

FDEV

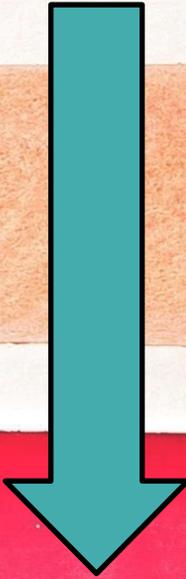
zine

A PUBLICATION BY THE OFFICE OF FACULTY DEVELOPMENT

This new issue of the Zine, the last of 2021-2022, offers a glimpse into and some updates about READI, the new hub for Research in Equity, Antiracism, Diversity, and Inclusion that will launch in Fall 2022, under the Office of Faculty Development. The art showcased in this Zine are my first attempts at watercolor painting, and in the following pages I will try to reveal some connections between my approach to watercolor and my approach to READI.

Spoiler alert: it is not always pretty!

What attracts me to - and at the same terrifies me - about watercolor (and equity work) is the need to let go of control, the ability to use instinct to allow things to evolve in unexpected ways, and the possibility to find beauty in unexpected practices.



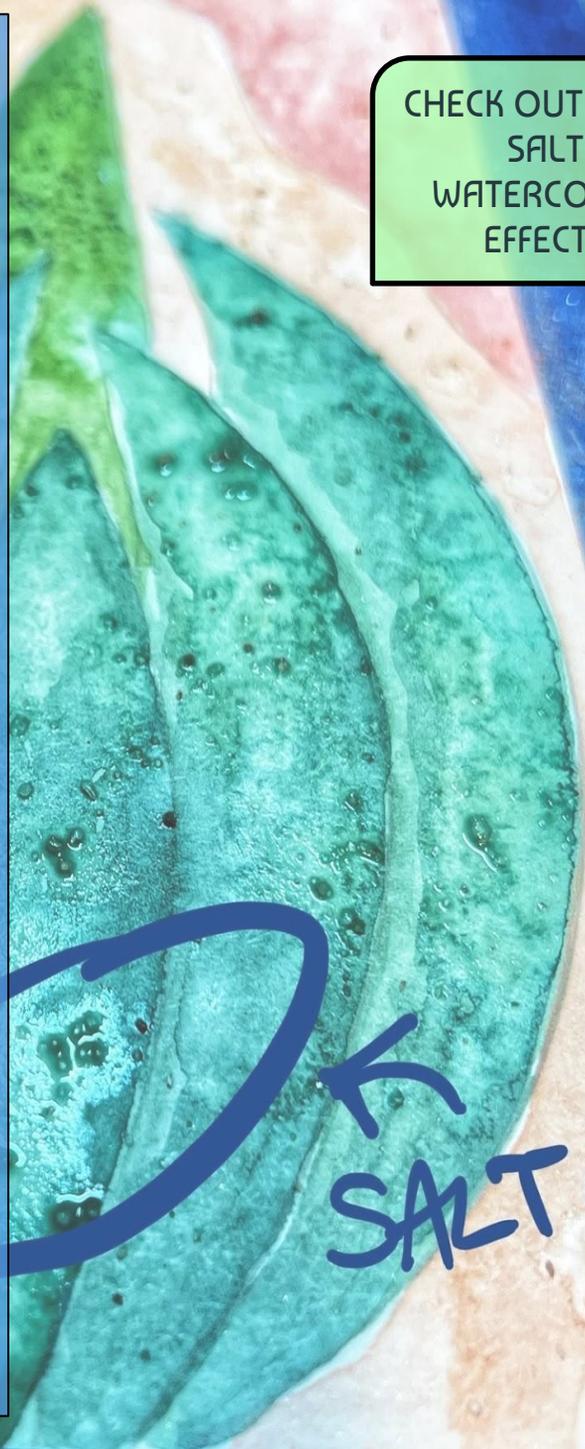
WATERCOLOR WAVE  
TUTORIAL

## IN FOCUS: READI (CHIARA FERRARI)

Recently I have embarked on a new creative challenge: watercolor painting. I love the aesthetics of watercolor, the lack of precise brush strokes that turn into something you had not anticipated. But exactly there lies my rub: every tutorial I have watched begins with the instructor celebrating the way in which, in watercolor painting, you must let go of control, and how liberating this is. Watercolor is not a form of art you can fully shape into a predetermined vision, because the unpredictability of using high amounts of water and small amount of pigment sometimes creates unexpected effects. You can paint on dry paper (wet on dry technique), you can paint on wet paper (wet on wet technique), you can use more or less water, you can even use salt (what??) to create various effects. Well, to a control freak like me this basically sounds like a total nightmare. What do you mean the effects change depending on how much water you use? What do you mean you cannot fully foresee what will come out on the page?

