

Faculty Inquiry Projects

Spring 2021



**FACULTY
DEVELOPMENT**

**CHANNEL
ISLANDS**

Becoming Anti-Racist Educators with Marie Francois

Using resources put together by [Wheaton College](#), the [Center for Urban Education](#), and [others](#), this FIP will explore practices that help us become more anti-racist educators. We will do this in two steps. The first step (meetings 1-3) will include personal reflection on socialization and worldviews. We will explore the forms racism takes, examine white privilege, learn about critical race theory, identify institutionalized White Supremacy, and acknowledge racial trauma. The second step (meetings 4-5) involves taking action in our roles as educators. We will interrogate our own assumptions and expectations, interrogate the content of our courses and disciplinary curriculum, learn about evidence-based anti-racist pedagogy, and make concrete and actionable plans to change. Participants will decide on which shared and individual readings/actions from the resources will be the focus of the two "steps."

Meets: Fridays 11am-1pm, Feb. 12th, March 5th, March 26th, April 16th, May 7th

Marie Francois professor of history, specializing in material culture and gendered labor history in 18th and 19th century Mexico. From 2012-2015 she led the ISLAS Faculty and Staff Development Academy. Today Marie runs the University Experience Program among other projects focused on equity at CI. She has led two previous FIPS on building a sense of belonging among students in CI classrooms.

****WAITLIST ONLY** "Al hombre se le conquista por el estomago" (Spanish Proverb), "The way to a person's heart is through their stomach" with *Sonsoles de Lacalle & Maria Ballesteros-Sola***

Did your travel and vacation plans change because of COVID-19? Are you dying to explore and discover new cultures, but stuck at home because of the global pandemic? Join us for a virtual cooking trip to five fascinating Spanish regions. In this unconventional FIP, participants will have the opportunity to fall in love with Spanish culture through food and wine. Every session, participants will cook-along with *Chef Maria Ballesteros-Sola* and *Sommelier Sonsoles de Lacalle* while engaging in a lively conversation about Spanish art, history, culture, music, and beyond. We are convinced that Spain will find a way to your heart. Ole!

Ahead of every session, participants will receive a list of resources for the session, including a recipe, and list of ingredients and wine pairing that participants can purchase ahead of time. No cooking experience necessary. We will gladly accommodate any dietary restrictions.

Participants can expect to get the following:

- Five+ easy, Spanish recipes
- List of readings & resources for all of Spain
- Ideas to discover Spain for all budgets
- New found love for Spain and its culture

Meets: Thursdays 4pm-6pm, Feb. 4th, March 4th, March 25th, April 15th, and May 6th

Sonsoles de Lacalle, MD, PhD., is Chair of Health Science and a neuroscientist by training. She is passionate about the power that food and lifestyle has on the people's health. She is convinced that her Spanish upbringing and the Mediterranean diet is a topic that will interest others.

Maria Ballesteros-Sola, DBA, MBA, LLB is an Assistant Professor of Management. Born and raised in Madrid (Spain), she is highly enthusiastic about sharing her culture with students and colleagues. She has organized study abroad programs to Spain for both graduate and undergraduate students.

Online Teaching Feedback Circle: Reflection for Thoughtful & Equitable Pedagogy with Rachael Jordan & Jaime Hannans

As we continue into a (mostly) fully online spring semester, many of us are reflecting on how our online classes went this fall. Whether we are revising courses we taught this fall, or prepping new courses, we all have "lessons learned" in regards to our pedagogy. This FIP involves "feedback circles" where faculty can self and peer review their online courses and give/get ideas and support for effective and equitable online teaching, whether the course is synchronous, asynchronous, or blended. Our first meeting will establish group norms and set up our goals and structure for the semester. FIP topics include: Lessons Learned from Fall 2020; Course Design for Equity and Inclusion; Time Management Strategies for Faculty and Students; Asynchronous and Synchronous Engagement; Reflections on Feedback and Assessment. Faculty will leave this FIP with developed skills for navigating and reflecting on online teaching and learning.

