

## A new publication by the Office of Faculty Development

This month's Zine is particularly exciting to me because it focuses on the art of digital collage, which finds its roots in the Dada art movement (and is my favorite form of artistic expression). I love Dada, and collage more broadly, because at their core they both question reality (and art) by dissecting it and reconstructing it through a different - critical - lens. You can watch this brief introductory video to know more about Dadaism and its main visual themes:

[What is Dada? Art Movements & Styles.](#)

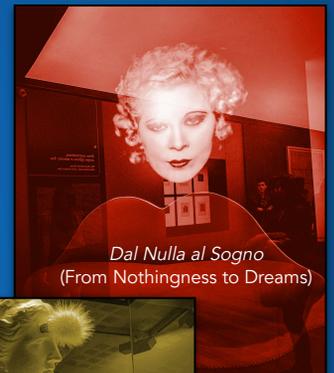


Nicole Coffield, *A New World*  
Digital Collage

Want to learn about the art of digital collage?  
Click here to read  
"Digital Montage: On Collage and the Legacy of Modernism."

*Dal Nulla al Sogno*  
(From Nothingness to Dreams)  
WATCH: Animation Reel

Want to learn about DADA & Collage Art?  
Click here!



*Dal Nulla al Sogno*  
(From Nothingness to Dreams)



Ferrero Foundation Exhibition  
Photos: Chiara Ferrari

The digital collages featured in this issue were created by Chico State alumna Nicole Coffield (Journalism & Public Relation, 2018). Nicole agreed to share a few examples of her art, and if you want to explore her work in more depth, you can visit her [website](#) and you can also follow her on Instagram ([Collage Graduate](#)). In doing some research for this issue, I read about Max Ernst, one of the key collage artists in the Dada and Surrealist movements: he defined the logic of collage as "[the culture of systematic displacement](#)." In the last year we have all been *displaced*, in some way: may reflecting on the power of collage be a reminder that reality - as we knew it - can be reconfigured and reinterpreted through a new and newly meaningful lens.

# FDEV: EQUITY & DIVERSITY WORK (Chiara Ferrar)

Nicole Coffield, *Queen of Roses*  
Digital Collage

One of the key goals I had when I was appointed Director of Faculty Development was to focus the work of the FDEV Office much more explicitly around issues of equity, diversity, and inclusion. This commitment was based in part on the desire to meet our university strategic priorities, of course, but there was something more personal that was pushing this goal. For a very long time (too long, in fact) I had ignored the need for equity and anti-racist work.

My excuses ranged from:

1. I am not equipped to cover these topics in class, because this is not my field;
2. I did not grow up in the United States, therefore I did not experience the racial tensions embedded in the history of this country;
3. I should leave politics outside of the classroom;
4. As a white woman, what do I have to say about racism?

In media studies we sure look at and discuss problematic visual and narrative representations, but sometimes that is a very superficial way to look at race and social justice. The real reason why I didn't get to the bottom of these conversations, if I look back, is that I never felt the urgency to talk about racial and social justice, probably because I didn't pay enough attention to the profound need our institution had for these discussions. Even more sadly, these issues were not affecting me directly, and therefore it was easy for me to brush them away.

This is not a piece written to share my white fragility, at least not exclusively. It is a piece that is meant to ask the campus community to hold Faculty Development accountable for these efforts and conversations. It is a piece that calls for help in navigating various forms of allyship, when I, and others, fall short or when systemic injustice is unseen because it is part of a powerful system that seems insurmountable.

Nicole Coffield, *Victorian Allergies*  
Digital Collage



## FDEV: EQUITY & DIVERSITY WORK (continued)

READ: "Policy Analysis of Equity, Diversity and Inclusion Strategies in Canadian Universities – How Far Have We Come?"



Nicole Coffield, *Butterflies are Free*  
Digital Collage

If there is one principle I learned to cherish in the past year, as I approached anti-racist works and conversations, is the need to be genuine in this commitment. Lack of honesty in the pursuit of racial and social justice efforts leads to what my activist colleagues call "diversity theater," a façade that many predominantly white institutions embrace more as a brand and less as a true commitment.

As I was listening to Ibram X. Kendi speak to our campus community a couple of weeks ago, I was reminded of how he believes that racist policy is more troubling and pervasive than racist people:

I believe that looking closely at our policies with an eye toward equity, diversity, and inclusion can create a more welcoming and just university for everyone, and I am determined to make Faculty Development a key partner in these efforts.

