

Minnesota State University, Mankato
Application for Promotion to Full Professor

Elizabeth Sandell

October 2014

INTRODUCTION

Please consider my application for promotion to Full Professor. Evidence is provided to illustrate how my work shows sufficiently cumulative records of consistent positive professional performance and professionally competent achievement appropriate to promotion to Full Professor. My curriculum vita provides a more comprehensive view of my professional career. The CV, along with extensive documentation, is included in my electronic portfolio at <http://faculty.mnsu.edu/elizabethsandell/>

Throughout my work at MSU, Mankato, you will see themes of leadership (e.g., department chairperson, Acting Director for CETL, and Interim Director for URC), global solutions (e.g., international partnerships, collaborative research agendas and publications, and intercultural competence), and extraordinary education opportunities (e.g., undergraduate student research, service learning, graduate student mentoring).

My mission is to lead, organize, and teach people in transition, so they grow in faith and hope, control their own decisions and resources, and use their gifts and talents. I have completed 9 years as a full-time faculty member at Minnesota State University, Mankato. During Academic Year 2005 – 2006, I was hired as a Fixed Term Assistant Professor. I was hired on the tenure track as Assistant Professor in 2006. I earned tenure in 2010 and was promoted to Associate Professor in 2011. In addition to my regular duties as a tenure-track professor, I was EEC Department Chairperson (2006 to 2008); Acting Director of MSU, Mankato's Center for Excellence in Teaching (2009); member of the MSU Graduate Faculty (2010 – present); and Interim Director of MSU, Mankato's Undergraduate Research Center (2014).

This hard-copy application describes my overall activities as a full-time professor but concentrates on my activities since 2010, i.e., just after the date of my original application for promotion to Associate Professor. The professional electronic portfolio will introduce my work in teaching and learning. The portfolio provides information about:

- An up-dated curriculum vitae
- Details and documentation about my educational and work experience
- My teaching philosophy, courses, and student feedback
- My research and scholarship interests and productivity
- My community service activities
- Letters of recommendation from my colleagues
- Student course evaluations
- Student comments about my teaching, professionalism, and contributions to their development

TEACHING

Evidence is provided to illustrate how my teaching across all assignments has a sufficiently cumulative record of consistent positive professional performance and professionally competent achievement appropriate to promotion to Full Professor. I have used course assessment data to adjust instruction; redesigned EEC 222w, Human Relations in a Multicultural Society, to heighten student cultural competence experiences; and prepared the cultural competence report for documentation purposes with the College's re-accreditation visit. Extensive documentation is included in my electronic portfolio at <http://faculty.mnsu.edu/elizabethsandell/>.

A. Teaching History

The chart on the following page shows my teaching history at MSU, Mankato. Data provided by MSU's Institutional Research, Planning, and Assessment indicate that I generated approximately 3000 student credit hours, about 430 student credit hours per year on a full-time basis (FTE) (i.e., not including time for department chairperson or Acting Director for CETL).

B. Teaching Approach

My approach to teaching is about transformation rather than information. In other words, as a teacher, I am intentional about seeking ways to transform concepts into terms that can be understood, internalized, and applied by learners. In the past, teachers created the future; now, too often, we are reacting to the future. I want to foster the development of colleagues who take informed action to create the future. Teaching is important to me because it exercises one of my natural gifts, and teaching gives me an opportunity to influence the future. I want to teach with such distinction that others would be able to identify our graduates by their distinctive lives.

C. Teaching and Learning Materials

I work hard to intentionally and thoughtfully determine best uses of space and environments, technology and manipulative materials, and active learning techniques. I vary the styles in which I present information, so I can reach as many students as possible. I blend combinations of lecture, interactive activities, small group discussions in-class writing assignments, and in-class demonstrations. I encourage students to engage in the course through requiring participation, forming learning teams, making activities interesting and interactive, encouraging use of data and rational discourse, requiring hand-in assignments, involving myself to foster learning, and incorporating peer feedback.

Figure 1: Teaching history since Fall 2005 – number of students per course each semester compared to time teaching and student credit hours generated

Course	F05	S06	F06	S07	SS7	F07	S08	SS8	F08	S09	F09	S10	F10	S11	F11	S12	SS12	F12	S13	F13	S14	F14
Intro to EI Ed									24	24	22											
Human Reltns												25	38	45	78	85	3			57	44	56
Learning Dvlpt							25				26											
UG Research									2						2	2				5	6	1
Health& Safety										24		24										
Curr & Assmt				28																		
Infants/ Toddl	22								21		23		12									
IT Field Exp	22								21		23		12									
Pre-Kdgtn Meth												31		8								
Pre-Kdgtn Exp												31		8								
Kindergtn Meth	20	28	34	22							22											
Kindergtn Exp	3	7	15																			
Teacher- Par	13																					
ECE Supervsn		5				1																
Indep Study		1		2			1		5	5	7	2										
Primary Math/ Sci Field Ex						18																
ECSE Assessment						3																
Education in US						20	14		7	2												
Thesis Credits							1		1	2												
Total # Students	80	41	49	52	1	42	41	10	81	57	123	113	62	61	80	87	3			62	50	57
Teaching Time	1.0	1.0	.50	.50		.50	.50		1.0	.75	1.0	1.0	1.0	1.0	1.0	1.0				1.0	1.0	1.0
Stu Credit Hours	190	110	117	158	3	57	92	44	203	185	302	307	276	177	244	265	12			184	148	150 est.

