

FDEV Zine (Year 2, Issue 2, November 2021)

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

LECTURERS' RESOURCES AND SUPPORT (Chiara Ferrari)

In a recent Tuesday Tip, [Lecturers, You Belong Here!](#), I shared my difficulty in understanding some of the lecturers' struggles, especially when it comes to their sense of belonging. For a series of circumstances, aka LUCK, I got a tenure-track job right out of grad school, so I never experienced the precarious nature of the lecturers' world, and I believe this is a limitation for a Faculty Development Director who truly wants to address all faculty's concerns. This Zine is an attempt, on my part, to learn about these struggles, but also a chance for the campus community to hear from some of our lecturers and discover how they have found a sense of belonging at our institution. This Zine is paired with a recent [Friday Forum](#), which focused on lecturers' resources and support. Feel free to explore the [slides](#) that accompanied the forum and this great [infographic](#) that Aaron Draper (a lecturer in the Media Arts, Design, and Technology Department) has created for us! Aaron also contributed the infrared photographs showcased in this issue. Check out his cool images for a chance to see places *through a different lens*. The paintings included in this issue were created by Karl Voigtritter, a lecturer who recently passed away. This Zine is dedicated to him, and to all the lecturers who are making our university a better place!

Read more about infrared photography [here](#).

Karl Voigtritter was a valued lecturer faculty member of the Department of Chemistry and Biochemistry. He had a passion for organic chemistry, his research students, and his artwork. Even though he is no longer with us, his memory will live on through his art some of which is showcased in this publication. (Tiffani Anderson)

[Finding a Sense of Place through Professional Growth & Service](#) (Tiffani Anderson)

Teaching has been a huge part of my life, with my mother and many extended family members making their vocations in education. So, it was no surprise for me to follow in the "family business" and enter higher education as a lecturer faculty member. My teaching philosophy is focused on breaking down the barriers many students often have regarding chemistry. I wake up every morning with the goal to, in some small way, positively impact their learning as I was fortunate enough to have such faculty influence my own education. It is so satisfying to have students tell me at the end of the semester how intimidated they were about taking my class but that I was able to make it fun and help them see how science effects their day-to-day lives. I spent three years being a "freeway flyer" piecing together a full-time teaching load at three different community colleges in the Bay Area.

Then, as Chico is my hometown and being alumni of Chico State, I jumped at the opportunity to return to my alma mater as a lecturer and to better my work-life balance in order to raise my young family. While I no longer have a 1-hour commute each way and have members of my department who are very supportive of me and my goals as an instructor, being a lecturer at Chico State has not been without its challenges: sharing an office space with 7 other lecturers, lack of guidance on preparing a dossier, minimum knowledge about range elevation, and tools for effective teaching.

The absence of institutional knowledge and a desire to improve my teaching, led me to take advantage of all professional development opportunities that I could find. At first, I was hesitant to apply for various faculty learning communities and workshops offered by FDEV and the Chancellor's Office. I felt apprehensive about potentially being the only lecturer in the room. These anxious thoughts soon dissipated as I found myself surrounded by a variety of faculty and staff during these sessions and not seen as an "outsider" at all. Now don't get me wrong, there is a time commitment for participation, and many of us have schedules pulled in multiple directions from both our professional and personal obligations. However, for me finding my sense of place as a lecturer on campus has been, to a great extent, through hearing other people's stories and sharing ideas.

At times such conversations were difficult but listening to the experiences of my colleagues, motivated me to seek avenues for advocacy through service. For this reason, when my department chair nominated me to the Lecturers' Council, I immediately accepted. I have thoroughly embraced this work with the hope that the objectives of the Council will enable lecturers to have any and all information necessary to make appropriate decisions for their careers as faculty members.

I know that my experiences are not the same as other lecturers but through connecting with colleagues and my service work has enabled me come to the realization that no matter our "rank" we all share the common goal of aspiring to have a positive influence on students and their education.

From Lecturer to Tenure-Track (Stephen David Caldes)

I first want to say, as someone who grinded it out as an adjunct for a long while before securing a tenure-track position, I hope the university is also actively looking for and considering ways they can help lecturers become more involved and connected. Working together to generate mutually beneficial means to create more of a campus community—while also stabilizing employment opportunities and more fairly compensating contingent faculty who are often overlooked and overworked—should be the goal for all moving forward.

