

FDEV Zine (Year 2, Issue 1, October 2021)

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

Welcome back to the FDEV Zine!

We are excited to start a new “season” for this publication, and we will be focusing primarily on faculty needs this semester. In this issue, we start sharing some findings from the faculty survey we sent out in early September. The next issue, coming out on November 1, will be entirely dedicated to lecturers’ needs, resources, and support. So, we hope you will consider contributing or recommending specific resources that we can share.

The art showcased in this issue was created and generously made available by Linda Irene Rogers, a lecturer in the English Department. Linda shares her take on mixed media art and junkjournaling in the next page, and I invite you to check out her Instagram account at: [@locomotivecards](#). Mixed media is something that really interests me as well, especially in relation to the way it allows for different materials, techniques, and textures to blend together. I haven’t dedicated much time to it recently, though, and I’m grateful to Linda for always encouraging me to get back to it!

Check out the next page, and see if you want to try out mixed media art too!

[Mixed Media Art Practice \(Linda I. Rogers\)](#)

I have been making greeting cards since college but never fancied myself an artist. Over the last almost ten years, something in me shifted and I realized that I need more of a creative outlet than my teaching of academic writing. I increased my production of cards and started showcasing them in different venues around town. Last year during lockdown, I saw an ad on social media for a [mixed media art journaling class](#) that would run throughout 2021. Like everyone, I had no idea how 2020 would wrap up, let alone how 2021 would unfold, and I wanted something different, something new. I figured that I could at least up my cardmaking game.

Every Friday a new lesson is revealed and we are encouraged to approach the course as we prefer. We are urged to share and support each other on the course website, Facebook, and Instagram. There is no negative criticism; there is no evaluative feedback. It’s just artists supporting artists as we make art.

I made the commitment to myself to do each of the 50 lessons, as I was able. During the first few lessons, I was reserved in my practice, feeling like a fish out of water as I was looking at the art by the other students and thinking that I was in way over my head. But I kept at it and something switched. I started letting go and trusting my instincts. I started experimenting with media and tools. I started with a blank page or an open journal spread and just started going for it. I incorporated stitching on my sewing machine. Friends and families keep enthusiastically

commenting on how my cards have changed, how my art spreads have evolved since January. I have accomplished what I sought—new skills and techniques. But what I didn't expect was how the making of art is now essential to me. It's a daily practice that uses a different part of my brain, a different aspect of me than I use in the classroom. It's an escape, for sure, but it's a critical piece of doing what I need to do to protect and uplift me. I use it to recharge, I use it to express myself, I use it to connect with others. I have regular contact with mixed media artists around the globe as we support each other in our individual journeys of expression.

Let's go and make art!

CLICK [HERE](#) TO KNOW ABOUT JUNK JOURNALING

CLICK [HERE](#) TO KNOW ABOUT ART JOURNALING 101

MEET THE FDEV TEAM

Rebecca Nelson

I am a Chico State graduate with a degree in Business Administration Management. I am passionate about entrepreneurship and I love working with students, faculty, staff, and the community to bring ideas together through creative 360 degree thinking. As an Administrative Support Coordinator I am specifically focused on making sure the logistical and operational details in our office are handled to support the various programs, events, and resources that we offer.

Conner Howard

I'm a Student Assistant here at Faculty Development. I'm a graduating Senior at Chico State, in the Computer Animation and Game Development Major, and I have a strong passion for all things technology and Video Games, and using that experience and passion I tend to help out a lot with any tech issues and with data management here in the office, in tandem with my normal duties as a Student Assistant.

Nick Ramos

I am a junior at Chico State and I am majoring in Business Management. I am interested in various paths of business, such as investment banking, supply chain management, operations management, and asset/wealth management, and I am very excited to see which career path I take. As a student assistant, I am responsible for supporting our office with administrative tasks related to helping faculty.

[Visit our Meet our Team page](#)

UPDATES FROM FDEV PROGRAMS AND FLCs

Raising Critical Consciousness (Paul Bailey)

On September 21st, a group of 14 met to kick off our Raising Critical Consciousness Faculty Learning Community. It was very exciting to have the opportunity to share space with a diverse group of compassionate and dedicated professionals as we explored the themes relevant to raising critical consciousness and discussed how these themes present in the policies and practices in the spaces we occupy.

