

Center for Excellence in Teaching and Learning (CETL) annual Report

Academic Year 2021-2022

Contents

[**Executive Summary** 3](#_Toc103865826)

[**Programs** 4](#_Toc103865827)

[**Racial Equity Advocates** 4](#_Toc103865828)

[Description 4](#_Toc103865829)

[Program Impact 4](#_Toc103865830)

[Cost 5](#_Toc103865831)

[**Faculty Fellows** 5](#_Toc103865832)

[Description 5](#_Toc103865833)

[Program Impact 6](#_Toc103865834)

[Cost 6](#_Toc103865835)

[**Action Assessment Project** 7](#_Toc103865836)

[Description 7](#_Toc103865837)

[Program Impact 7](#_Toc103865838)

[Cost 8](#_Toc103865839)

[**Short Courses** 8](#_Toc103865840)

[Description 8](#_Toc103865841)

[Program Impact 8](#_Toc103865842)

[Cost 9](#_Toc103865843)

[**Non-Instructional Professional Development** 9](#_Toc103865844)

[Description 9](#_Toc103865845)

[Program Impact 9](#_Toc103865846)

[Cost 9](#_Toc103865847)

[Appendix A- Racial Equity Advocates Narratives 10](#_Toc103865848)

[Appendix B- Faculty Fellow Spring 2022 Showcase 10](#_Toc103865849)

[**Appendix B- Racial Equity Advocate Narratives** 15](#_Toc103865850)

[**Appendix C- Action Assessment Assessment 2021-2022** 15](#_Toc103865851)

[**Appendix D- CETL Short Course Evaluation Data** 20](#_Toc103865852)

[**Appendix E- Non-Instructional Professional Development** 25](#_Toc103865853)

# **Executive Summary**

Prior to the 2021-2022 academic year, CETL staff underwent a strategic planning process which outlined the following goals for 2021-2026:

1. Elevate the status of teacher learning and performance at the university.
2. Develop CETL into the leading site for ongoing non-instructional faculty development within the university.
3. Support faculty in developing equitable, anti-racist curricula and instructional practices.
4. Support faculty ownership of and facility with teaching writing in their disciplines.
5. Facilitate the exploration, application, and production of research on teaching.
6. Build strong partnerships with other units on campus to support faculty learning and growth.

Through a variety of programming formats and opportunities, we were able to begin work toward these goals. Most notably, we focused the academic year on equity initiatives that were guided by research on teaching and learning. The Racial Equity Advocates program engaged 27 faculty throughout the year who completed the Courageous Conversations about Race Protocol training, met monthly to practice using the protocol, and discuss racial equity needs on our campus. Additionally, they identified a problem of practice within their discipline and developed a plan for addressing it. These problems of practice ranged from supporting faculty, examining courses, assessments, and department policies, as well as creating pathways for greater access to higher education for BIPOC students.

Faculty fellows was another program that began in the fall and was facilitated throughout the academic year. Thirteen faculty completed the program designed to engage faculty in pedological theory exploration and implementation. The outcome of this program was the completion of a teaching and learning research project to support student success. This program supports our work to achieve goals three and five of our strategic plan.

Action Assessment Projects provided an opportunity for departments to identify an area of concern or growth needed to better support students. In 21-22, XX action assessment projects were completed. The outcomes of these projects included... These projects allowed us to make progress toward goals three, four, and five.

Finally, CETL offered XX short course programs (book discussions, certificate programs, WAC Master Classes) that allowed faculty to explore a teaching and learning tool or strategy to improve course design for student learning. A key outcome of these programs was... Non-instructional programs allow faculty to engage in learning communities for professional growth and help build a sense of community among faculty. These programs include Women in Higher Education, First Year Faculty Cohort, Research Power Hour, among others. Key outcomes from these programs include. These programs support our progress toward goals two, three, four, and six.

In 2021-2022, we also began to draft a proposal for teaching awards that will help us work toward goal one. This proposal will be shared with the Faculty Development Committee in Fall 2022. Additionally, we have restructured new faculty orientation to include a year-long commitment of support to first-year faculty, which is also an important step toward achieving goal one. We see a celebration of achievements as an important part of elevating teaching and learning on our campus, and we concluded the year with a celebration to recognition program facilitators and participants.

# **Programs**

## **Racial Equity Advocates**

### Description

Racial Equity Advocates participate in professional development, self-reflection, and ongoing discussion to advance racial equity in their disciplinary practice as a member of the MSU, Mankato community.  The objectives for participants of this program were to complete the Courageous Conversations about Race Protocol training, attend monthly meetings for opportunities to have continued practice of the protocol, and play a vital role in the advancement of racial equity across campus by identifying a strategy for addressing a problem of practice within their discipline. They accomplished these objectives by applying a racial equity lens to all aspects of their work to advance racial equity, including consulting monthly with their college dean, department chair, and/or colleagues to support their projects, which advance the goals of Equity 2030. Participants were able to develop the leadership skills needed to advance Equity 2030.

