FDEV Zine (Year 3, Issue 2, November 2022)

A publication by the Office of Faculty Development

IN FOCUS: Universal Design for Learning FLC

This new issue of the FDEV Zine offers resources and information about the year-long faculty learning community on Universal Design for Learning that READI and the Office of Faculty Development are supporting. FLC leads Jamie Linn Gunderson and Kathryn Mercurio share some updates from the first two meetings of the FLC, and what's in store for the rest of the year, while I (Chiara) share my experience as a member of the FLC redesigning one of my courses: MADT 303, Communication Criticism. We also have updates from Rachel Teasdale about the READI Hub and from Alisa Wade about the FDEV Advisory Board.

This month's Zine includes images generated (by me) through two AI image generator software: Midjourey and StarryAI. Midjourney is a community part of Discord and "is an independent research lab exploring new mediums of thought and expanding the imaginative powers of the human species." StarryAI is a phone app that allows to create similar images than Midjourney, but it also allows to import personal images that can be incorporated into the creation of AI artwork. You can read more about StarrAI on their blog. Lev Manovich has been doing some interesting work and research on AI image generation (and cultural analytics more broadly), and I have been following him for a while. As a Russian scholar, one of the prompts he uses to generate AI images is a possible future Russian landscape post war, specifically what Russia might look like in 2028-2032. Needless to say, his images are quite eerie and dystopian.

What fascinates me about AI image generation is the way images must be created through written prompts first, and so part of the creation includes elements of storytelling, and the ability to imagine an image in a narrative form before it becomes visual. For this Zine, I used the same prompt "brutalist architecture high chaos" (high chaos increases the level of abstraction in an image) and paired it with different artistic and cinematic styles. For example: "brutalist architecture high chaos Frida Kahlo style"; "brutalist architecture high chaos cubism style"; "brutalist architecture high chaos Wes Anderson style." I created way too many images and I'll let you guess which ones made it to the Zine, but I hope you'll be curious enough to try your own AI image creation (both Midjourney and StarryAI have free versions: while limited, you can start experimenting) and will be willing to share your results!

The Beginner Guide To Getting Started With MidJourney
An advanced guide to writing prompts for Midjourney
Midjourney: Art in the Age of Artificial Intelligence
The Alan Turing Institute: AI & Arts

Universal Design for Learning: implementing the framework
Jamie Linn Gunderson

A good time is being had by all in the UDL FLC (Universal Design for Learning Faculty Learning Community, that is)! So far, we have explored the Universal Design for Learning framework, identified practices that we employ in our teaching that align with UDL principles, guidelines, and checkpoints, AND we found that we are all implementing components of UDL in our teaching! Together, we will be working toward enhancing our implementation using the *Plus-One Approach* (Towbin & Behling, 2018) which encourages educators to consider adding an additional checkpoint, guideline, or principle to their existing practices. Presently, our group is exploring tools, resources and strategies for establishing and maintaining inclusive learning environments and we are preparing to re-craft our syllabi to include more inclusive language. In addition to that work, we are also going to engage in activities and discussions adapted from [Equity by Design : Delivering on the Power and Promise of UDL](#) (Chardin & Novak, 2020) and [Transforming Higher Education Through Universal Design for Learning](#) (Braken & Novak, 2019). Our goal over the course of the year will be to focus on designing of lessons, activities, assessments, and learning materials to promote access for all learners.

You too can implement UDL, in fact, you probably already are! For those who are interested in UDL but not able to participate in the FLC, I encourage you to begin your UDL journey by exploring texts linked above or the framework available through [CAST](#). Start by pinpointing a principle, guideline, or checkpoint that you are already implementing with your teaching practice. From there, I challenge you to apply the *Plus-One Approach* (Towbin & Behling, 2018) and select an additional principle, guideline, or checkpoint to embed into your teaching practice.

Universal Design for Learning: faculty learning community
Kathryn Mercurio

Universal Design for Learning (UDL) is an established framework for inclusive teaching and learning materials and pedagogy. One of the special aspects of UDL is that it helps faculty create courses that attempt to serve everyone regardless of racial background, ethnic background, disabilities, and learning style. The goal of the UDL Faculty Learning Community is to provide a dedicated space for faculty to maximize the learning of ALL students by applying UDL principles to their classes. As part of the learning community, we are having Chico State faculty examine and redesign lectures, discussions, visual aids, videos, printed materials, labs, and fieldwork to make these materials accessible to, usable by, and inclusive of all students.

One unique aspect of the UDL learning community is our dedication to the measurement of faculty and student success as a result of what they acquired from their FLC mentors. In our learning community, we encourage faculty to engage in several Qualtrics surveys in order to measure their learning and application of the principles they absorb as part of the faculty

learning community. In addition, we are asking the faculty to measure student responses to their re-designed coursework and academic outcomes.

The second unique aspect of the UDL learning community is that we are asking our faculty to share their learning with their colleagues. In spring 2023, the faculty in the community will share their course re-design with members of the entire university in order to disseminate the UDL principles of the larger campus community.

Universal Design for Learning: Course Design

Chiara Ferrari

After over two years leading the Office of Faculty Development (and somehow missing the ability to participate in FDEV programs as a "regular" faculty), this year I am attending the UDL FLC as a chance to get back into course design and reflect more directly on some of the challenges intrinsic into making learning more inclusive.

Specifically, I am looking at redesigning my staple course MADT 303: Communication Criticism, which, with the exceptions of the last 2 years, I have taught since I came to Chico State in 2007. This course was originally labeled a writing proficiency course and is now the Department's GWAR course. So, some of the challenges involve the following elements:

1. MADT 303 is a methods course, so to speak, one in which students must learn various approaches for the analysis of media texts.
2. Students must learn how to write research papers, including thesis statement, literature review, methodology section, textual analysis, etc.
3. The course focuses on critical thinking and writing, and students should get to the end of it understanding the difference between an academic argument and an opinion.