### CLOSING THE EQUITY GAPS FLC

FDEV is offering a Closing the Equity Gaps FLC and a Closing the Equity Gaps Course Design Program. There are a total of 36 participants between the two initiatives.

### GRADES & EQUITY GAPS DASHBOARD WEBSITE

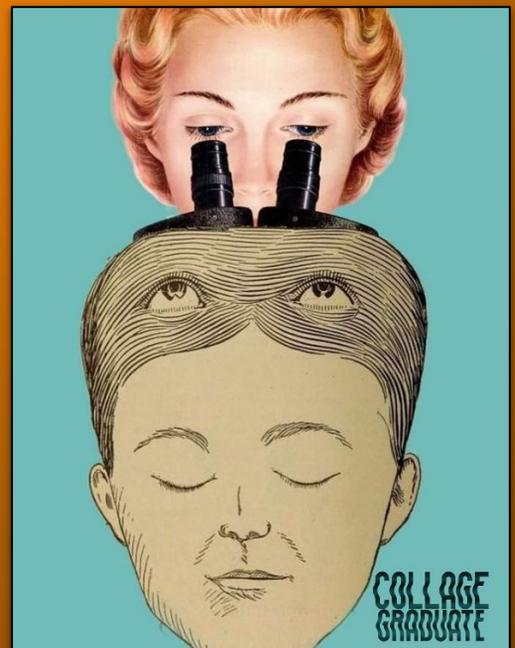
FDEV has designed the website to host the Grades & Equity Gaps Dashboard. The website has received a total of 1190 visit since its launch. We have also created a handout, a video tutorial, and a teaching guide to facilitate access and navigation.

### MIDDLE LEADERSHIP ACADEMY

FDEV participated in this year's Middle Leadership Academy cohort and our main goal was to produce a series of resources that could accompany the release of the Grades and Equity Gaps Dashboard.

### TEACHING RACIAL & SOCIAL JUSTICE SERIES

FDEV has sponsored a Teaching Racial & Social Justice Series that has focused on promoting anti-racist and inclusive pedagogy from a number of difference perspectives. The series was organized in collaboration and as part of the Book in Common events. The culminating event will be Angela's Davis talk, to which FDEV has contributed financially with a \$2000 sponsorship.



Nicole Coffield, *A View Into the Mind*  
Digital Collage

# THEORY AND PRACTICE OF TEACHING FIRST-YEAR STUDENTS

As a writing researcher, I know that openings matter: how we frame stories (no matter the content or genre) matter a great deal; they set up expectations, determine whether a reader will continue to the end, and establish the “rules of engagement” between the reader, writer, and text. This is likewise true about systems like higher education: Although systems overfold over time and space, there are key moments and encounters that frame the interactions for the system participants.

For our students, their first year at Chico State becomes that frame to our system; this “COVID” year made more visible the absolute value that the first-year experience has on student persistence, success and belongingness. Given that students’ first year sets the frame for student success, I am struck with the disconnect on the academic side of our system between the way first-year classes (and faculty) are treated, with the way that the rest of the department major curriculum (and faculty) are.

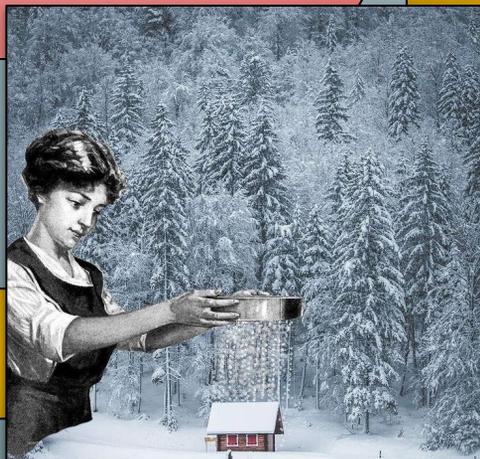


Nicole Coffield, *Nosy Neighbor*  
Digital Collage

The first-year curriculum may be framed as an opportunity to weed out students that can't hack it in the major, as remediation, as outside of the “core” of the discipline, as service, as courses that do not require the same expertise as grad level curriculum, or as foundational to student success in the major and/or the campus.

All of these roles for the first-year curriculum came out in the discussions we had in our faculty learning community on the theory and practice of teaching first-year students.

I took away from the FLC that teaching first-year courses requires knowing about the place our students are coming from (geographic, emotional and intellectual) and that course design should include learning goals that extend beyond the discipline to ones that recognize the frame to the higher education these courses have for our students.