### Program Impact

During the Academic year 2021-2022, 27 faculty and staff participated in this program by attending monthly meetings and working through problems of practice on our campus. Table 1 describes the breakdown of the participants' college/unit on campus.

|  |  |
| --- | --- |
| Table 1: Participants according to College/ Unit Affiliation | |
| College/Unit | Number of participants |
| College of Arts and Humanities | 8 |
| College of Allied Health and Nursing | 5 |
| College of Business | 1 |
| College of Education | 6 |
| College of Libraries and Learning | 2 |
| College of Science, Engineering, and Technology | 2 |
| College of Social and Behavioral Science | 0 |
| Other Units outside of Academic colleges | 2 |
| Total | 27 |

These participants took part in the Courageous Conversations about Race Protocol training to learn the protocol. They applied the protocol to work ng on problems of practice, which are """ "an observable, actionable issue that if that if acted upon, would improve the experiences and outcomes of those involved. """ (Harsma, 2022). These projects sought to deal with systematic racism at all levels of the university. On a curricular level, individuals sought to corporate more Black culture into courses, help white students become better prepared to discuss race in other classes, and explicitly center Blackness and Black literature.

In comparison, another worked to create assignments that focused on an equity mindset without retraumatizing students of color. While others looked to address equity at the department level, and these projects ranged from working on drafting and establishing a statement of commitment to racial equity and accessibility to creating a " pod" within a department to address bias within departments. Still, others worked to address equity within recourses for faculty by rewriting faculty resources that focus on teaching and learning to move away from centering whiteness and more toward anti-racism. Lastly, individuals sought to establish university policies and opportunities gaps within the job market, individuals sought to look at establishing better reporting procedures to report bullying, improving advising to help increase retention of students of color, and establish a cohort in Minneapolis- St. Paul to help alumni of color to finish their degree. While participants have started these projects, these faculty and staff have planned to continue to progress their projects into the following year, including helping new faculty and staff become Racial Equity Advocates and advancing their projects through scholarly and creative activities.

### Cost

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Cost per item | Quantity | Total |
| Courageous Conversations about Race Protocol Training | $500 | 26 (one person used PD funds) | $13,000 |
| Food for end of year celebration | $22.67 | 20 | $453.44 |
| Tech Support for ballroom | $25.14 | 3.5 (hours) | $88.00 |
|  |  | Total | $13,542.44 |

## 

## **Faculty Fellows**

### Description

Faculty Fellows program is a program that has cohorts of faculty working together to advance their teaching, scholarship, professional development, student growth, and service to the university and the broader community. Through this program, faculty pursue work on a particular pedological topic and develop materials designed to improve teaching and learning in their courses. A facilitator with expertise in teaching and/or research on a designated topic will lead each cohort.

Faculty participants will attend weekly professional development training and learning modules, develop teaching and learning tools, engage in scholarly activities to assess the effectiveness of the teaching and learning tools, and disseminate the findings of their work at the Scholar at Work Conference. This program runs for an academic year, beginning in the Fall with the program concluding with data collection and analysis of student learning in the Spring.

Cohorts offered for Faculty Fellows 2021-2022 included:

· *The Socially Just Classroom: Teaching for Equity 2030* – By grappling with our own biases and biases inherent in our academic content and context, we will gain insight into ways our practices help or hinder the learning in our classrooms, particularly for marginalized students. We will use this insight to develop classroom practices that create more equitable, socially just learning spaces. Through observation, peer-teaching, co-teaching, and reflection, we will work together to gain confidence using these practices and build them into our courses.

· *Quality Improvement in Online Teaching and Learning* – Create strategies to improve engagement among instructors and students in an online setting, including the development of learning activities, course materials, and assessment of teaching and learning.

· *Decreasing Equity Gaps in Gateway Courses* – Recognizing that opportunity gaps exist on our campus in Gateway Courses, instructors will work in this cohort to learn and employ strategies to address this gap. Participants will also develop resources aimed at reducing the opportunity gap and increasing successful completion.

### Program Impact

Participants complete a teaching and learning research project and are also asked to reflect on their experience at the mid-point and end of the program. Thirteen faculty completed the program in 2021-2022. Projects that faculty completed included examining equity in teaching practices, incorporating high-impact learning practices to support greater student learning, redesigning courses to advance equity, and surveying students about their classroom experiences with the instructor and peers, all with the goal of advancing social justice and racial equity for our students. A complete list of project abstracts can be found in Appendix A.

Themes that emerged from the mid-point and final survey evaluations indicated that faculty were able to both learn new teaching strategies and theories and also implement these strategies throughout the academic year. Additionally, they created a sense of community and shared concerns and suggestions related to teaching in spaces where feedback was supportive and expected. Participants also shared that they felt as if they were able to better connect with students and altered their communication strategies to create a more welcoming learning environment for all. This program directly helps us achieve our strategic goals of a) supporting faculty in developing equitable, anti-racist curricula and instructional practices; and b) facilitating the exploration, application, and production of research on teaching.

Recommendations from the participants included moving away from a course release model to either a summer program or a duty day opportunity, namely because of the department's burden to find instructors with the necessary credentials.

### Cost

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Cost | Quantity | Total |
| Facilitator compensation | $5000 (average for course release/overload per semester) | 6 | $30,000 |
| Participant compensation (cost incurred by Colleges) | $5,000 | 13 | $65,000 |
|  |  | Total (incurred by Academic Affairs) | $30,000 |

## 

## **Action Assessment Project**

### Description

This program linked CETL associate directors with departments or groups of faculty from a specific department to help a department prepare for program review. Departments assemble a team of people who would engage in research and choose their focus, either a writing assessment project or an equity focus. These projects help departments generate meaningful assessment data, empower departments to use data to take action, and document their process for their program review. Departments are also supplied with support from CETL associate directors and graduate assistants, and they receive compensation for the time spent on their projects.