Now, during my decade plus as an adjunct instructor, when asked what I did for a living, I often described myself as something of a satellite. I was a rhetoric and composition lecturer, yes, but more so I was an orbiter of campuses and classrooms, a beamer of signals (writing instruction) and a receiver of messages (essays to grade). And while I knew, intellectually-speaking, that I was a small but integral part of a larger system with an important cause, I often just felt alone and remote, disconnected and occasionally forgotten. But never by my students.

Before I became a lecture here at Chico State, I had been one at four other universities, two community colleges and one technical school. One semester I taught at three different institutes on the same day, putting 90 miles on my odometer every Tuesday/Thursday. (This is more common than many might think.) Nearly every semester, once grades were in, I was burnt crispy and swearing to find a new occupation. But I could never bring myself to give up. Because of my students.

I never gave up because I loved teaching. I never gave up because I knew I was good at it. And I never gave up because while the university thought of me as contingent, my students treated me like a constant; to them, I was a leader, a mentor, a “professor.” My students always seemed more than happy to be lost in space with me, together.

As a lecturer, I always considered my students my main employer. Lecturing passionately, grading on weekends, excitedly preparing new classroom exercises, signing up for faculty development opportunities and using any professional development funds to attend workshops and conferences were all things I did for me and my students and no one else. As a lecturer, making the job work for you and making your students your number one priority are a must.

I believe I am in the position I am in now because of, among other factors, luck. Yes, eventually, a university did notice my passion for teaching and mentoring students and my work ethic, but many other similarly passionate and talented individuals haven’t been recognized, so it has to at least partially be due to luck.

I guess what I am saying, lecturers, is that I see you, I know you, I was you and I will fight for you. The university is, in a sense, using you. And the best advice I can give is: use them right back. Take advantage of the opportunities to grow as a teacher and a scholar whenever you can. Take advantage of the access to networking and the wealth of knowledge and cultural surrounding you every day. But mostly, take advantage of the time and opportunity to work with students. They are thankful for your efforts more than you will ever know.

The Question of Belonging (Ellie Ertle)

The question about belonging for lecturer faculty in the October 20 “Tuesday Tip” was deeply personal for me. I have been a lecturer since 2001, but the question of belonging is one that I continue to grapple with. The journey to find my place at Chico State has not been without its bumps, rooted in my position as “part-time” “adjunct” “temporary” “lecturer”. I began fresh out of grad school; teaching one class, purchasing office supplies (unaware there were pens we could use in the department office), sharing an office with four other lecturers (prepping and grading at home because I could only claim office time for my scheduled office hours). I was fortunate enough to work in an inclusive department, but continued to question whether I belonged. **While I loved teaching, I longed for the kind of connection I had found in previous jobs.**

Fortunately, I was invited to discuss a new program, and went to the meeting. As a lecturer, I rarely attended these meetings, I was not sure if I was invited, but a direct invitation got me there and my interest in the program led me to ask if I could take a leadership role. That was the beginning of a fulfilling career at Chico State. I learned from that experience that I could show up, and speak up. There were other lessons along the way, including: find a mentor (in my

case my thesis advisor and teaching colleague), be vulnerable (asking questions and being willing to admit uncertainty) build relationships (going to open meetings, reaching out to other faculty and staff), know your worth (lecturers have important disciplinary and professional experience and often teach our novice learners). As a lecturer, you belong. You are integral to our students' success. I hope you find your place here.

Quiet and Loud Advocacy (Marianne Paiva)

I like to think of myself as an advocate before anything else: an advocate for students, my faculty colleagues, my staff colleagues, and yes, my Administration colleagues.

Sometimes, my advocacy is quiet and masked in precisely typed 12-point font. Sometimes, it's loud and dressed in a blazer and the mom-glare-of-disapproval I keep at the ready. Throughout my 16 years as a lecturer at Chico, my role as an advocate has manifested in many ways.

I've held the title of "Library Chair" for my department (sociology), helped my lecturer colleagues apply for unemployment benefits, and hosted department parties at my home. Call it mentoring, leadership, advocacy, maybe just collegiality. Whatever it is, it came about gradually, but deliberately, although there was no "end goal" in sight the first time I said, "yes" to hosting a department party to host a faculty candidate. I knew that to make a connection with my colleagues, I needed to get involved in service, which for me, means advocacy, and so I said "yes." I wanted to sit around the proverbial camp fire and tell tall tales, to find my people, to be part of something. And so I said, "yes, please come to my home, stay awhile."

I said, "yes," when opportunities to be part of service committees and learning communities came around.

The more I said, "yes," the more I wanted to say "yes" so I could advocate for my colleagues and students in more settings. Eventually I felt the call to advocate at the university level, so I said, "yes" to Academic Senate in 2018.