Notes: Based on data provided by MSU’s Institutional Research, Planning, and Assessment.

* I was EEC Department Chairperson in AY07 and AY08, with .5 FTE release time for chairperson and .25 for ECE coordinator.

* I was Acting Director for CETL in Spring AY09, with .25 FTE re-assignment.

* I was Interim Director for URC in Spring AY14, as an overload assignment.

* I was on sabbatical leave for the Academic Year 2012 – 2013.

With increasing emphasis on technology-supported teaching and learning, I have worked to learn a minimum of one new technological skill each semester. Here is a list of training which prepared me with technology skills that I have incorporated into my teaching. Documentation and examples of work products are included in my electronic portfolio.

- Developing Online Course Content
- Getting Started with eFolio
- Lecture Capture System
- Just JING It!
- SoftChalk Short Course on Interactive Learning Presentation Activities
- Editing Techniques to Improve Writing
- Using Electronic Resources for Research
- Getting Started with iPad
- The Basics: iPad
- Advanced iPad Features
- iPad Applications for Teaching and learning
- Enterprise Technologies to Facilitate Instruction
- Applying the Quality Matters Rubric to online teaching and learning
- Quality Matters Introduction and Overview

I have used Desire2Learn for each course since I started teaching at MSU. I have learned and incorporated these features of Desire2Learn:

- NEWS/Course Home and linking News to Contents
- CONTENTS – uploading documents, linking to external resources
- Discussion Boards and Chats
- Dropbox for submitting assignments
- Creating rubrics for grading assignments easily within the platform
- Quizzes – importing question bank from publishers of textbooks
- Quizzes – randomization of questions and answers from test bank
- Quizzes – online grading
- Surveys – to collect student input for class discussion
- Class list – for communicating with students
- Class list – for dividing students into small groups for online work
- Course Builder – to create and organize modules and learning objects
- Grades – connecting completed quizzes, dropbox submissions, activities, and grades
- Seating chart for attendance
- Glossary – uploading from publisher and adding new terms
- Import / Explore / Copy Components
- View User Progress to see which students are engaged in online activities

D. Student Assessment Methods

As much as possible, I intentionally align the curriculum and instruction with assessment and evaluation. With in-class activities and short assignments, I encourage learners to record their accomplishments and progress during the teaching series. I vary my evaluation techniques, so learners with different abilities have an opportunity to perform well. I incorporate many “low stakes” assignments throughout the term, so the learners can receive feedback on their thought processes and their understandings in ways that will not jeopardize their progress toward a degree. I design assignments that build or scaffold on each other, so that skills learned in earlier assignments can be applied to new material. For major assignments, I create rubrics that define and illustrate the standards of performance. Peer review is used so that learners practice valuing each person’s contribution to their feedback.

Using course student assessment results, I prepared the cultural competence report for documentation purposes with the College’s re-accreditation visit. According to the baseline assessments (Sandell, 2011), most of the undergraduates began the semesters in cultural orientations of Denial, Polarization, and Minimization. Students also began the semesters with low levels of Cultural Disengagement, meaning that they felt some lack of involvement in core aspects of being members of a cultural community. Students also reported lack of experience and knowledge about cultures other than their own, specifically the Dakota culture native to southern Minnesota and recent immigrants from Africa. By the end of the semester, students in Human Relations have enhanced their cultural competencies. Students in the course during Fall 2011 (with curriculum revisions) had statistically significant higher post-instruction mean Developmental Orientation scores than pre-instruction mean scores. The instructional revisions appear to have helped students improve their Developmental Orientation scores.

E. Student Responses

The evaluation of my teaching is based on several strategies, including student surveys throughout the term and colleague observation and feedback. As courses progress, I may make mid-course changes in methods or materials based on what I learn about the students in the course. For example, periodically, I have students complete a “muddiest point” survey at the end of a class meeting. This tells me about the areas of the lesson or assignments about which students are unclear – and where I can improve my teaching.

My student evaluations have been consistently strong. Each semester, my composite scores were at least 3.00 on a five-point scale, with one exception in one course. Evaluative and grading techniques were rated at 2.63 in a course in AY12. As a result, during my sabbatical leave, I reviewed and redefined the course products that would be graded and the processes for grading those products. The revised assignment assessments are shown in the electronic portfolio. Overall, student feedback indicates that students appreciate my preparation for class, my availability in person and by email, my enthusiasm for teaching, and my efforts to keep students engaged during class time.