### Program Impact

During the academic year 2021-2022, CETL Associate Directors completed two writing action assessment projects and three equity action assessment projects. One writing assessment focused on a 400-level elementary education class to assist in a course redesign so that the department could submit it for consideration as a writing-intensive course. Elementary Education examined the course’s learning outcomes and worked as a team to revise the course assessments to meet intense writing requirements during the action assessment process. Additionally, they reviewed the current teaching practices to incorporate more writing instruction. In comparison, the second action assessment project focused on writing proficiency in World Languages to identify the strengths and weaknesses of student writing produced in those courses. The outcome of the project found that students were meeting writing expectations at the 200-400 level in the content, organization, vocabulary, spelling, and punctuation. Results of the project suggested that the department strengthen the research requirement for writing-intensive courses.

One of the Equity-focused Action Assessment projects focused on learning more about graduate students’ perceptions, knowledge, and skills to work with racially and linguistically diverse populations in the Communication Sciences and Disorders program. This project used a survey and focus groups to learn more about graduate students’ understanding and skills about diverse populations. The Action Assessment team identified their next steps, which include:

* + invite guest speakers to support faculty knowledge of equity-related terms,
  + develop intentional opportunities for students to learn and use equity-related terms appropriately,
  + share assignments that students regularly describe as meaningful in their ability to use culturally sustaining, anti-racist assessments and interventions with other faculty,
  + continue to support efforts to diversify clients for clinical experiences, and
  + write an article and present project findings across the departments’ field.

Another Equity-Focused Action Assessment project focused on learning more about students’ perceptions about their experiences during the ongoing pandemic within Communication Studies courses, focusing on inclusiveness and aspects of diversity and equity within the curriculum. This project developed a survey completed by 70 students, including BIPOC students (n=21) and white students (n=49). The results of the project revealed that students lacked access to food. While the department will be analyzing the data further, the project has suggested the following future actions:

* + Provide students with more information about accessing support on campus that can be placed into a syllabus,
  + Create a shared D2L shell that will include campus recourses that can be easily embedded into a course, and
  + Hold a workshop in the fall semester that will address the implementation of inclusive teaching practices and curriculum.

Most of the individuals who participated in Action Assessment Projects believed that the process provided their department with a meaningful product that their departments could utilize. They also believed that the support provided by CETL was instrumental to the success of the project. Tindidivudals also stated that the compensation provided for participating in Action Assessment was helpful in the success of the program. Participants also explained that the CETL Associate Director took the time to understand and facilitated productive conversations, allowing the projects to be more successful. While most comments from the projects were overwhelmingly positive, participants stated that they would like to have a more pronounced student component to the project. They also stated that it would be more useful if the groups within departments could be more racially diverse.

|  |  |
| --- | --- |
| Table 2: Participants according to College/ Unit Affiliation | |
| College/Unit | Number of participants |
| College of Arts and Humanities | 16\* |
| College of Allied Health and Nursing | 3 |
| College of Business | 0 |
| College of Education | 10 |
| College of Libraries and Learning | 0 |
| College of Science, Engineering, and Technology | 0 |
| College of Social and Behavioral Science | 0 |
| Total | 29 |

\* This number includes three graduate students and one faculty member from St. Cloud University who helped support the project.

### Cost

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Cost | Quantity | Total |
| Participant compensation (faculty) | Varies | 29 | $5,173.27 |
| Participant compensation (graduate students) | $5,000 | 13 | $97.60 |
| Printing cost | Varies | 2 | $150.00 |
|  |  | Total | $5,420.87 |

## **Short Courses**

### Description

These programs were formerly referred to as certificates and workshops in previous CETL documents. These programs focus on incorporating new technologies and teaching practices in faculty courses and include book discussions, workshops, and certificates. Book discussions meet 3-5 times a semester to explore various themes related to teaching, learning, productivity, balance, and inclusion. Workshops meet 1-2 times a semester for at least an hour. Certificates are interdisciplinary groups that meet 4-6 times per semester to learn about specific teaching and learning topics.

### Program Impact

During the academic year 2021-2022, CETL offered 39 short course opportunities, 16 certificates focused on new technologies and anti-racist teaching practices, six workshops focused on teaching practices and faculty wellbeing, and five book discussions focused on teaching practices, including anti-racist teaching and increasing productivity. We have 125 unique individuals who completed CETL short course programs this year.

Many participants expressed that the short courses meet their expectations and are likely to attend another CETL program. Participants who completed technology and teaching practice programs were more likely to indicate that completing the course positively impacted their course. Individuals suspect that the strategies learned in CETL short courses create a more positive classroom environment and improve engagement with students. Participants also shared that the short courses provided actionable steps to implementing new ideas. Finally, feedback from the short courses suggests that participant experience could be improved by having more advanced follow-up certificates for D2L and trauma-informed pedagogy.