Everyone's expression of advocacy is different at Senate, and often, we seem to have conflicting and divergent perspectives, and yet, service and advocacy at Senate has helped me develop a renewed sense of purpose and a sense of belonging that is often elusive in our isolated culture.

There are few places left in society where the perspective and advocacy of the least politically powerful at the table can change the opinions of the group, but Senate at Chico is one of those places.

Your Work is not for Free (Paul Bailey)

As a lecturer, finding your place and purpose on campus can be challenging. I have been fortunate in that my enthusiasm for my field has led me to colleagues and mentors who have encouraged me to pursue opportunities to engage in the work that I find meaningful. However, finding these mentors and supportive colleagues can, itself, be a challenge, especially for our

BIPOC lecturer faculty. I would highly encourage all lecturers to seek out the campus affinity groups with which they identify. The Chicano/Latino Council has been one of my main support networks since arriving at Chico.

I have also found that committee and contracted work has helped me find a sense of place and purpose on campus. However, remember that most committee work is not compensated and our pay is inconsistent and inadequate. Do not feel compelled to work for free. There will always exist more work than you can do. If you have contracting or consulting work that you can do in industry, do not prioritize free work for the university over the roof over your head and food on your table.

I have also spent much time reflecting on what it means to be a disabled lecturer navigating our campus. To be clear, 'disability' is a problematic term. We are not disabled, it is simply that the university has chosen to valorize certain abilities over others, irrespective of what makes faculty successful in our respective fields. My experience has been that the campus is committed to their fiduciary responsibility to minimize civil liability when considering how to accommodate lecturers. This can be frustrating and efforts to have our needs met can feel fruitless. I recommend joining and participating in our union, CFA, and reaching out to your local CFA representatives when you need support.

Passion & Compassion (Angela Casler)

I never imagined in my wildest dreams that I would be here with you at Chico State. My story begins at Sallie Mae in Killeen, TX in 1993 when I was a student loan underwriter and Chico State was a university in my portfolio! I used to wonder while working my queue, "is this a university that is extremely popular or a university where students need financial aid as a primary source of funding education?" Next, I moved to Germany and worked in banking for ten years. One of the largest projects to plan and implement was the transition to the EUR dollar and creating a central bank in Frankfurt. In 2004, my partner returned from the Iraq War and we decided to get married, return to the USA, and move to Chico to start a trucking company. We were together 24 x 7 and while that was awfully fun, I thought I'd apply to volunteer at Chico State and teach a class to get out of the office. That's when Dr. Katherine Lewis found me as the Chair of Department of Management. The first semester I taught two sessions and she said "why don't you teach full-time next semester?" I said, "I already have a fulltime job." She replied, "give it a try, you could do both and I think you will like it!" We both belly laughed. Well she was right, I do like it, and have been here since 2006!

The reason that I have been here so long is I have had a lot of wonderful professors who created a sense of place for me. Ray Boykin and Marc Siegall passed down Phi Chi Theta, a business co-ed fraternity, and served as the faculty advisor for nine years. Next came Jeff Trailer who changed my life in a dramatic way. First, he asked me to teach the new Minor in Managing for Sustainability in 2007. He later encouraged me to start a new sustainability management certification we named the Sustainability Management Certified Professional that celebrates nine years October 10th! Even my next chair, Michael Rehg served on the board of directors as well as Jim Pushnik while he was leading the Institute of Sustainable Development. With ISD,

we formed the Sustainable Consultation of Office Practices (SCOOP), where students learned how to plan and implement sustainability project management with the administration and staff on campus. Dr. Trailer also asked me to become the faculty advisor for the Chico State Student Veteran Organization.

Finally, the lecturers of the College of Business elected me to serve on the new Lecturer Council. I now have the opportunity to learn about the campus structure and meet amazing lecturers from each college, the library, and coaches. I know we will work hard to provide services to the lecturers we serve. There are so many more service components to share with you, but this is how my deep connection to this campus was formed. I have always lived a life of service and Chico State provides many opportunities to engage with students, the campus community, and the beautiful City of Chico.

On a more personal note, the past few years has been a challenging time for all of us. Chico State will always be in my heart for the compassion shown to my family after the Campfire in Paradise. Both the chair and dean - Michael Rehg and Dean Terence Lau, made it possible to recover. It was the most humbling life experience as I was always the helper; for the first time I needed help. You were all there to help me recover and I thank you!