Nicole Coffield,  
*Shifting Through Snow*  
Digital Collage

(Continues in the  
next page)

**THEORY AND PRACTICE  
OF TEACHING  
FIRST-YEAR STUDENTS  
(continued)**

As my inspiring colleague Celina Phillips wrote in a previous FDEV zine article, the FLC allowed us to connect with our peers across campus as we collectively commit to teaching first-year students and centralize that purpose throughout our curriculum: In this way, we constitute a community of practice that goes beyond and outside of our individual programs and departments.



Nicole Coffield  
Digital Collage

In the First-Year Experience Program, we aim to build up that community of faculty teaching first-year students through a series of brown bags, workshops, initiatives, resource sharing, and continued learning. Please stay tuned for more information in the coming months.

This coming year in particular as we transition back to emplaced learning, and welcome to campus first-time on Chico State campus freshman, sophomores and transfer students, I hope you all will remember and value the work of your colleagues teaching first-year courses as they frame for our students what it means to be part of the Wildcat family.

**Kendall Leon**

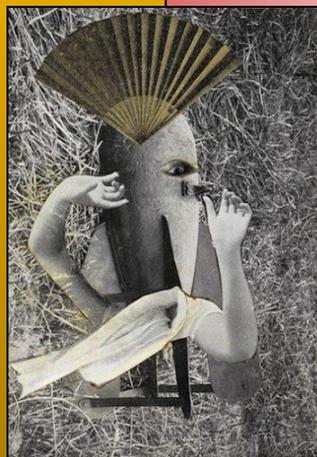
**Explore the FYE Resources**

[Welcome to FYE](#)  
[FYE Peer Mentors](#)  
[Public Sphere Pedagogy](#)  
[Student Research: Ethnographies](#)  
[U-Courses: Learning by Design](#)

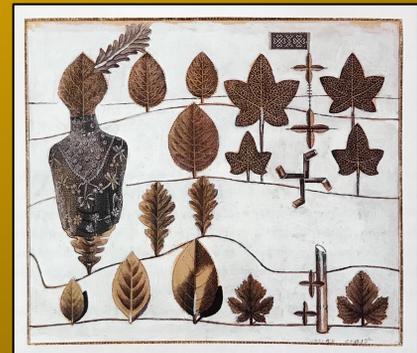
Read more about Max Ernst  
**HERE**



Nicole Coffield  
Digital Collage



Max Ernst  
*The Chinese Nightingale.*  
1920



Max Ernst  
*Leaf Landscape, ca. 1920*

# Professional Development: Summer Programs & Training

Check out this page to learn  
about opportunities for  
professional development in  
Summer 2021!



Nicole Coffield, *Jam*  
Digital Collage

## OFFICE OF CIVIC ENGAGEMENT: Increasing Student Engagement (May 27-28)

Learn how you can tweak a single course to increase student engagement through assignments that highlight a sense of place and community partnership.

Contact Dr. [Ann Schulte](#) for more information.

## CHICO AFFORDABLE SOLUTIONS (CAL\$) (June 1-3)

This virtual (Zoom) workshop will provide faculty the tools to revise and remix already existing OER, and/or create new, quality OER.

## FDEV: ACTIVE & EXPERIENTIAL LEARNING (June 8, 9, 10, 14, 15)

The Office of Faculty Development will be offering an Institute on Active & Experiential Learning in Summer 2021. The Institute is designed to offer faculty practical tools, resources, and ideas to use in the classroom to facilitate and promote more active methods of learning. A call for applications will come out soon!

## GOFlex SUMMER TRAINING (Session 1: June 22, 23, 24, 29, 30 - Session 2: July 27, 28, 29, August 3, 4)

Join the ChicoFlex team to learn about hybrid pedagogy and the use of hyflex technology!

For a preview, check out the [Friday Forum on the ChicoFlex Pilot!](#)

A call for applications will come out soon!



Nicole Coffield, *Swing Space*  
Digital Collage

# 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. Read our [mission statement and vision](#) and check out our [Virtual Space](#).

FDEV PODCAST

Grades & Equity  
Gaps Dashboard

Chico Affordable  
Learning  
Solutions

Teaching Guides

QUALITY LEARNING &  
TEACHING (QLT)

Virtual Library

Tuesday Tips

FDEV MEDIA CHANNEL

Model Course  
Design



Nicole Coffield, *Something Colorful*  
Digital Collage

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