### Cost

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Cost | Quantity | Total |
| Books | Varies | 50 | $1,496.94 |
| Supplies | $10.00 | 7 | $72.00 |
| Printing cost | Varies | 3 | $372.50 |
| Food for end of year Celebration | $22.72 | 20 | $454.44 |
|  |  | Total (incurred by Academic Affairs) | $3,892.82 |

## **Non-Instructional Professional Development**

### Description

Non-Instructional Professional Development programs support faculty throughout their professional career outside the classroom. These programs focus on leadership, scholarship, career development, connecting participants, and working at the university. These programs include Research Power Hour, Scholars at Work, and Shut up and Write, which provide participants with information about resources, space, and a platform for improving scholarly and creative activities. The Crucial Conversations Book discussions provided those in the mid-career stage or looking to become a department chair/unit leader with tools to initiate priority-driven conversations about achieving outcomes and safeguarding relationships. The Making the Most of Sabbatical Faculty panel helped faculty who are preparing to apply for sabbaticals think about how they can prepare and maximize the return of their sabbatical. Finally, this category of programs includes cohorts dedicated to providing participants with resources to meet the challenges of their career stage, help prepare them to apply for tenure and promotion, and connect faculty and staff from across the university.

### Program Impact

These programs are designed to help connect faculty with resources to support participants across their careers. Many who attended the Making the Most of Sabbatical Faculty Panel found the program helped them to think about how to prepare for their upcoming sabbatical. Individuals expressed that the examples given from facilitators’ experiences were the most beneficial experiences of these programs. However, some expressed that they wanted a little more attention on the process of applying for sabbatical or tenure and promotion. Another criticism we have received about these programs is that they are exclusively focused on faculty’s experiences and do not do as much to support staff’s ability to develop these skills.

In the future, the Center will need to work on the limitations of these programs by creating opportunities that focus on faculty experiences over their career stages, such as tenure and promotion or sabbatical, and the process for applying. We are also re-evaluating cohorts and how to better support probationary faculty can be improved and better meet the needs of these faculty members and explore if there is capacity within CETL to support staff’s professional development alongside faculty. Lastly, for the upcoming academic year, we will be implementing a new evaluation and work to improve the amount of data collected on these programs.

### Cost

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Cost | Quantity | Total |
| Books | Varies | 26 | $704.07 |
| Printing cost | Varies | 12 | $1,444.50 |
|  |  | Total | $2,148.57 |

# Appendix A- Racial Equity Advocates Narratives

# Appendix B- Faculty Fellow Spring 2022 Showcase

1. Student Perceptions of Cultural Responsiveness and Accessibility Efforts in a Gateway Family Science Course

Dan Moen

This project focused on understanding student (*n* = 45) perceptions of cultural responsiveness and accessibility efforts in a gateway course (FCS 100 “Personal and Family Living”). Five sections of FCS 100 are taught each year. FCS 100 serves multiple purposes; Goal Area 5, Purple (Cultural Diversity), FCS Major Required course, FCS Minor Elective course, and our Child, Youth, and Family Services Online Certificate requirement. FCS 100 is taken by a wide variety of students/majors including PSEO. FCS 100 is primarily delivered as an online asynchronous course and meets Quality Matters (QM) certification standards (since 2015). This project included a mixed-methods Qualtrics survey delivery along with methods, data analysis, discussion, and conclusion. Findings will be discussed along with future directions.

2. Teaching General Education Courses via FlexSync: Examining the Faculty-Student Relationship

Thad Shunkwiler

COVID-19 will have changed the future of higher education long after its impact on our health has been contained. The relationship between student and faculty is well documented to have a positive impact on student success and retention. Those relationships have been challenged throughout the pandemic as many courses went FlexSync. For students attending online, gone are those moments before and after class where faculty can engage students to build and maintain those important relationships. By using both quantitative and qualitative methodology, this project will measure how the perceptions of the student/faculty relationship change based on the method in which the student receives instruction using FlexSync technologies. This project aims to not only learn about the differences in student/faculty relationships through FlexSync, but also develop practical strategies that can implemented into FlexSync courses.

3. Course design

Pavan Karra

ME 201 (Problem solving and Design) course has a historically low retention rate in Mechanical Engineering(ME) program. The study intends to advise an intervention strategy for those students who are likely to be handicapped entering ME 201(Problem solving and Design). The study looks at historic data to determine which courses prior to ME 201 correlate with student success in ME 201. The study also intends to find students’ success in terms of retention from sophomore year to junior year in ME program. Based on the conclusions of the study, invention courses can be planned to help students bridge the shortcomings coming into ME 201.

Abstract: Faculty Fellows Progress April, 2022

4. Joe Rodgers

I’m currently a member of the faculty cohort *Quality Improvement in Online Teaching and Learning* for the 2021/2022 academic year. In my application for this cohort, I am for size the need to vastly improve my own skills in the use of technology, and broaden the set of skills that I can bring to the table to enhance student learning and bolster the success of our students.

During academic year 2018/2019, the music department undertook an enormous redesign of our curriculum for a bachelor of arts program as well as her bachelor of music education. The curriculum redesign included previous classes (Music theory, Sight Singing/Aural skills, and Piano/Keyboard skills) that have been taught across 10 semesters to be consolidated into one course sequence accomplished in three semesters. I was tasked with accomplishing these changes before the COVID-19 pandemic hit the US. After running the first sequence of this class during the 2020/2021 academic year, it was abundantly clear that using technology to teach remotely is of vital importance, I lacked the experience or skills to do so effectively, and that I would clearly have to take on a very different approach to teaching than I had used up until then. However, as I worked through a variety of ways to get the material across to the students, the potential for vast improvements in content delivery became increasingly clear. This is what motivated me to join the faculty Fellows cohort for quality improvement in online teaching and learning.