During the FLC, I have thought about what I'd like to reconsider in this course to make it more inclusive, and the following are some of my goals:

1. find alternative ways for students to demonstrate understanding of concepts of media criticism, beyond the classic paper writing (still a requirement, but I feel it can be paired to other options);
2. increase student engagement with the material and among themselves;
3. increasing connections to active and experiential learning;
4. implement alternative methods of criticism such as videographic criticism.

While I feel that, generally speaking, I have a good grasp about UDL guidelines in a conceptual way, I am taking the opportunity of the FLC and the conversation my colleagues to move from a theoretical understanding of the principles of UDL to the practical application of the actual checkpoints of UDL. If you are curious, you can follow my progress in the Interactive Journal Jamie created for all the participants or give me ideas!

Universal Design for Learning: Resources

[Universal Design for Learning](#) (TLP resource website)
[UDL CAST principles, guidelines, and checkpoints](#)
[FDEV Podcast: Universal Design for Learning](#)
[Teaching Guide: Universal Design for Learning](#)

The READI Hub
Rachel Teasdale

We are excited to have launched the [READI Hub](#) in Fall 2022 and to offer important resources related to Research in Equity, Antiracism, Diversity, and Inclusion to Chico State. READI's mission is to: *"Cultivate and nurture a welcoming and inclusive campus where students, faculty, and staff have an equitable opportunity to thrive."*

The READI Hub offers support to faculty in support of their teaching all our students who are wonderfully diverse. We also recognize the importance of attracting and supporting diverse faculty and staff to Chico State, which we know creates a vastly better campus climate for all faculty, students and staff.

We recently distributed a call for [READI Research Grants](#) and for funds to support Scholarship of Teaching and Learning (SoTL) activities and we were thrilled by the large number of high-quality proposals submitted. We look forward to learning from our grantees as they investigate ways to support diversity on our campus and beyond. Stay tuned for upcoming symposia to learn the outcomes of our peers' scholarly work.

The READI Hub also has strong cadre of seven [Equity Fellows](#) who are working to directly support faculty in a variety of ways including:
- Serving as READI liaisons to every department on campus, including meeting with each department to introduce themselves, their roles as offering resources and information about READI resources to help faculty access important EADI support for teaching, mentoring and advising our students. If you haven't seen an Equity Fellow at your department meeting, please ask your department chair or contact me and we'll get that set up!
- Special projects of Equity Fellows include work assessing the efficacy of READI-related professional development activities offered by FDEV. We want to know what works best to support faculty in improving EADI in their courses and how that supports student success. Equity Fellows are also researching the possibility of highlighting teaching excellence in EADI areas to recognize faculty who use high quality teaching and learning activities in their courses, and to additionally recognize faculty who are learning about and working to do embed research-based EADI practices that support our students.
- We are also investigating and applying for external grant funding to financially support READI. We recognize the campus budget is tightening now, and we want to continue to

be able to offer support to faculty and expand our programs even during challenging fiscal climates. READI was originally created and supported with funds from the Chancellor's Office, specifically allocated to create initiatives aimed at culturally-minded faculty development. Since this was one-time funding, we are committed to securing ongoing support for READI with external (grant) funding.

If you are not familiar with the READI Hub, I encourage you to check out our website, where there are a variety of resources related to instruction, scholarship of teaching and learning (SoTL), research, and community.

Updates from the FDEV Advisory Board

Alisa Wade

As the new chair of the Faculty Development Advisory Board this year, I'm excited to speak on some of the activities and initiatives of the board this Fall as we enthusiastically continue the board's cooperative work with FDEV and its director, Chiara Ferrari. The board has facilitated discussion about and continued to support and publicize a dynamic array of FDEV programming to our colleges: this includes Friday Forums on Collaboratory and Graduate Studies; a year-long Faculty Learning Community on Universal Design for Learning (UDL) co-led by Jamie Linn Gunderson and Kathryn Mercurio; and we look forward to the forthcoming details on the Teaching Racial and Social Justice Series, the proposal deadline for which recently passed.

In addition, board representatives have been kept apprised of the process toward transitioning from Blackboard to Canvas through Kathy Fernandes and our Technology and Learning Program, and have raised questions and offered feedback on faculty needs throughout. It's exciting to see the Canvas pilot program take off successfully, and we look forward to the continued collaboration between FDEV and TLP as course shells are migrated and increasing numbers of faculty switch to Canvas in Spring 2023.

And finally, the new hub for Research in Equity, Antiracism, Diversity, and Inclusion (READI) is up and running! The FDEV board recently discussed and approved bylaw revisions to foreground READI's central role and significance in FDEV's mission. We also approved the addition of the READI Coordinator to the board, along with some other revisions designed to facilitate transparency in the process of welcoming new members each year and laying out the contours of our responsibilities.

I want to thank all of our board members, academic program leaders, Chiara Ferrari, and Rebecca Nelson, for their hard work and dedication thus far. We look forward to what's to come in the remainder of the academic year!

FDEV EVENTS: November 2022

FDEV Podcast: Rise, Teach, Learn
November 10: ChicoFlex Assessment: ChicoFlex, Hyflex, It's Complex

QLT Workshops
November 9: Workshop 4: Student Engagement
November 30: Workshop 5: Inclusion, Diversity, Equity, and Accessibility

Teaching Writing Series
November 30: deadline to submit applications

FDEV TOOLS & PROGRAMS

FDEV Media Channel
Mode Course Design
Teaching Guides
Grades & Equity Gaps Dashboard
Tuesday Tips
CAL$
FDEV Podcast
FDEV Virtual Library