The Impact We Have (Laura Nice)

I have worked as a lecturer at Chico State since Fall 2007. In that time, I have taught almost twenty different courses for six departments, and have worked for the College of Humanities and Fine Arts as a lecturer on assignment in various capacities, including since 2014 as Director of Special Projects overseeing the Janet Turner Print Museum. In the last two years, I have also served as coordinator of the university's Book in Common program.

Being a lecturer at Chico State requires a great deal of flexibility, and overall it has been gratifying to work for departments that value what I bring to the classroom and campus. I feel privileged and grateful to work on a university campus with incredible and inspiring students, and in community with other staff, faculty and students who prioritize equity, diversity and inclusion. I do this work because I want to make an impact, and because I care deeply about the importance of what we do (as well as our potential to do it better) on this campus. However, despite significant support from tenured colleagues and administrators, it has often felt that there are insufficient opportunities for lecturers to progress. In my experience, there are very real differences in treatment and opportunities for lecturers vs tenure-track faculty, even for lecturers who hold terminal degrees.

My partner was hired in a tenure-track position, and as a result I have been determined to carve out a fulfilling life in Chico, by getting involved in the community and on campus. My own path to finding professional fulfillment has never been a straight line – but ultimately I have found meaning by being fully engaged with programs that I care deeply about, and by believing that what I do can make an impact.

Just a lecturer... (Jennifer Underwood)

There are times that I remind myself that I am just a lecturer but then I remember that one day someone saw me as more; someone besides my Program Director and the fellow lecturers in Computer Animation & Game Development (CAGD).

As a lecturer, I didn't think that I had opportunities on campus that Faculty had available to them. I considered myself a part of the faculty body but did anyone else? This all changed one day when I was invited to complete the term of an academic senator that was serving on the Faculty and Student Policies Committee (FASP). I was under the impression that only tenure-track and tenured faculty were eligible to serve. I learned that I was wrong and jumped at the chance to serve on campus in such a valuable capacity.

For the remainder of that spring semester, I served on the Academic Senate as one of the College of ECC Academic Senators. To say that being in the presence of such experienced and knowledgeable individuals was intimidating, is an understatement. I was diligently present but quiet, afraid to speak and say something that was perceived as unintelligible for fear all would discover that I was an imposter. Bear in mind that this was my own anticipated shortcoming. At the end of one FASP meeting, a fellow committee member suggested I join a sub-committee. I almost didn't speak up; it was easier to be quiet but at the end of the meeting I asked to be placed on that sub-committee.

In my 3-year term, I served two years as the Chair of FASP, a role which carried with it various other commitments and responsibilities as well. With the support of colleagues, I served in a capacity that at one time I didn't know was possible. I have met many selfless individuals across the campus and learned that there is so much more to being a lecturer which augments my teaching and communication pathways.

Some may say that I am *just* a lecturer but I am so much more. Lecturers are so much more.

Autonomy (Aaron Draper)

As a part-time lecturer, I learned early on that this is both a blessing and a curse. It's a blessing when, as an educator, we are trusted to teach our classes and develop our curriculum without a supervisor micro-managing our every move. The downside to autonomy in academia is that it is often very lonely and isolating.

When I began as a lecturer at CSU Chico in 2014, I don't think I encountered another educator until we had a faculty meeting. And even then, I didn't feel that I had much to contribute to our department's conversation nor the authority to contribute. I was an independent contractor in a room full of employees.

Quite honestly, when balancing my life, I often didn't have the energy to add anything extra to my plate. My journey to finding a sense of belonging on campus actually came from my own efforts, although at the time I didn't know they would lead to that.

I realize that my experience won't resonate with all lecturers, but my hope is that there might be something you might find useful. Getting to know my Administrative Support Coordinator

was the first and most important step toward feeling more a part of the CSU Chico family. Our ASC (I hate all the acronyms in the CSU and feel like their use contributes to feeling like an outsider) is Ann Wilson, and she became a friendly person who I'd check in with at least once a week. At first it was just to say hello and check my department box. She became my anchor and our relationship ensured that I had a friend at work. Along with your ASC, I would also encourage you to get to know your department chair and college dean. Building a relationship with them is crucial to creating a sense of belonging. I had meetings with my chair to discuss my role in the department, courses I taught and ideas I had for contributing.