F. Academic Advisement – Undergraduate Students

Faculty members advise and mentor students as an important component of their teaching. Each year, I am assigned to approximately 90 undergraduate students for academic advisement. By serving as academic advisers and mentors, I provided effective guidance so students can maximize their educational opportunities and make critical decisions regarding education, career, and life goals. I seek to guide students to become responsible citizens of their profession and the global community. I help my advisees understand the nature of the academic advising process, address specific components of their academic program, and be responsible for their own teacher preparation program

I developed processes, including an Advising Survey, to solicit input from my advisees so that I can improve my academic advising. Advisees have been invited to respond on a 5-point Likert scale from 1 = strongly disagree to 5 = strongly agree. Most advisees agreed or strongly agreed that I was available during office hours or by email or telephone or that they could contact me fairly easily when advice was needed, that I take their interests into account when advising, refer them to the right people/places when needed, know where to seek answers if in doubt, and am concerned with their success as individuals.

G. Academic Advisement – Graduate Students

I was committee chairperson for two Graduate Student Capstone projects:

Afdahl-Doble, Calane, 2009. Vocabulary Development Among Spanish-Speaking Preprimary Children: Response to Family Literacy Intervention in the Home Language. Master of Science in Early Childhood Education. Alternate Plan Paper. Mankato, MN: Minnesota State University, Mankato.

Azarova, Vera. 2009. Pilot Test of a Quality Rating and Improvement System in Early Education Programs in Magadan, Russian Federation and in Minnesota, United States of America. Master of Science in Early Childhood Education. Thesis. Mankato, MN: Minnesota State University, Mankato.

SCHOLARSHIP

Evidence is provided to illustrate how my research and scholarship have sufficiently cumulative records of consistent positive professional performance and professionally competent achievement appropriate to promotion to Full Professor. Extensive documentation is included in my electronic portfolio at <http://faculty.mnsu.edu/elizabethsandell/>.

A. Academic Work since 2010

During the past four years, I have concentrated my research on developing cultural competency among undergraduate students. This subject, and its related projects, have related to my goals in teaching (Human Relations in a Multicultural Society), scholarship (research on cultural competency and on teaching and learning), continuing professional development (conference attendance, structured reading, in-service training), and service to students (grants and mentoring) and community. My research projects, including those with undergraduate student researchers) have yielded these results:

1. Undergraduate students (usually second-year students) arrive at the Human Relations class with polarization orientation or ethno-centric minimization orientation to cultural differences and similarities (McNabb & Tupy, 2011).
2. With traditional knowledge-based assignments, students showed no statistically significant differences between IDI scores at the end of the semester when compared to the beginning of the semester (McNabb & Tupy, 2011).
3. With intentional assignment to service learning with a culture different than theirs, students showed statistically significant differences between IDI scores at the end of the semester compared to IDI scores at the beginning of the semester (Tupy, McNabb & Leidell, 2012).
4. With interactive, experiential assignment to a cultural partnership, students showed statistically significant differences between IDI scores at the end of the semester when compared to the beginning of the semester (Sandell & Tupy, 2012).
5. There were no statistically significant differences between scores received by students according to their gender, age, academic major, academic classification (Tupy, McNabb, & Leidell, 2012) or personality temperament type (Akyeampong & Onadipe, 2014).

B. Publications

Sandell, E. J. and Tupy, S. 2014. Where cultural competency begins: Changes in undergraduate students' intercultural competency. (In review with the *International Journal of Teaching and Learning in Higher Education* [ISSN 1812-9129].)

Maas, K. M., Prew, P., and **Sandell, E. J.** 2013. Survival in Soviet gulags: A secondary analysis. *The Global Studies Journal*, 5(3) 111 – 120.

Sandell, E. J. and Klypa, O. V. 2012. Kindergarten in Russia's Far East: The Effect of Climate. In S. C. Wortham (Ed.). *Global Perspectives in Early Childhood Education: Common Characteristics and Unique Qualities in Preschool Programs*, pages 57 – 66. New York, NY: Springer Publishing Co. ISBN 978-94-007-4971-9.

McNabb, C., Tupy, S. J., and **Sandell, E. J.** 2011. *Change in Cultural Competency among Students during an Intentional Human Relations Experience*. Journal of Undergraduate Research, 11. Mankato, MN: Minnesota State University, Mankato.

Sandell, E. J., Klypa, O. V., and Taratukhina, M. S. 2010. Overview of curriculum development in the Russia. In J. D. Kirylo & A. Nauman (Eds.), *Curriculum development: Perspectives from around the world*, pages 295 – 306. Olney, MD: Association for Childhood Education International. ISBN 978-0-87173-176-0.

Sandell, E. J., Hardin, B. J., and Wortham, S. C. 2010. Using ACEI’s Global Guidelines Assessment for improving early education. *Childhood Education: Infancy through Adolescence*, 86(3), 157 – 160.

C. Other Publications

Sandell, E. J. 2011. *Assessing intercultural competence among undergraduate students: baseline data and analysis*. Monograph. Mankato, MN: Minnesota State University, Mankato.

Blackhurst, A., Wenger, G. and **Sandell, E. J.** 2009. *The value of undergraduate research and creative activity in the tenure and promotion process at Minnesota State University, Mankato*. Monograph. Mankato, MN: Minnesota State University, Mankato.

