or lack of STEM BIPOC hiring initiatives are associated with biased racial/ethnic and gendered attitudes among current STEM students, faculty, staff, and administrators? I also believe that investigating the differences in BIPOC and gender equity between behavioral science and natural science departments, for instance, may yield considerable input for change in the campus culture regarding equity hiring and teaching for diverse student populations. Oh! And I want to find the money to hold space for this. I recognize that those who hold power will not willingly yield it to the marginalized for the sake of an equitable re-distribution of resources, no matter what they say in public. However, material support from outside sources can galvanize a movement of intellectual activism, and I am down for that fight. Let's go!

I am excited to participate in discussions of how EDI and antiracist scholarship can be promoted among the faculty at Chico State. While I believe that tools for measuring outcomes are incredibly important and useful, I do not agree with administrative goals of 100% equality or 0% gaps in equity assessment for this campus at this time. This type of unrealistic expectation for instructors with their own preconceived notions may reduce morale. To pair such an expectation with few clear directives or supports for achieving the goal may prove detrimental. And while we cannot eliminate the discomforts that come with discovery and changes in racially inequitable beliefs and practices, we can provide active material, informational, and appraisal supports for eliminating racial, ethnic, gendered, and social class biases that hinder the success of our students.



FDEV Equity Fellow Samara Anarbaeva



I look forward to this great opportunity to work on antiracism, diversity, inclusion and equity at Chico State. I truly believe that effective teaching should be inclusive and include antiracist discussions. Race affects every part of our lives in the United States and yet it is rarely discussed in the average classroom due to its tension filled history. There is a need for a deeper look into our curriculum in order to create practical guidelines, templates, and practices that have the potential to generate comprehensive changes in the system. We need to dismantle barriers to student success and that will involve bringing the uncomfortable discussions into the classroom ethically and actively, constant checking in and learning from our peers. **Antiracist pedagogy requires intentional planning** in academia which is why I am really looking forward to working with the FDEV office as Equity Fellow. I feel very strongly about equitable education and I am intentional about antiracist pedagogy.

As Equity Fellow, I plan to help to synthesize inclusive and antiracist resources accessible for everyone, such as teaching guides on Antiracism, Equity, and Inclusion.

Specifically, it's important to create more teaching guides so that faculty on campus can easily access and implement in their teaching. We also need to keep applying for grants so we can secure money for our ongoing antiracism and equity work. We are just getting started. This is not a fad and we have to be intentional and we have to keep working on it if we want to break down the barriers, if we want to be inclusive, equitable and antiracist.

As a first-generation immigrant to this country, this issue is close to my heart and I have always been passionate about cultivating equity in the classroom so that students can engage in critical antiracism. However, this opportunity has created the framework and the support system that I really needed to advance this work further. Creating an inclusive classroom environment plays a huge role in student engagement, learning, and achievement. I am humbled to be part of the Chico State community where we are passionate about education and we deeply care about students. I am so excited about our antiracism and equity work on campus.

FDEV Equity Fellow: Paul Bailey

My initial interests in social justice scholarship and teaching practices started as a student working toward the completion of my undergraduate program and applying to a teacher credentialing program. As an English learner and Chicano, I have always felt personally connected to scholarship and research focused on supporting the development of bilingual and polylingual students as well as the challenges faced by our Chicax and Latinx communities in the state. That interest has blossomed throughout my career into a deeper exploration of intersectionality and the functioning of power. As an educator by training, the theory that underpins my work is inextricably linked to praxis.

In addition to my academic interest in equity and social justice work, my most meaningful experiences are always those that center students and community members. This is why working as an equity fellow for FDEV has been such an incredibly fulfilling experience. Getting to work with the amazing leadership in this office along with my fellow fellows (yes, I did that) is consistently a highlight in this wildly demanding job. Day in day out I am given extensive opportunities to improve the experiences of students on our campus and in my classes.

I am looking forward to continuing to support the professional development programming (e.g. faculty learning communities) and resources (e.g. teaching guides) that are made available through FDEV. The challenge with teaching, especially teaching well, is that there are no easy answers. In fact, we find that there are usually many answers, some the right answer one day, but then not on another day. Teaching, dynamic as it is, requires us to be constantly experimenting, reflecting, and refining. I'll be real. That can be exhausting. But with the support of FDEV, I hope that we can continue to find the best ways to collaborate, share, and support each other. At the end of the day, it really does take a community of deeply caring professionals – just like we have here at Chico State – to construct and nourish a culture of learning that provides students with meaningful tools, opportunities, and support to not just meet concrete expectations (like completing a program), but to flourish in every aspect of their lives.