Meets: Wednesdays 1pm-3pm, Feb. 17th, March 3rd, March 24th, April 7th, and April 21st

Rachael Jordan is a lecturer in the English Program and the QA Faculty Lead for TLi. She has both participated in and facilitated OTPP, participated in the BLPP, and is a member of CI's Course Review Team. She helped design and facilitate THRIVE's foundation labs and has hosted webinars and presentations on topics such as synchronous and asynchronous course review, online group work, online icebreakers, and using tools like VoiceThread for online student engagement.

Jaime Hannans is an Associate Professor of Nursing and the Campus ALS Co-Coordinator (openCI). She has participated in OTPP and BLPP, and has facilitated BLPP working with faculty redesigning courses for synchronous and asynchronous approaches, exploring digital tools and engaging in discussions focused on best practices for online and blended learning. With TLi this past summer, she designed and facilitated two of the THRIVE Microcourse

Enrichments: Asynchronous and openCI 3.0.

Laboratory Automation with Brian Rasnow

Automating mundane and repetitive lab tasks can dramatically improve data quality as well as free up your time for more cerebral activities. Modern programming languages like Matlab and Python, inexpensive hardware like Arduinos and Raspberry pi's, and cheap sensors and actuators make sophisticated lab automation more practical and accessible. This FIP will explore methods and implement automated protocols for your manual and semi-manual tasks. I'll guide you through pitfalls and challenges of automating your processes, developing automation-friendly assays, integrating equipment and analyses, and system validation.

In addition to developing your automation opportunities, we can discuss generic topics such as:

- Signal transduction and low noise amplification and digitization
- Practical digital signal processing (in time and frequency domains) to maximize signal/noise
- How to calibrate and linearize cheap transducers and actuators (e.g., <1uL dispensing)
- Filtering 60 Hz out of measurements
- Error handling and recovery

Meeting days and times TBD, anticipate homework advancing your projects between meetings.

Brian Rasnow, Ph.D. is a Lecturer in Physics and UNIV. Prior to coming to CI, he was a Principal Scientist in Research & Automation Technologies (RAT) at Amgen. His group built Amgen's high throughput screening robots, automated discovery platforms (e.g., expression cloning that discovered b-Secretase), explored frontiers of microfluidic Lab-on-Chip assays, and invented novel detectors for cell-based ion channel and GPCR high throughput screening. He also co-invented and co-founded a novel digital fluorescence microscope company (www.etaluma.com) and has done numerous automation projects with students. More at <http://www.rasnowpeak.com/brian/pub/cv.html> and <http://www.rasnowpeak.com/brian/CSUCI.html>.

Doing the Work: Committing to Anti-Racism and Being Better Allies. Common Read with Danna Lomax & Lorna Gonzalez

The current racial justice movement and political context has propelled us to question how we participate in and perpetuate racism in our own lives. While we acknowledge that racism may not be our fault, dismantling it is our responsibility. This FIP is an invitation to participate in a learning community in which we will together read and engage with the book me and white supremacy by Layla F. Saad. No matter where you are in the process of learning about racism and reckoning with its effects, Layla Saad's book offers a structured approach to stepping into or continuing the work of examining and dismantling the ways that we uphold white supremacy in our own lives. This is hard work and more effective if we do it in community with measures of

accountability and mechanisms for supporting each other through the inevitable vulnerability and various resistances most of us feel along the journey.

In this FIP, we will work together to:

- better understand how our own thoughts and values have been shaped by our racialized experiences and upbringing;
- confront the ways that white supremacy operates in our lives;
- reflect on our privilege and culpability in the system of white supremacy, in order to hold ourselves accountable to engage in social justice work;
- and engage in structured active listening through the practice of community circle to better grasp the diversity of white experiences which uphold this system, and support each other in doing this work, and develop concrete ways in which we can become good ancestors.

Meets: Tuesdays 2:30PM-4:30PM, Feb. 9th, Feb. 23rd, March 9th, March 23rd, April 6th
Please purchase me and white supremacy (print or digital; ~\$9-20) prior to our first FIP meeting.

Danna Lomax is a teacher specialist in Ventura Unified School District, a lecturer in the School of Education at CSUCI, and a member of Educators Doing Justice.

Lorna Gonzalez is the Interim Assistant Director of Innovation & Faculty Development, as well as a lecturer in CSUCI's School of Education. She specializes in language, literacy, and composition, and she has previously co-facilitated the Blended Learning FIP.