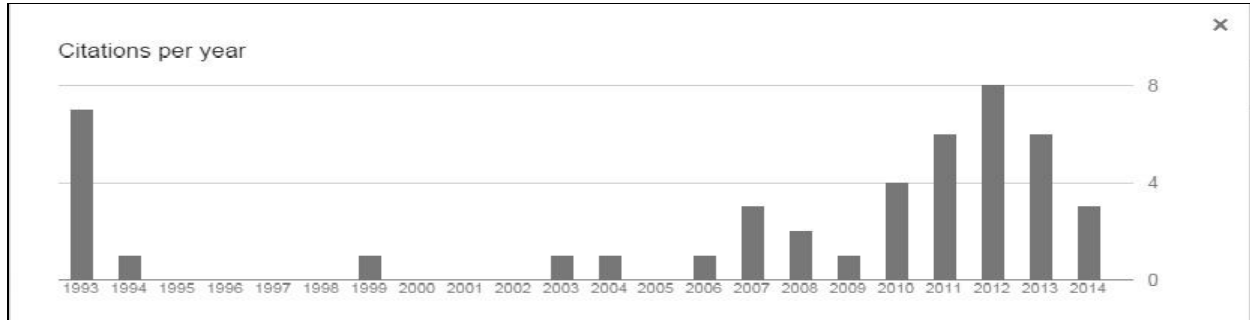
D. Academic Citations

My scholarly works are cited in the academic literature. Academic citation counts for my academic works with 5 or more citations (rank-ordered by citation count).

Figure 2: Number of citations for each article or chapter
(from Google Scholar)

Article or Chapter	Journal or Book	Citations
Impact of international education experiences on undergraduate students E. J. Sandell	2007, Delta Kappa Gamma Bulletin 73(4), 12.	15 (1 in 2008 and 2009; 6 in 2011; 5 in 2012; and 2 in 2014)
Using ACEI’s global guidelines assessment for improving early education E. J. Sandell, B. J. Hardin, S. C. Worthan	2010, Childhood Education, 86(3), 157-160.	8 (2 in 2012; 5 in 2013; and 1 in 2014)
Fostering global-mindedness in teacher preparation G. Zahn, E. J. Sandell, C. Lindsay	2007, International Journal of Teaching and Learning in Higher Education, 19(3), 331-335.	5 (3 in 2010; 1 in 2012; and 1 in 2013)
Parents in the schools E. J. Sandell	1998, in Home School Relations: Working Successfully with Parents and Families	5 (1 in 2006; 2 in 2007; 1 in 2008; and 1 in 2010)

Figure 3: Citations per year
(from Google Scholar)



E. Professional Conference Presentations

Oral presentations are an important part of academic life. Professors present at international, national, and local conferences to learn about related research and to contribute to the body of knowledge in the field. Presentations are also a great way to see how the audience responds to our ideas. I use them as the first step towards publishing. The conference presentations provided opportunities for me to network with colleagues. I received feedback on my own ideas presented during conference sessions. I learned about new developments in early education and teacher education. I met colleagues with whom I already am collaborating on research or writing projects. These experiences also gave me ideas about involving undergraduate students in research and scholarly projects. My presentations about education in the Far East of the Russian Federation have resulted in chapters in two books about education throughout the world. Here is a list of my refereed international and national conference presentations during the past few years:

- Sandell, E. J. 2012. *Changes in undergraduate students' orientation toward cultural differences* presented to the annual conference of the European Early Childhood Education Research Association, Porto, Portugal.
- Sandell, E. J. 2012. *Impact of a Cultural Partnership on the Intercultural Competence of Undergraduates*. International Conference on Education, North-eastern State University, Magadan, Russia.
- Sandell, E. J. 20 June 2012. *Impact of a Cultural Partnership on the Intercultural Competence of Undergraduates*. Eurasia and Globalization: Complexity and Global Studies, Fifth Annual Global Studies Conference, Lomonosov Moscow State University, Moscow, Russia.
- Sandell, E. J. 22 September 2012. *Changes in Cultural Competency among Undergraduates during a Human Relations Course* presented at the Third Intercultural Development Inventory Conference: A New Frontier: Using the IDI to Build Intercultural Competence, Minneapolis, MN.
- Sandell, E. J. 25 October 2012. *Changes in Undergraduate Students' Orientation Toward Cultural Differences as a Result of an Intentional Human Relations Course* presented at the American Evaluation Association 2012 Conference, Minneapolis, MN.
- Sandell, E. J. 2012. *Quality Assessment in Early Education* presented to the Education Faculty of Firat University, Elaziğ, Turkey.

- Sandell, E. J. 2012. *Kindergarten History and Best Practices* presented to the Education Faculty of Firat University, Elaziğ, Turkey.
- Sandell, E. J. 2011. *Kindergarten in the Far East of the Russia: Tradition and Transition* presented at the Annual Conference of the Association for Childhood Education International, New Orleans, LA.
- Sandell, E. J. 2011. *From Theory to Practice in Early Education: Understanding Children's Development and Learning* presented at the Annual Conference of the Association for Childhood Education International, New Orleans, LA.
- Sandell, E. J. 2010. *Child Development and Behavior Guidance*. Symposium conducted for Agape Ministries Staff Development Conference, Kherson, Ukraine.
- Sandell, E. J. 2010. *Spice Your Lectures with Active Learning*. Symposium conducted for the Teaching Excellence and Achievement Program Alumni Conference, Baku, Azerbaijan.
- Sandell, E. J. 2010. *Improving Academic Writing with the 6 + 1 Writing Traits*. Symposium conducted for the Teaching Excellence and Achievement Program Alumni Conference, Baku, Azerbaijan.
- Sandell, E. J. 2010. *Global Guidelines task force*. Meeting held at the annual conference of the Association for Childhood Education International, Phoenix, AZ.
- Sandell, E. J., Stegelin, D., and Trube, M. B. 2010. *ACEI Global Guidelines train-the-trainer*. Symposium conducted at the annual conference of the Association for Childhood Education International, Phoenix, AZ.