During my third semester I wrote the curriculum for a course called Social Media Photography with the encouragement of our chair and the help of another professor, Chiara Ferrari, who helped steer me through the curriculum committee requirements and formatting. Writing the course had several unintended consequences. One was that I created a new class to teach and thus, more income. The other was that it allowed me to get to know another educator, Chiara, and she became more than just a name on the department website or a voice in faculty meetings. As I interacted with more and more members of our department, my sense of belonging began to increase.

When the Chico chapter of the California Faculty Association needed a representative for our department, I volunteered. I wanted to understand more how their bargaining affected my pay and my benefits.

Due to my positive experience with volunteering with the CFA, I knew I wanted to be involved with the Lecturer Council when it was formed. Joining this council enabled me to make even more connections and thus feel even more involved in the CSU Chico community.

I know there are many of you that teach a small number of units and don't have any interest in becoming more involved in the community here on campus. However, if you're interested in becoming more involved and are feeling as isolated as I did, I hope that some of my suggestions might help you feel a deeper sense of belonging.

UPDATES FROM FDEV PROGRAMS AND FLCs

Raising Critical Consciousness (Paul Bailey)

Power and oppression are extremely complex notions that touch nearly every aspect of our complex web of physical, social, cultural, and governance systems. The mere act of reflecting on our own power may feel paradoxically disempowering as our reflections run up against the limitations that these myriad systems place on our power to control on our lives and positively impact the lives of others.

In our second full meeting of the *Raising Critical Consciousness FLP*, we had an opportunity to debrief on our reflections on power, privilege, and oppression – the topics of our first meeting – and had robust conversation about our strengths and challenges in leveraging our individual power to support all of our students.

We also explored the topics of identity, intersectionality, and positionality. The debrief, specifically the challenges we identified, dovetailed perfectly with our conversations about positionality. Whatever power we do have is not limitless.

Our position relative to other power structures plays an important role in how we can leverage our own power for the good of our community. One of the more salient questions posed asked, “is it our students who actually hold the most power on campus?” I don’t pretend to answer that question, but rather pose another. If our students do hold power, then how can we support our students in developing the agency to use such power to activate the change that would most benefit them in their learning spaces?

The good news is that some answers have been provided to the latter question. As Anindya Kundu points out in *The Power of Student Agency*, “when students connect to education through relationships that are based on mutual respect, there can be terrific long-term academic benefits” (2020). In the context of discussing student agency, ‘mutual respect’ means, in part, cultivating learning environments that actively encourage students to share in power over their learning.

[Closing the Equity Gaps \(Erik Wasinger\)](#)

Equity gaps. Is it a problem that should be solved on a large scale, programmatically and societally, or is it a problem we as faculty can try to solve individually, student by student? This is the basic question we discussed at the Solving Equity Gaps FLC meeting this week. If equity gaps are a larger problem than the classroom – and we all agreed that they are – then how is it possible to eliminate them by work in the classroom alone? It goes without saying that ultimately, it is not for any one of us to solve the entirety of the world’s problems, just as it is not possible for one person to eliminate all equity gaps. But that also does not let any one of us off the hook. We as faculty must try to become as equitable in the classroom as possible. So how does one even begin to address such a large and daunting problem? The participants of the FLC shared stories of how interventions made an impact on students of color and first-generation students. What became clear relatively quickly was that most of these interventions worked because they were either implemented one student at a time or else they were personalized for individual students. In all cases, trust – between the faculty and the student – was the key ingredient that opened the door to authentic communication. Build trust by being honest with your students, being vulnerable and admitting mistakes where applicable. As Alison Cook-Sather describes in her [article](#), build trust by bringing students into your efforts to design the course or course assignments, thereby respecting student voices. Build trust by working with students to address individual needs on a just-in-time basis. We may not be able to eliminate all equity gaps, but we do have the ability to reduce them, one student at a time.

Access the Grades and Equity Gaps dashboard [here](#).

FDEV EVENTS: November 2021

[Podcasting for Teaching & Learning Series](#)

November 10: Podcasting Projects: Enhancing Student Learning

[QLT Workshops](#)

November 2: Workshop 3: Organization of Course Materials and Resources

November 9: Workshop 4: Student Engagement

November 17: Workshop 5: Inclusion, Diversity, Equity, and Accessibility

[Teaching Racial & Social Justice Series](#)

November 17: Understanding Who We Are: Capturing Student Voices in the University Archives

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

November 4: Civic Engagement

November 18: Graduate Studies

FDEV RESOURCES & INFORMATION

[FDEV Media Channel](#)

[Mode Course Design](#)

[Teaching Guides](#)

[Grades & Equity Gaps Dashboard](#)

[Tuesday Tips](#)

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