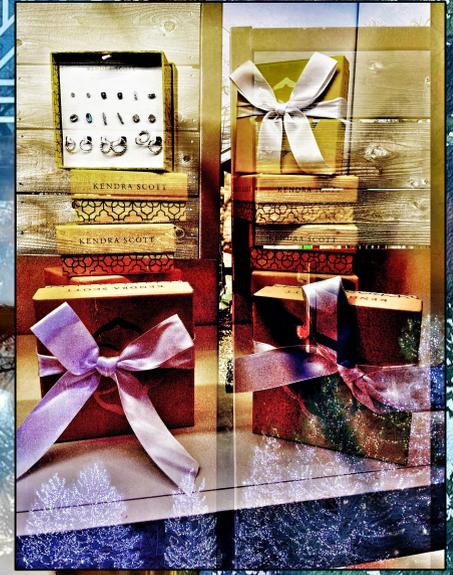


FDEV Technology & UDL Fellow Jamie Gunderson

ANYTHING

DELIVERED

My primary goal as an educator and as the UDL and Technology Faculty Fellow for FDEV is to not only grow my own skills in teaching and learning but to share my experiences and any knowledge gained while on that journey with other educators who are also striving to improve their practice. Toward this end, I am excited to continue engaging in conversations and learning alongside the many experts on our campus through the Rise Teach Learn podcast. This semester's season will explore topics such as grading and equity, neurodiversity, and indigeneity, to name a few. Just as in previous seasons, each episode will center on application with the goal of providing our listeners with tips, strategies, and resources to enhance their teaching and learning practice. If you haven't already, I encourage you to check out the many amazing highlights of our collective work by exploring the many episodes already recorded on the FDEV Podcast webpage. You're guaranteed to learn something new!



Keeping in theme with application and pairing a passion for Universal Design for Learning (UDL), I, along with the FDEV team, have created a series of UDL-inspired teaching guides that provide timely research, resources, and information on a variety of topics focused on assessment, technology, accessibility, equity, diversity, inclusion, and pedagogy. I encourage everyone to peruse this repository and I welcome any opportunity to collaborate on the development and dissemination of additional teaching guides with members of our campus community. After all, together, we are smarter, better, stronger!



ChicoFlex and Hyflex Fellows

In Spring 2022, FDEV and TLP are partnering to collaborate with two ChicoFlex Assessment Fellows (Kathryn Mercurio and Tina Hanson-Lewis) and four Hyflex Fellows (Susan Avanzino, Ben Seipel, Lisa Jackson, and Kelli McCrea). The ChicoFlex Assessment fellows will develop faculty and student surveys that can help us better understand the ChicoFlex experience, while they will also explore ways to assess student learning in ChicoFlex courses. The Hyflex fellows will be piloting four full hyflex lessons in Spring 2022 to share inclusive practices for hyflex pedagogy and successful methods of assessment for hyflex courses.

If you want to hear updates about this work, join the ChicoFlex Debrief meetings and see below for details on meeting days and times!

Click here to
check faculty
videos from
GoFlex!



Click here to
learn more about
Hyflex and
ChicoFlex!

ChicoFlex Debrief Meetings (Zoom)

Monday February 14 (10:30-11:30)
Monday March 21 (10:30-11:30)
Monday April 18 (10:30-11:30)
Monday May 9 (10:30-11:30)

FDEV Events: February 2022

Friday Forums

February 25: So, the students aren't reading the syllabus, ah?

Using Videos in the Classroom Series

February 23: Explore the Use of Videos in the Classroom

FDEV Podcast

February 3:
The CAREFUL Assessment Framework

February 17:
Supporting Student Research

QLT Workshops

February 7: Workshop 1: Introduction to QLT, Course and Learner Support

February 16: Workshop 2: Assessment of Learning Outcomes

February 21: Workshop 3: Organization of Course Materials and Resources

FDEV Resources

FDEV Podcast
Rise, Teach, Learn

FDEV Media Channel

FDEV Virtual Library

Tuesday Tips

Model Course Design

Grades & Equity Gaps
Dashboard

Teaching Guides

Chico Affordable
Learning Solutions

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