F. Research Mentoring - Undergraduate Students

For the past six years, I have actively mentored undergraduate students in scholarly research projects. I am one of only a handful of faculty members in the College of Education who has provided a supervised process for undergraduate students to engage in research projects together. The American Association of Colleges and Universities has identified undergraduate research as one of ten "high-impact" educational practices. "Perhaps no single activity integrates the five criteria more effectively than undergraduate research, which represents the true blending of teaching and research in ways that benefit students, faculty, and the larger community." As a result, "faculty mentorship of undergraduate research and creative activity fulfills multiple purposes in the promotion and tenure process at Minnesota State Mankato" (Blackhurst, Wenger, and Sandell, 2009).

In 2012, I received an award for Undergraduate Research Mentor of the Year from the Undergraduate Research Center, Minnesota State University, Mankato, MN. Here is a list of the student research projects which I have mentored:

- Akyeampong, K. O. & Onadipe, O. (2014). "The relationship between temperament and changes in cultural competency among undergraduate students." Presented at the 2014 MSU Undergraduate Research Symposium, Mankato, MN and at the 2014 National Conference on Undergraduate Research, Lexington, KY. Recipient of a URC 2013 Supply Grant (\$500) and a URC 2014 Travel Grant to attend NCUR.
- Lieske, S.; Leidall, S.; & Munkvold, P. (2014). "What constitutes a welcoming community? Mankato leaders go beyond the 'Welcome Wagon' for new immigrants." Presented at the 2014 MSU Undergraduate Research Symposium, Mankato, MN and at the 2014 National

- Conference on Undergraduate Research, Lexington, KY. Recipient of an MSU Foundation Grant (\$1000.00 stipend and \$592.65 supplies) and a URC 2014 Travel Grant to attend NCUR.
- Lohrenz, E. & Pestereva, O. (2013). "Comparison of inter-cultural competency between American and Russian undergraduate students." Presented at the 2013 MSU Undergraduate Research Symposium, Mankato, MN, at the 2013 MN Conference of Undergraduate Scholarly and Creative Activity, at the 2013 National Conference on Undergraduate Research, LaCrosse, WI, and at the 2014 MN Undergraduate Scholars Posters at St. Paul. Recipients of a URC 2012 Supply Grant (\$500) and a URC 2013 Travel Grant (for NCUR).
- Koenig, E. & Lohrenz, E. (2012). "Impact of a cultural partnership on cultural disengagement of undergraduate students." Presented at the 2012 MSU Undergraduate Research Symposium, Mankato, MN and at the 2012 Fifth International Global Studies Conference, Moscow, RU. Recipient of an Honors Program Grant (\$500).
- Leidall, S. & Lieske, S. (2012). "Qualitative analysis of the impact of a cultural partnership on the cultural orientation of undergraduates." Presented at the 2012 MSU Undergraduate Research Symposium, Mankato, MN.
- Maas, K. M.; Prew, P.; & Sandell, E. J. (2012). "Survival in Soviet gulags: a secondary analysis," *The Global Studies Journal*, 5(3), 111 – 120. Presented at the 2012 Fifth International Global Studies Conference, Moscow, RU.
- McNabb, C. & Tupy, S. (2011). "Change in cultural competency among students during an intentional human relations course," *Journal of Undergraduate Research at Minnesota State University, Mankato*, 11, article 7. Presented at the 2011 MSU Undergraduate Research Symposium, Mankato, MN; at the 2011 National Conference on Undergraduate Research, Ithaca, NY and at the Third Intercultural Development Inventory Conference, Minneapolis, MN. Recipients of a URC 2012 Supply Grant (\$500), a MSU Foundation Grant (\$1000), and a URC 2011 Travel Grant (for NCUR). Recipient of an Outstanding Presentation award at the 2011 MSU Undergraduate Research Symposium.
- Theede, K. & Looft, M. (2010). "Fostering teacher understanding of Dakota and Lakota education experiences: past, present, and future," *Journal of Undergraduate Research at Minnesota state University, Mankato*, 10, article 8. Presented at the 2010 MSU Undergraduate Research Symposium, Mankato, MN.
- McMahon, K., Kennedy, A., Robb, K., & NESU Students. (2009). "*Cross-cultural understanding of philosophies of pre-service teachers.*" Presented as a Research Poster at the 2009 MSU Undergraduate Research Symposium, Mankato, MN. Recipient of a URC Grant.