Being forced to teach remotely and online presents an opportunity to create an inclusive and interactive environment, which can potentially be of great advantage to all our students. Missing from the immediate interaction of live teaching was the spontaneous, interactive ability to deviate from a lesson planner curriculum in order to address students’ questions and demonstrate principles in a kinesthetically meaningful way. This seemed to call for a “high tech/high touch“approach; one step in this direction was working with the bookstore to make MIDI keyboards available, that could be acquired with any kind of student financing just like a textbook. As my pedagogy evolved, it made more and more sense to start from the piano keyboard and allow the music theory and aural skills to involve organically or from that tactile approach. Further changes included the elimination of paperwork of any kind – written assignments in music composition, Analysis, and arrangement and all be accomplished by adopting open source, free notation software such as MuseScore.

As I move towards implementation for fall of 2022, I have been motivated to join several other CETL groups including OER/public domain materials, creating my own E publication materials, as well as strategies from the “tell, show, do, inform“certificate, the indigenous 101 group, and the crucial conversations certificate. Is my plan to have these Materials ready to deploy by fall semester 2022, so that the only expense for the students we’ll be there MIDI keyboards and their willingness to learn.

5. A Mixed Methods Study of the Impact of an Undergraduate Course on the Intercultural Competency of Undergraduate Students

Elizabeth J. Sandell, Professor, College of Education

The purpose of this mixed methods study was to learn about the intercultural competency (ICC) of undergraduate students, during Fall 2021. ICC is defined as “ability to shift cultural perspective and adapt behavior appropriately to cultural differences and commonalities (Hammer & Bennett, 2010).”

For ten years, the investigator has used the Intercultural Development Inventory (IDI) for pre- and post-instruction assessment in Human Relations in a Multicultural Society (HR). Data analysis showed consistent trends in ICC, regardless of the students’ academic majors, age group, gender, citizenship, or temperament.

In Fall, 2021, the HR instructor noticed that some pre-instruction IDI scores were unusually high. The higher scores were among students who had already completed another course, Critical Race Theory in Education (CRT). Researchers hypothesized that (1) individuals who completed CRT would actually begin the HR course at a higher level of ICC compared to students in the past semesters, and (2) individuals who completed CRT would make larger gains in their ICC during the HR course than other students.

Archived data suggested that individuals who completed CRT did begin the HR course at a higher level of ICC. However, CRT students made no statistically significant change in their ICC score as a result of the HR course. Students without CRT did make statistically significant change in their ICC score. In fact, there was no statistically significant difference between the groups by the conclusion of the HR course.

For the qualitative study, ten subjects were randomly selected from among those who completed the course. The Intercultural Knowledge and Competence VALUE Rubric (Rhodes, 2010) was used to define these themes: knowledge about cultures, curiosity about other cultures, and empathy toward other persons. Raters included ten students participating in an undergraduate research team in the College of Education. This study has not concluded yet. Qualitative results will provide more explanation and understanding of instructional design as researchers further analyze the data.

6. The effect of a flipped classroom teaching approach on improving students’ performance and decreasing the opportunity gaps in the gateway course

Lyudmyla Stackpool

Gateway courses General Chemistry 201/202 help students learn the foundational skills and knowledge to succeed in upper-division chemistry courses that are required for all degrees in chemistry or biochemistry, several majors in biological sciences, and other non-science majors. Unfortunately, for many students, these courses can work as “roadblocks“that slow down a students’ progress, leading to poor success rates, pass rates, and retention rates. Historically, underrepresented college students, first-generation college students, or lower-income students have the lowest rate of success. This strongly suggests that course redesign should be evaluated.

In spring 2022, I implemented the flipped classroom model in my Chemistry 201 class. My research objectives address two key questions:

1. Will the implementation of a flipped classroom teaching approach decrease the C-DFW rate in the diverse student population of Chemistry 201 in spring 2022 compared to spring 2021 and if so, to what extent?

2. Will a flipped classroom teaching model supported by a faculty-facilitated learning enhancement model for tutoring, contribute to decreasing the opportunity gaps in Chemistry 201?

The student grades will be collected from the Office of Institutional Analytics and Strategic Effectiveness for the two spring semesters of 2021/2022. This data will be analyzed using logistic regression analysis. The qualitative summative content analysis will be utilized in analyzing the data obtained from the student surveys.

I am convinced that the flipped classroom teaching model can strategically provide additional help to a significant number of the students which is not feasible during standard office hours or limited class time. Conducting this research enhances my confidence; widens the spectrum of ideas considered for implementation, and contributes to my professional development.

7. COIL Best Practices

Erica Johnson

The COIVD-19 global pandemic brought many education abroad programs to a halt as international border and global travel ceased. This unprecedented shift of limiting global travel around the world served as a catalyst for adopting new methods for HEI’s to engage globally on a virtual platform, particularly through video conferencing software such as Zoom. One rapidly growing engagement and teaching method is COIL: Collaborative Online International Learning. While the idea of virtual collaboration between HEI faculty and their classes isn’t new, the swiftness of adopting this methodology is.

The aim of the literature review is to examine new and emerging best practices of the COIL teaching methodology. The study will specifically look at any research which focuses on the intersection of COIL methodology around issues of DEI, flipped classrooms, intercultural awareness/competence and other “soft skills“and human growth & development outcomes that stem from global engagement opportunities. Additionally, this review will also look for issues or best practices in the realm of technology, including software/hardware, data privacy across international borders, translation tools, and technology access and connectivity structures. This research will also serve to examine the ways in which HEI’s are utilizing the United Nation’s Sustainable Development Goals (SDG’s) as context/platform to develop COIL programming.