The critical conversations and questions that arose during our community meeting are fundamental to our roles as agents of change as we shape our campus community and culture to align with our communicated goals and priorities as they relate to our diverse population of respective professional spaces.

I believe it's safe to say that all of our community members in this learning space are committed to leveraging their agency within the institution to create learning environments that are accessible and affirming to all of our students.

The first meeting introduced literature on the topics of power, privilege, and oppression. Conversations were robust and meaningful. I was immediately impressed with how ready our community was to connect these ideas to the challenging work that we all face in our respective professional spaces. I believe it's safe to say that all of our community members in this learning space are committed to leveraging their agency within the institution to create learning environments that are accessible and affirming to all of our students.

Closing the Equity Gaps (Erik Wasinger)

Pick a word to describe equity gaps. Persistent. Frustrating. Debilitating. Dividing. Regardless of how you describe them, equity gaps are a big problem on our campus. For some students, they erode a sense of belonging. For some, they delay graduation. Do equity gaps arise from a societal problem, or problems in education? Whose responsibility is it to work at closing equity gaps? Is this something we can really target in the classroom, or is it too big for each of us?

These were only a few of the questions we asked at our first Closing Equity Gaps FLC meeting. While we are still grappling with the extent of our individual responsibilities, one thing we all agree on is that this is a difficult, wide ranging problem that negatively impacts our students, our college, and our community. If we treat the problem simplistically, we'll surely get a simple answer – perhaps an answer too simple and too narrow to help our students. We don't have all the answers, but we can't be willing to ignore the questions. For in so doing, we would ignore our students. In the coming weeks, the FLC will dig deeply into data dashboards, we'll read literature to educate ourselves, and we'll describe and develop class-based practices to analyze what we can do to help solve this problem, one student at a time.

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

New Faculty Mentoring (Matt Thomas)

Seven years ago, then Director of Faculty Development Kate McCarthy revived the New Faculty Mentoring Program. The primary goal of the program is to connect new tenure-track faculty to an experienced professor from within their college. At the very start of their time on campus,

new faculty meet their mentors during New Faculty Orientation, when the mentors take their mentees downtown for lunch to start this relationship.

Mentors regularly check in with their mentees, meeting for morning coffees, brown bag lunches, afternoon teas, happy hours, or pot-luck gatherings. Each mentor works with up to six mentees in their college, and the program serves new faculty in their first and second years (and this year, due to the pandemic, we've included third year faculty as well).

The mentors spend a significant amount of time working with mentees on the Retention, Tenure, and Promotion process, helping them construct their dossiers, reviewing Student Evaluations of Teaching, and providing a friendly sounding board as they solidify their RTP materials (and they also help them decipher the myriad acronyms like RTP that abound on our campus). We also provide social events throughout the year to bring together new faculty from across campus – faculty who met and bonded during orientation, but haven't been able to spend time with their colleagues as much as they'd like.

We've gazed at stars at the Upper Park Observatory, helped open new exhibits at the Turner Gallery, and gathered at Secret Trail Brewery. Two cohorts of new faculty have already been tenured and promoted, and as one participant said, "the mentorship program has been extremely supportive and it is reassuring to know there are helpful, knowledgeable, experienced faculty in my corner."

NEWS FROM THE ADVISORY BOARD (William Cuthbertson)

It is a staple of America's old Saturday Morning cartoons: that there is an end goal, and a chase to capture it. Then there is a wall, and our protagonist – sympathetic, if slightly misguided – plows straight through it, leaving a hole exactly the shape of themselves: A coyote-shaped hole in a canyon wall; a cat-shaped hole through a house. Because cartoons are ever-fixed on the immediate, there's no future to these scenes – there is the wall with a hole for that moment only. No one ever turns back to look.

In some ways, this is how we've approached the pandemic. We sought clarity and continued service to students, we sought meaning and value through our work. The wall was to Keep Things Going. The wall was that *we have our work to do, and we need to do it*. And like any sympathetic (if slightly misguided) protagonist, plow through that wall we did.