G. Grants and Contracts

In addition to grants for undergraduate research projects, I have received about \$20,000 in grants and release time for my own research projects:

Faculty Research Grant, “Changes in Cultural Competency among Students in Human Relations Courses.” The grant was funded for \$5,000.00 during the academic year 2012.

Research Funds from the Research and Reassignment Committee of the MSU College of Education for financial support for two undergraduate students to participate in the National Conference on Undergraduate Research, 2009. Total request: \$2,084.

Faculty Research Release, “Impact of the ‘Global Guidelines Assessment’ in Four Schools in North America and Four Schools in Russia’s Far East.” College of Education, MSU, Mankato, for Fall, 2008. Total award: 3 credits release time.

Research Funds, “Translation and Pilot of the ‘Global Guidelines Assessment’ for Early Childhood Settings.” College of Education, MSU, Mankato, for Spring, 2008. Total award: \$2,716.86.

Teaching Scholar Fellowship from MSU, Mankato, Summer, 2008. “A Cross-Cultural Instructional Redesign Project with North-Eastern International University, Magadan, Russian Federation: Incorporating Guided Inquiry Learning and On-Line Teaching Strategies in EEC 227 Early Learning and Development.” Total award: \$6,300. The fellowship provided research and writing time to re-design EEC 227 to incorporate (a) cross-cultural instructional strategies; (b) on-line teaching strategies; and (c) process-oriented guided inquiry learning (POGIL).

H. Future Research Agenda

During the next few years, I anticipate working on research related to student cultural competencies. I plan to investigate:

1. Strategies for assessing intercultural competency that are specifically tailored to specific student populations.
2. Strategies for improving intercultural competency that are specifically tailored to specific student populations.
3. Comparison of qualitative data, interpreted from student reflection papers, with quantitative data.

CONTINUING PROFESSIONAL EDUCATION AND PREPARATION

Since 2010, I have participated in international, national, regional, and local opportunities for continuing professional education and preparation. Evidence is provided to illustrate how my continuing professional education and preparation shows a sufficiently cumulative record of consistent positive professional performance and professionally competent achievement appropriate to promotion to Full Professor. Extensive documentation is included in my electronic portfolio at <http://faculty.mnsu.edu/elizabethsandell/>. Evidence is provided about my participation in professional development workshops, professional reading, and professional organizations. Also, I completed continuing education hours and renewed my teaching licenses.

In 2012 – 2013, I was on sabbatical leave. Please see the [CESR newsletter](#) which summarizes how I used my sabbatical leave time.

My sabbatical goals included participation and presentations at three national or international conferences. The results included my participation at five conferences:

1. “The Impact of a Cultural Partnership on the Intercultural Competence of Undergraduates.” Education Conference, North-eastern State University, Magadan, Russia, June 11, 2012.
2. “The Impact of a Cultural Partnership on the Intercultural Competence of Undergraduates.” Global Studies Conference, Lomonosov Moscow State University, Moscow, Russia, June 20 – 22, 2012.
3. “Changes in Undergraduate Students’ Orientation toward Cultural Differences.” European Early Childhood Education Research Association, Instituto Superior de Engenharia do Porto, Porto, Portugal, August 30, 2012.
4. “Changes in Cultural Competency among Undergraduates during a Human Relations Course.” Intercultural Development Inventory Conference, Minneapolis, Minnesota, September 22, 2012.
5. “Changes in Cultural Competency among Undergraduates during a Human Relations Course.” American Evaluation Association, Minneapolis, Minnesota, October 25, 2012.

SERVICE TO STUDENTS AND CAMPUS

Evidence is provided to illustrate how my service to MSU students and the MSU campus community shows sufficiently cumulative records of consistent positive professional performance and professionally competent achievement appropriate to promotion to Full Professor. Extensive documentation is included in my electronic portfolio at <http://faculty.mnsu.edu/elizabethsandell/>.

A. Recognition Awards

Woman of Courage and Vision, 2013, President's Commission on the Status of Women and The Women's Center, Minnesota State University, Mankato, MN.
Global Citizen Award, 2012, International Center, Minnesota State University, Mankato, MN.
Undergraduate Research Mentor of the Year, 2012, from the Undergraduate Research Center, Minnesota State University, Mankato, MN.
Advisor Appreciation Award, 2009, to faculty advisor of a Recognized Student Organization, from the Office of Student Leadership, Minnesota State University, Mankato, MN.

B. Service to Students on Campus

My service activities on behalf of students are described in my electronic portfolio. Highlights include:

- a) Honors Program faculty participation
- b) Orientation for international students
- c) Friendship Family for international students
- d) Faculty Adviser for Recognized Student Organizations [Advisor Appreciation Award, 2009, to faculty advisor of a Recognized Student Organization, from the Office of Student Leadership.]
- e) Facilitating student participation in Service Learning embedded in my courses

C. Service to the Campus Professional Community

My service activities for the campus professional community are described in my electronic portfolio. Highlights include:

- a) Interim Director, Undergraduate Research Center, 2014.
- b) Panel presentation on Cultural Competence to MSU Leadership Institute, 21 February 2014.
- c) Acting Director, Center for Excellence in Teaching and Learning, Spring, 2009
- d) Schedule for 2008, 2009, 2011, 2013 visiting scholars from North-Eastern State University, Magadan, Russia.
- e) Faculty Representative, Undergraduate Research Council, 2008 – present.
- f) active faculty member of the Department of Elementary and Early Childhood
- g) active faculty member of committees and teams of the College of Education

D. Undergraduate Student Research Mentoring

Each year, my undergraduate research team includes four to five undergraduate research assistants. I act as a mentor, regularly providing counsel and direction on how to conduct the research. Requirements of team members include:

- a) Admission to MSU
- b) Demonstrated success in oral and written academic communication
- c) Ability to work harmoniously with other students and faculty members
- d) Skills in software related to word processing, data analysis, and reporting
- e) Project management, time management, and organizational skills

Responsibilities may include:

- a) Transcribe audiotapes or videotapes
- b) Read, analyze, write, conduct research in library
- c) Edit, present and evaluate data
- d) Develop and use coding manual for observations
- e) Schedule appointments with research subjects
- f) Gather information from research subjects
- g) Participate in oral presentation at undergraduate research conferences at MSU, in Minnesota, and at National Conference on Undergraduate Research

Past team members have told me about what they learned through their experience:

- *I learned a lot about academic research; I am thinking about going to graduate school.*
- *I learned that you need to be organized with all of your research material.*
- *I learned something about designing research projects.*
- *I also learned that it is best to be well read on what your research project entails.*
- *I learned about following procedures with human subjects in research.*
- *I learned to be confident in the way I present my research to other professionals.*

E. Research Mentoring – Graduate Students

I have mentored graduate students for making presentations at conferences and for preparing and defending their capstone projects.

Graduate Student Travel Award, MSU, Mankato, College of Graduate Studies & Research for presentation at the 2008 national conference for the Association for Childhood Education International. Total award: \$300.

I was a committee member for these graduate student capstone projects:

Afdahl-Doble, Calane, 2009. Vocabulary Development Among Spanish-Speaking Preprimary Children: Response to Family Literacy Intervention in the Home Language. Master of Science in Early Childhood Education. Alternate Plan Paper. Mankato, MN: Minnesota State University, Mankato.

- Azarova, Vera. 2009. Pilot Test of a Quality Rating and Improvement System in Early Education Programs in Magadan, Russian Federation and in Minnesota, United States of America. Master of Science in Early Childhood Education. Thesis. Mankato, MN: Minnesota State University, Mankato.
- Fairchild, Ruth. 2010. Drive like a *Tico*: Shifting to Intercultural Competence in Costa Rica. Master of Science in Speech Communication. Thesis. Mankato, MN: Minnesota State University, Mankato.
- Hajiyeva, Nargiz. 2009. Impact of Imagine Educational Program on Conflict Resolution on the Program Participants. Master of Science in Educational Leadership. Thesis. Mankato, MN: Minnesota State University, Mankato. [Selected as the College of Education nomination for the 2008 – 2009 MAGS Distinguished Master's Thesis.]
- Karikari, Eric. 2012. Postcolonial African Leadership: The Contribution of African Students to the Postcolonial Agenda. Master of Arts in Communication Studies. Thesis. Mankato, MN: Minnesota State University, Mankato. [Selected as the MSU MAGS Distinguished Master's Thesis and represented the University at the regional competition.]
- Maas, Kimberly. 2013. Making Sense of Motorcycle Brotherhood: Women, Branding, and Construction of Self. Master of Arts in Sociology: Teaching Emphasis. Master's Thesis. Mankato, MN: Minnesota State University, Mankato.
- Madhavarapu, Samatha. 2009. Smoking Cessation and Healthcare Providers' Advice. Master's Thesis. Mankato, MN: College of Allied Health and Nursing, Minnesota State University, Mankato.
- Shrestha, Binki Maiya. 2009. Portfolio of Reflections and Artifacts Related to Teaching English as a Second Language. Master's Creative Project. Mankato, MN: College of Arts and Humanities, Minnesota State University, Mankato.
- Siddela, Paulkani, 2013. Baroreceptor sensitivity and renal perfusion pressure. Master of Science in Biology Thesis. Mankato, MN: Minnesota State University, Mankato.
- Zierdt, Iryna. 2011. Educating Elementary School Teachers How To Positively Influence Development and Learning of Students 10 – 12 Years Old from Families Who Abuse Alcohol. Master of Science in Elementary Education. Alternative Plan Paper, Mankato, MN: Minnesota State University, Mankato.

F. Prejudice Reduction Workshop Facilitator

I have been a Prejudice Reduction Workshop Facilitator for Greater Mankato Diversity Council since 2011. We were trained by the Greater Mankato Diversity Council in a curriculum to teach respect as its core value. The Prejudice Reduction Workshops were first introduced to middle school students in March 2005. These research-based workshops are adopted from the successful Rochester (Minnesota) Diversity Council curriculum.

Discussions and activities presented during these workshops are shown to reduce prejudice and discrimination. This success is attributed to the power of community members speaking to their children, "This is how we want to get along in our community. This is what our life experience has shown us is important." The students engage in discussion, learn facts about the cultures and religions of people in their own neighborhoods and remember the activities and key concepts taught at each grade level. Cumulatively, the Prejudice Reduction Workshops have had a positive effect.