This research will lay a foundation to enrich the training offered to MSU faculty in COIL through CETL and build a repository for continuing scholarly research and engagement around new and emerging global teaching and learning opportunities.

8. Factor Identification for Success Rate Improvement in ME341 (Linear System)

Min Li

This project is motivated by the observation and student feedback that many students struggle to understand the topics and materials covered in ME341, not to mention applying these materials to solve real-world problems. Because of this, the success rate of this course is low, many students cannot successfully move forward to senior year and need to stay in the university for additional one or two years. The objective of this project is to identify the factors that affect students’ success rate in ME341. The information of the students who took ME341 during the past 10 years has been collected with the assistance of Office of Institutional Analytics and Strategic Effectiveness. Meanwhile, more detailed information is obtained by surveying the current junior and senior students who took ME341 recently. Statistical analysis, such as correlation analysis, has been conducted to identify the factors that affect the success rate significantly. This project also has the potential to not only improve the program admission review process and get transfer students well prepared, but also benefit the teaching and learning of other upper-level courses.

9. Predictive Factors of Student Earning a DFW in Chemistry 191

Jeffrey R. Pribyl, Lina Wang, Ashley Flynn

Predictive factors for students receiving a D, F or withdrawing (DFW) from the Chem 191 course at Minnesota State University Mankato (MSU) were investigated. The course is a general education requirement for students majoring in Electrical Engineering, Mechanical Engineering and Civil Engineering. Data shows that 22% of students who enroll the Chem 191 over the past 7 years received a D, F or withdraw. Factors investigated included, but were not limited to, gender, high school GPA, international vs. domestic students, students of color, and race. Statistics were run using a logistic regression analysis to determine if there were any significant factors that could be seen as predictive factors. If predictive factors are found, the next step is to implement strategies to help these students succeed in Chem 191.

10. CETL Faculty Fellows Program — Quality Improvement in Online Teaching and Learning

Fatih Bektas

In Spring 2020 semester, the course delivery had shifted to “online“at Minnesota State University, Mankato. It was an emergency situation that the faculty tried their best to deliver the courses; the result resembled to teaching but not well thought out. Soon after the completion of the semester, it was understood that the situation was not temporary, and the faculty would have needed to transform courses to online delivery partially, if not fully, in the 2021-22 academic year. In technology and engineering programs, some courses have a laboratory/lab component where students apply theoretical knowledge that they learn in lectures to hands-on applications. These lab sessions develop students’ practical knowledge and prepare them to industry environment. Teaching courses with a lab component is naturally challenging in online environment. Personal experience corroborates that. In my work under CETL Faculty Fellows Program, I will document the experience of faculty during online delivery via an internal survey. How did they start to deliver the courses with lab component and how did the delivery had evolved? Or do they revert to traditional means? I will also try to document the experience at the receiving end; similarly, I will survey my students of their experience. The pandemic has certainly created a paradigm shift. Anecdotally, I see colleagues implementing online tools in their teaching, and the university want to increase enrollment via partnering with institutions (e.g., 2-year colleges). Online teaching looks like to be part of our delivery in some form. The information from this study could help tailor how courses with lab component could be delivered effectively to students that do not reside in Mankato.

*11.* *Online resources, equity, and ethics*

Nazli Yilmaz Wodzinski

In recent years, engineering program students have been using online resources such as YouTube, Khan Academy, Chegg, and Course Hero for their gateway courses. In a study conducted by 2020-21 AY participants and facilitator of *Decreasing Opportunity Gaps in Gateway Course Cohort* (Basak Bektas, Pavan Karra and Jeffrey Pribyl), CIVE Program Retention Survey project results show that a large portion of students (36.8% of participants) prefer to get online help for the courses that they struggle with. Students second and third preferences were help from the instructor (26.3%), and help from MNSU tutoring services (15.8%). Online resources can be used in various ways such as getting help from online tutors, watching videos of solved examples and theoretical content. These resources, unfortunately, also have been frequently used to obtain solutions for uploaded written assignments and exams. The majority of the online resources require a membership fee. If some students increase their success in gateway courses because they can afford these memberships, this creates an equity gap. In this project, via a survey that is filled by engineering students that took Mechanics Series courses, we will examine how the online resources are used. We aim to determine if these widely used resources are creating an opportunity gap and an ethical dilemma.

12. Trauma-informed Intersectional Mentorship as Praxis toward Feminist Liberation

Yalda N. Hamidi

I have been an international graduate student in the US for about a decade, including the entire Trump presidency and during Muslim Ban. On top of what graduate school and #phdlife can bring to an international student, this period has filled my life with multiple personal and collective traumas. I could not see my family for close to six years; I gained a considerable amount of unhealthy weight during my Ph.D., and I had to confront multiple crises in my mental and emotional wellbeing. I am afraid to admit that graduate students in my program and those who reached out to me through mentorship programs in academic conferences, including NeMLA, have to deal with the same problems. In response, as I moved to my job as assistant professor of Gender and Women’s Studies at Minnesota State University, I started capitalizing on my deep knowledge and personal experience to invest in a different type of mentorship for my students: trauma-informed mentorship. Trauma-informed mentorship, still in progress, relies on four principles: First, addressing oppression loud and clear to avoid reproducing power structures. Two of the primary oppressive systems that I frequently address in working with my mentees are racism in academia and the ignorance of white feminism toward intersectionality. Second, my mentees and I study the work of women of color on professionalism to familiarize ourselves with suggested coping mechanisms in response to a presented situation. Third, through relying on the same scholarship, trauma-informed mentorship emphasizes trigger warnings and recognizes the existence of mental and physical disabilities in graduate students. However, I propose a wider frame for incorporating traumas caused for communities through governmental violence, imperial interventions, and colonial histories of racism, war, displacement, and invasions. Finally, trauma-informed mentorship sees mentors and mentees as a community of learners and builds upon feminist pedagogy to identify mentorship as a praxis toward liberation.