**What do you mean you can add salt???**

CHECK OUT SOME  
SALT  
WATERCOLOR  
EFFECTS



## IN FOCUS: READI (CHIARA FERRARI)

Similarly terrifying is approaching equity work feeling that I do not have the expertise to do so. I have the instinct to embark in new projects, I have the desire to explore practices that have not been fully embraced at Chico State, but I need to let go of my controlling nature and I have to listen to those who have truly experienced inequality in order to understand what the institution needs.

I hope READI will provide a space for rich and complex conversations about EDI and antiracism, and I am committed to using Faculty Development as a platform to recruit and retain BIPOC faculty. My feeling is that this will happen only if I will let go of some control, if I will be able to listen to faculty's experiences, and if I am READI (see what I did there?) to shift FDEV's priorities based on the shifting nature of racism and oppression.

**Just in case, I will bring some salt... maybe it will help!**



## **READI is not only creating a space for faculty to thrive, though...**

The Office of Faculty Development has collaborated with the Office of Equity Diversity and Inclusion, Undergraduate Education, and other units to address GI 2025 goals, by offering programs (workshops, learning communities, teaching guides, and other resources) intended to contribute to student retention and success. However, measuring the connections between faculty development and student learning and the impact that training in course design has on student success is one of the major challenges faced by Centers for Teaching and Learning (Condon et al., 2016; Haras et al., 2017).



Future funding, including the CREATE award we applied for together with the equity fellows, will be instrumental in allowing Chico State to move towards a more systematic adoption of evidence-based and data-driven models for their faculty development initiatives, and to determine how IDEA training for faculty can translate into transformative learning experiences for students.

**READI CHALLENGE: ASSESS THE IMPACT OF FDEV PROGRAMS ON STUDENT SUCCESS  
(CHIARA FERRARI AND THE EQUITY FELLOWS)**

## READI CHALLENGE: ASSESS THE IMPACT OF FDEV PROGRAMS ON STUDENT SUCCESS

The challenges include:

1. The institutional commitment to invest in faculty development (including financial support) as a direct factor contributing to student success;
2. The possibility to find a cohort of faculty willing and available to trace the impact of course design on student learning long-term;
3. The need to address external factors in both faculty and student experiences, beyond the faculty development training and its impact in the classroom.

Faculty Development plans to address these challenges by assessing some of its programs for a period of two years and establishing a model that can be transferred to other institutions. Specifically, the scalability of this project is summarized in the research questions below.

1. Do faculty learn as intended in the professional development workshops?
2. Do faculty translate their learning into using inclusive pedagogical practices and more equitable teaching methods?
3. Do FDEV programs result in improved equity in student learning?
4. Do FDEV programs lead to a learning environment that promotes students' sense of belonging, and self-efficacy?

## READI CHALLENGE: ASSESS THE IMPACT OF FDEV PROGRAMS ON STUDENT SUCCESS

We plan to assess the connections between FDEV programs and student success with a new team of equity fellows, and the help of our new READI Coordinator: Rachel Teasdale.

This work is important to address because NSSE, 2020 data indicate 29% of our first-year students considered leaving the institution, for reasons related to relationships with faculty/staff and other students and because of the campus climate/location/culture, which more students found to be unsafe or hostile than at comparison institutions. As they near graduation, seniors rate their experience in understanding people of other backgrounds and their confidence in networking and relationship building significantly lower than students at comparison institutions.

Our goal is to improve student affect (belonging, self-efficacy), resulting in more equitable student learning outcomes and reduced DFW rates. We also expect faculty will learn and adopt IDEA pedagogies throughout their teaching practice and that their supportive classroom environments will result in increased student learning and affect gains to increase student success and decrease time to graduation.

For many of us recently returning after a long in-person hiatus, this semester has been an opportunity to reflect on how life events differentially impact equity in our campus community. Tackling some of the issues around inequities on campus, the *Closing the Equity Gaps* FLC is wrapping up its final semester, and it's time to look back at what was accomplished in the words of a few of the participants themselves.