G. Service Learning at Mahkato Wacipi / PowWow

It is one of my goals to provide undergraduates with learning and cultural understanding of the cultural communities in our own region. Each Fall since 2010, I have involved students from my Human Relations courses in Service Learning at the Mahkato Wacipi / PowWow.

I believe firmly that including relevant native perspectives will help the College of Education produce graduates with:

1. Increased adaptability
2. Reduced stereotyping
3. Increased understanding of other cultures
4. Increased preparedness for multicultural public schools
5. Enhanced global-mindedness

Although I prefer to avoid the tourist-curriculum, sometimes I am not the best person to provide understandings of other cultures, and I want my students to participate in special cultural events as part of the intentional instructional design. Since 2009, I have been networking with Dakota people. I learned that none of the other EEC faculty members were incorporating the Mahkato Wacipi / Pow Wow into their courses during Fall semesters. This is an opportunity too good for our students to miss. David Larsen inspired me to consider the event as an opportunity for the entire class. In Human Relations, I strongly urge students to complete their Service Learning assignment or their Cultural Partnership assignment or their special events requirements at the Mahkato Wacipi / PowWow. During the Fall semesters, approximately 25% of the students in my courses have completed their Service Learning at the Mahkato Wacipi/PowWow. In general, these students have shown a higher improvement in their cultural competency than students who did not participate in Service Learning at the Mahkato Wacipi/PowWow.

SERVICE TO THE PROFESSION

Evidence is provided to illustrate how my service to the profession of higher education and of elementary education have sufficiently cumulative records of consistent positive professional performance and professionally competent achievement appropriate to promotion to Full Professor. Extensive documentation is included in my electronic portfolio at <http://faculty.mnsu.edu/elizabethsandell/>.

A. Editorial Boards and Manuscript Reviews

- 2014 – present. English editor for the English-language Khazar Journal of Humanities and Social Sciences, based at Khazar University in Baku, Azerbaijan.
2011. Review manuscript for SAGE Publishers: *Effective Strategies for Teaching in K-8 Classrooms* by K. D. Moore and J. Hansen. Thousand Oaks, CA: Sage Publishers.
2010. Review of manuscript and preparation of web quizzes and test question bank for SAGE Publishers: *Educational Partnerships: Connecting Schools, Families, and the Community* by A. Cox-Petersen. Thousand Oaks, CA: Sage Publishers.
2008. Review of manuscript for SAGE Publishers: *Developing Caring Relationships among Parents, Children, Schools, and Communities*. By D. McDermott. Thousand Oaks, CA: Sage Publishers.

B. Global Guidelines Task Force Chairperson

Chairperson, 2009 – 2013; Member, Global Guidelines Task Force, Association for Childhood Education International, 2007 – 2013.

Since 2007, I have been a member of the Global Guidelines Task Force of the Association for Childhood Education International (ACEI) because ACEI is committed to providing resources that enhance childhood education programs throughout the world. I have been chairperson of the Task Force since 2010. During that period, Task Force members completed several reliability studies, generated a new edition of the Global Guidelines Assessment, and organized translations into English, French, Spanish, Greek, Chinese (simplified), and Chinese (traditional). During my term as chairperson, the task force completed the Turkish and Russian translations of Global Guidelines Assessment! translations are being developed in Arabic, Korean, Italian, and Swahili.

C. Consultant Work

Faculty Development Consultant, 2001 – present, Alaska Christian College, Soldotna, AK.
Member and Secretary, Board of Trustees, 2007 – 13, Alaska Christian College, Soldotna, AK.
Title III-A Consultant, 2013 – 2014, Alaska Christian College, Soldotna, AK.

D. International Partnerships

During my time at MSU, I have facilitated the signing and coordination of an international partnership with North-eastern State University, Magadan, Russian Federation. Since 2007, there have been extensive faculty exchanges for continuing education and joint research. My

presentations about education in the Far East of the Russian Federation have resulted in chapters in two books about education throughout the world.

Several of my grants have related to international partnerships:

Travel Funds from the International Studies Committee of the MSU College of Education for undergraduate students from Russia to travel to participate in MSU's Undergraduate Research Conference, RU, April 27 and 28, 2009. Total award: \$2,000.

Travel Funds from the International Studies Committee of the MSU College of Education for student to travel to participate in peer-reviewed conference presentation, "Global Understanding through Pre-service Early Childhood Education Clubs in Universities in the Russian Federation and in the United States," at the 2008 World Conference of the Association for Childhood Education International in Moscow, RU, June 18 – 21, 2008. Total award: \$1,000.

International Program Development Grant, Short-term Study Tour (Russia), FY 2007 –2008, Co-principal Investigator. Total award: \$6,000.

Graduate Student Travel Award, MSU, Mankato, College of Graduate Studies & Research for presentation at the 2008 national conference for the Association for Childhood Education International. Total award: \$300. This provided support for an international student who was completing her master's degree in the EEC department.

In 2012, I received the Global Citizen Award from the International Center, Minnesota State University, Mankato, MN.