# **Appendix B- Racial Equity Advocate Narratives**

These narratives can be accessed by [clicking here](https://mnscu-my.sharepoint.com/:f:/g/personal/jm2494fg_minnstate_edu/EqmjJ4wxj2tCqI0V0ye6Cz0BnMEDd2nvAQbZxh4cxaHD5w?e=F9lb2X).

# **Appendix C- Action Assessment Assessment 2021-2022**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Please select the response that most accurately reflects your experience with completing an action assessment project. - This action assessment yielded a meaningful product for my department. | Please select the response that most accurately reflects your experience with completing an action assessment project. - I am satisfied with the intellectual work that we engaged in. | Please select the response that most accurately reflects your experience with completing an action assessment project. - Having CETL support for this project was instrumental to its success. | Please select the response that most accurately reflects your experience with completing an action assessment project. - I would recommend an action assessment to a colleague. | What did you like about the process of completing an action assessment project? | How could the action assessment project process be improved? |
| Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Being compensated for our collective labor on behalf of the department | I have no suggestions |
| Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Meeting the needs of the dept. A lot of structural support. Follow up and data analysis. | Keep up the good work. More depts need to know about this. |
| Agree | Agree | Agree | Agree | Engagement in seemingly productive dialogue. | Not falling into whiteness in the last meeting. |
| Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | It was fantastic having an outside facilitator (external to the department) with lots of experience in this kind of work to help guide and focus our work. I think we benefitted a lot from the examples we saw from other departments, and having someone help ask questions we hadn't considered and offer perspectives about how to gather meaningful information and assess our practices and curriculum. | Truly I don't know - I thought this was the best-run CETL-sponsored program I've participated in, and has given us a great set of tools to continue working on procedure and curriculum revisions in an equity-minded way. |
| Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | The collaboration with my colleagues and their vulnerability to share scenrios in their practice that revealed some areas for growth. | This is a tough one. I think we had a good sized group. But, I'd say a racially diverse faculty member (non-White) as part of the group. However, we don't have such a person. Another thought, maybe there is a student component or advisory component that comprises White students and students of color. |
| Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | The project collected vital information that will be used to refine our curriculum, course work and procedures. | Continued engagement in projects with our Department as we move forward. Thank you! |
| Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Being a first year assistant professor, I am new to the concept of action assessment. I loved the collaborative nature of the project. Beth learned about our vision and we co-designed a plan for assessment. Beth is an incredible leader with a heart for racial equity and social justice. Our meetings not only taught me about the process of conducting research but our meetings were therapeutic. I cannot begin to express how much I learned from this research project. I hope that we may continue this work in the future. | I have no suggestions! I'm certain more departments could benefit from this work. |
| Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Taking time to think together as a group and collaborate. I believe our discussion and the final product developed over time and thanks to multiple conversations. | I thought it was well designed! I appreciated the open-ended nature of this process. |
| Strongly Agree | Strongly Agree | Agree | Agree | The opportunity to work with like-minded colleagues on something that really matters. I feel like we actually accomplished something... which is rare for committee work! | Honestly I appreciated that the faculty pretty much got to run the show but there was built-in support to guide us. I had been worried that someone might try to "take over" the work, but that wasn't the case at all. No improvements come to mind. |
| Agree | Agree | Strongly Agree | Agree | Beth did a great job of facilitating the process, setting up the timeline, and working with our specific interests and needs. | Based on this year's projects from different departments, develop several models of action assessments that other departments can use and modify to fit their own needs. It was difficult for me to understand exactly what this project is supposed to look like, so having some good examples will be helpful. |