"Discussions in the *Closing the Equity Gaps* FLC about ways my course contributes to inequities among students have been very helpful. The Equity Dashboard provided data to show me how those inequities impacted my students in past semesters and also that my efforts to reduce those inequities more recently are working!... I really liked how the FLC built in time to learn about course inequities and ways to mitigate them and also included time for me to work on my course to embed new ideas." –Rachel Teasdale

"Learning where to find the information on equity gaps for each of our classes as well as how to read and interpret the numbers compared against both local and among all CSUs has been eye opening. Exploring the research shared has been thought provoking and helpful in constructing positive change in our classes." – Lisa Jackson

"I look forward to putting to use some of the insights I gained in this FLC as a newly hired tenure track professor in the department." – Shawn Schwaller

As the facilitator of the FLC and a life-long learner, I am proud of what we have learned together, and excited for what will come from our efforts. My sincerest thanks to Chiara Ferrari who allowed me to be a part of this FLC, and to all of the faculty participants for the incredibly insightful discussions. I am honored to work among you.

## CLOSING THE EQUITY GAPS (Erik Wasinger)



## PRICKLY PEAR WATERCOLOR TUTORIAL

## HYFLEX & INCLUSIVE PEDAGOGY (JAMIE GUNDERSON)

A good time is STILL being had by all in the HIP FLC (Hyflex and Inclusive Pedagogy, that is)! We have continued our exploration of the Universal Design for Learning framework and are making progress on the goals we set for implementation using Towbin and Behling's (2018) *Plus-One Approach*. Our last few sessions focused on creating resources that not only align with UDL but also promote access across modes of instruction (MOI) and leverage technology that is already available to Widcat staff and students. Specifically, our community is utilizing the Google Suite of tools to create Virtual Learning Spaces and Interactive Journals that are designed to support multiple means of engagement, representation, and expression.

We look forward to sharing our work with the campus community through FDEV Teaching Guides focused on Gamification, Toolboxing, and Leveraging Google Suite to Promote Engagement! For faculty who are interested in UDL and who are teaching courses this semester, you can begin your UDL journey by exploring the framework available through [CAST](#) and pinpointing a principle, guideline, or checkpoint that you are already implementing with your teaching practice. From there, we challenge you to apply the *Plus-One Approach* (Towbin & Behling, 2018) and select an additional principle, guideline, or checkpoint to embed into your teaching or learning practice.



The CSU Faculty Learning Community in Teaching Climate Change and Resilience ended on May 4th with faculty sharing what they learned in the FLC and what they are going to change in their course as a result. In seven ninety-minute sessions, 62 faculty on six campuses covered the science behind climate change, the solutions available to counter it, the need to incorporate justice into the discussion and the enormous anxiety all of this produces in our students. Faculty heard from over twenty speakers from inside and outside academia who connected faculty with a broad range of approaches and ideas, as well as resources that were well researched, relevant, and relatable. We collected all those materials into a twenty-seven-page annotated document that is available on the FDEV website. More impressively, faculty redesigned over 75 classes spanning all fields of study; from Polymers to Plato, to include a greater discussion of climate change and resilience.

Somewhat uniquely, in addition to the seven sessions, our FLC also reached out to a larger audience. In a prerecorded Keynote for the This Way to Sustainability Conference, Tracey Osborne from the new UC Center for Climate Justice spoke about Climate Justice in Higher Education. On Friday of the conference, five FLC members joined Tracey for a panel on Climate Justice in Higher Education.

My biggest take away from the FLC was that climate anxiety in our students is justified, and how we teach about climate change might be making it worse. In the second session, faculty were asked, "What comes to mind when you think about climate change?" Our results mirrored the nation: 44% listed Outcomes, 18% Causes, 4% Solutions. Students, we learned, desperately want solutions. The good news is that solutions to climate change are out there. We simply need to bring them into our classes.



## TEACHING CLIMATE CHANGE & RESILIENCE (MARK STEMEN)



# FACULTY DEVELOPMENT RESOURCES

The Office of Faculty Development exists to help all faculty flourish as teachers, scholars, leaders, and colleagues in a stimulating and sustainable academic environment.

FDEV MEDIA CHANNEL

Chico Affordable Learning Solutions

QUALITY LEARNING & TEACHING (QLT)

Grades & Equity Gaps Dashboard

Tuesday Tips

Teaching Guides

FDEV PODCAST

Model Course Design

Virtual Library