Nearly two years into to understanding the scope and impact of COVID-19 on every aspect of our lives, we've started to look over our shoulder.

What was the thing we sought to accomplish? Was it important? Did it matter? Was I of service to others? Most of all, as we look back on our time since mid-March 2020, we see that hole of what is not there – the thing that is shaped like us. Where do we go in all this? What

about the other walls we had to break through? At home, in our relationships, and in our culture? With the people we loved or perhaps with a hole there too? If every good cartoon is a parable, the most telling aspect of our story the wall is that we plowed through everything put before us, but what we left was a deeper acknowledgement of our needs.

Faculty Development reached out recently with a survey to help define that hole – the space where **we** fit, with our needs. The hope is that we as a campus can begin to meet gaps that we may never have acknowledged before COVID-19: how to bring authenticity into our campus work, and how to support and acknowledge the challenges we meet in the world that our campus resides in. If the goal is bringing a sense of connectedness to work and being, and unity to both campus and communal needs, we think part of meeting that goal is to find ways to meaningfully and effectively respond to how *who we are* impacts *how we work*. We want you to look at the hole in the wall, and imagine with us what, or who, is missing.

[Click here for information about the FDEV Advisory Board!](#)

IN FOCUS: FDEV Survey (Chiara Ferrari)

In 2020-2021 Faculty Development was very busy trying to respond to the needs of the faculty primarily in terms of support for digital pedagogy, given the sudden switch to online instruction due to Covid-19. More broadly, we also tried to increase our virtual presence by expanding the FDEV website and creating a number of resources that faculty could access remotely. Overall, I feel that we did our best, but I also feel that we constantly operated in a *re-active* mode.

During the first FDEV Advisory Board meeting of Fall 2021, however, we tried to shift our focus and the Board members embarked on a deep and meaningful conversation about how FDEV must now respond to different needs, and in order to do so, we must really understand what faculty are struggling with. The ideas and experiences shared were both humbling and revealing: faculty are at the end of their rope, whether it is for the multiple modes of instructions available, the students needing more flexibility, or the fact that we are still dealing with a global pandemic that is affecting our lives in unexpected ways. All of these factors have significantly increased faculty workload, while expectations for productivity and excellence have not decreased.

FDEV sent out a survey to collect feedback from all faculty and in this Zine we want to share some preliminary findings, available [here](#). The responses received so far (180) overwhelmingly reveal that faculty are burned out and that faculty have concerns over Covid-19 and their safety in the classroom. The slides also share information about last year's budget and how it was distributed among main areas: 1. RTP: writing mentoring (18.9%), 2. Pedagogy (38.6%), 3. EDI & Access (29.2%), 4. FDEV resource development (8.2%), and 5. Leadership (4.8%).

I want to encourage you to take a look at this information and to fill out the [survey](#), if you haven't done so already. The FDEV Advisory Board will discuss the findings this Friday, and we will start planning Spring 2022 programs based on the needs and concerns you shared.

FDEV EVENTS: October 2021

[Friday Forums](#)

October 29: Lecturers resources and support

[Podcasting for Teaching & Learning Series](#)

October 27: Podcasting as Pedagogy

[QLT Workshops](#)

October 1: Workshop 3: Organization of Course Materials and Resources

October 4: Workshop 4: Student Engagement

October 11: Workshop 5: Inclusion, Diversity, Equity, and Accessibility

October 20: Workshop 1: Introduction to QLT, Course and Learner Support

October 26: Workshop 2: Assessment of Learning Outcomes

[Teaching Racial & Social Justice Series](#)

October 13: Confronting the Traditional Learning Space: Anchoring Your course in an Antiracist, Inclusive, and Culturally Sustaining Framework

October 27: Throwing Out the Syllabus: Responding to Crisis in Real Time

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

October 7: Gender Identity & Inclusivity

October 21: Civic Engagement

FDEV RESOURCES & INFORMATION

[FDEV Media Channel](#)

[Mode Course Design](#)

[Teaching Guides](#)

[Grades & Equity Gaps Dashboard](#)

[Tuesday Tips](#)

[CAL\\$](#)

[FDEV Podcast](#)

[FDEV Virtual Library](#)

[Visit our Virtual Space](#)

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