# **Appendix D- CETL Short Course Evaluation Data**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| What program(s) did you attend this semester? | Did the content of the program meet your expectations? - Selected Choice | Did the content of the program meet your expectations? - Unsure - Text | What strategies that you learned in your certificate program are you implementing in your courses this semester? | What has been the impact of those strategies on your students' learning? | What was the most beneficial element of the program? | What was the least beneficial element of the program? | Have you already implemented any ideas or techniques from the program into your work? | How likely are you to participate in another CETL professional development program within the next 12 months? Select one. | What teaching and learning topics would you like to see offered in future CETL programs? | How might your experience with CETL professional development programs be improved? |
| Both days of the new faculty orientation (all sessions) | Unsure | Parts of the orientation were very helpful, others were not | The introduction to D2L was very useful. Also, some of the strategies shared regarding classroom engagement were useful (e.g. concentric circles). I've used both in my courses. | Hopefully a better student experience. | D2L overview - more time on this would have been useful. | Library overview, engaged classroom demonstration (fun but not super useful without more explicit discussion of strategies and how they might apply to other classes) | Yes, I have already implemented ideas or techniques from the program. | Somewhat likely | Unsure | Unsure |
| Well Tech Bootcamp | Unsure |  | I think I learned about trying to care for myself in stressful time here at the university. |  | Getting to know people from across campus | I'm not sure | No, I have not implement ideas or techniques from the program | Somewhat likely | not sure | not sure |
| Engaging Learners with Badges | Yes |  | This semester, I've already incorporated multiple badges into a course. | While it is too soon to objectively determine the impact, students have reported excitement in achieving badges. I anticipate increased engagement with course assignments and tasks in the future. | The course did an exceptional job of incorporating specific actionable steps/tasks that could be implemented into a current or future course. | Nothing specific comes to mind. Time on task for each of the 4 class sessions was utilize well. Expectations were clearly specified with regularly reminders and updates provided. | Yes, I have already implemented ideas or techniques from the program. | Extremely likely | What strategies and tactics (supported by research) engage students? A FlipGrid course would be good (if it isn't already offered). | I have thoroughly enjoyed each CETL course! No suggestions. |
| Trauma Informed Certificate | Yes |  | The content was very reinforcing and validating of practices that I was aware of and use. | I hope that by taking a trauma informed approach, my students feel connection and trust which leads to more positive outcomes. | Connection with others on campus | I think the program is very much geared toward beginners. I would love a certificate that helps to extend knowledge and application of this content. | Yes, I have already implemented ideas or techniques from the program. | Extremely likely | More advanced trauma-informed instructional practices; how to decolonize and create anti-racist syllabis | More advanced content (I did not know this would be focused on beginner knowledge) |
| Collaboration Strategies Using Microsoft Teams | Yes |  | I have learned a variety of strategies like setting up a new team, as well as the various options that we as faculty have when using Teams with out students. | I have only begun to use Teams in one of my methods classes, but my plan will be to implement into multiple classes during the spring semester. | Learning about all of the different things Microsoft Teams has and that we can as a means to more effective teach our students. | I was very unfamiliar with using Microsoft Teams so I cannot think of anything that was not beneficial. | Yes, I have already implemented ideas or techniques from the program. | Extremely likely | At this time I cannot think of any specific topics. | At this time I am unsure. I feel CETL does a nice job of offering relevant content for faculty. |
| Ungrading | Yes |  | None yet - hoping to in the fall | NA | Having faculty that were implementing upgrading share experiences and resources, as well as, how to set up in D2L | Nothing | No, I have not implement ideas or techniques from the program | Extremely likely | More advanced workshops with D2L and critical pedagogy | I honestly cannot think of anything - this course was wonderful - excellent instructors and the flexibility for hybrid was key with a busy schedule |
| COIL | No |  |  |  | I think COIL is a great model for building a cross-cultural experience, but it needs to be delivered with a little more structure and cultural compentecy. | I didn't feel I learned a lot, and I feel there was not a lot of cultural consideration on how to make sure your classroom is an inclusive space that doesn't center western ways of learning. | I have implemented some of the ideas or techniques and plan to implement more | Somewhat unlikely | n/a | More culturally aware and transnationally inclusive content in courses would be great |
| Un-grading | Yes |  | none but plan to in the future --I think the mastery grading will fit with one of my classes | na | seeing examples | na | No, I have not implement ideas or techniques from the program | Somewhat likely | ? | none |
| Ungrading certificate | Yes |  | labor-based grading | allowing them flexibility | all | none | Yes, I have already implemented ideas or techniques from the program | Extremely likely | similar topics | in-person |

# **Appendix E- Non-Instructional Professional Development**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Please select the responses that reflect your experience in this CETL program. - This panel addressed an important facet of my professional development. | Please select the responses that reflect your experience in this CETL program. - Panelists provided useful and interesting content on this topic. | Please select the responses that reflect your experience in this CETL program. - I will use the content gleaned from this session to advance my professional growth. | Please select the responses that reflect your experience in this CETL program. - This program provided a supportive collegial community for pursuing professional growth. | Please select the responses that reflect your experience in this CETL program. - I liked the format of this CETL program. | Please select the responses that reflect your experience in this CETL program. - The time commitment for the session was manageable. | Please select the responses that reflect your experience in this CETL program. - I would recommend a CETL faculty panel to a colleague. | Please share any comments related to your responses above. | What did you like about the session? | What suggestions do you have for improving programs like this in the future? |
| Strongly agree | Strongly agree | Strongly agree | Strongly agree | Strongly agree | Strongly agree | Strongly agree |  |  |  |
| Agree | Agree | Strongly agree | Strongly agree | Agree | Strongly agree | Strongly agree |  |  |  |
| Strongly agree | Agree | Agree | Strongly agree | Strongly agree | Strongly agree | Strongly agree | N/A | Hearing the different perspectives from each of the presenters and the fact that there were a wide range of activities one could consider as part of their sabbatical | Great job! Keep as is. You could have breakout sessions where attendees could go into a breakout room and have sessions with any specific presenter. |
| Strongly agree | Strongly agree | Agree | Strongly agree | Strongly agree | Strongly agree | Strongly agree |  |  |  |
| Agree | Strongly agree | Agree | Agree | Agree | Agree | Agree | Need more on the process, how, when to apply, what you finacially get during it, how to get grants ect to cover other expenses. | The personal examples | I would suggest less examples and more on the process. I did not know there was an internation sabbtical and it was not directly talked about. |
| Agree | Agree | Agree | Agree | Agree | Agree | Agree |  |  |  |