

Professional Development Report

AY11 through AY14

(August, 2010 to July, 2014)

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College of Education

Minnesota State University, Mankato

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Introduction

This document is a summary of my Professional Development Report for Ay11 through AY14. The detailed documentation is included on my electronic portfolio pages at:

faculty.mnsu.edu/elizabethsandell/

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. For the time period of this report (AY11 through AY14), my work at MSU, Mankato has included roles of Associate Professor as well as Interim Director of the Undergraduate Research Center.

In 2011, I was promoted to the rank of Associate Professor. My application for promotion was supported by the department faculty members, the department chair, the Dean, and the Vice President for Academic and Student Affairs. The promotion was effective on my first duty day of AY12. As an Associate Professor in the Department of Educational Studies: Elementary and Early Childhood, I had complete responsibility for instruction and grade assignment for pre-service teacher education courses.

During Spring, 2014, I was the Interim Director of the Undergraduate Research Center at Minnesota State University, Mankato, MN. In this capacity, I coordinated all activities provided by the Undergraduate Research Center, including the annual Undergraduate Research Symposium, meetings of the URC Council, supervision of graduate assistants, etc. I also supervised the budget and expenditures.

Criteria 1: Teaching – Demonstrated ability to teach effectively

This section includes a summary and discussion of evidence related to improved and effective teaching.

These were my goals established for AY11 through AY14.

1. Successfully complete teaching assignments.
2. Student evaluations show at least a 3 on a 5-point scale.
3. Re-design courses based on student course evaluations and feedback.

My professional activities for this time period that relate to sustained excellence and improvement in Criterion 1: Effective Teaching:

1. Completion of teaching assignment and production of student credit hours.
2. Student course evaluations and feedback, with reflection about changes to instruction made as a result of student feedback.
3. Re-design for EEC 222w (see course syllabi).
4. Submission of assessment data from courses and field experiences to COE Student Information Management System.
5. Integration of active learning strategies to improve teaching and learning, with reflection about changes to instruction as a result of the activities.
6. Integration of technology to improve teaching and learning including use of Desire2Learn platform for course materials, assignments, and communications.
7. Integration of culturally responsive teaching strategies to improve teaching and learning, with reflection about changes to instruction.
8. Incorporation of the COE Conceptual Framework, with reflection about changes to instruction.

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For documentation related to Criterion 1, please see my electronic portfolio, which includes:

1. MSU reports on student credit-hour production.
2. Composite Student Course Evaluations for each year from MSU Institutional Research.
3. Reflections on feedback from observation by faculty peers (S. Ross and D. Quirk-Dorr) as well as feedback from student observers (SCOT team).
4. Course portfolio for EEC 222w, with documents and reflection to illustrate course revisions over time with integration of technology, integration of Board of Teaching Standards, integration of culturally-responsive teaching, and incorporation of the COE Conceptual Framework.
5. My own versions of assignments for EEC 222w, including my autobiography, reflection on a cultural partnership, and reflection on service learning.

My online Teaching Portfolio presents and analyzes new ideas that I added to the course in order to increase the students' study and understanding of methods and materials for teaching infants and toddlers. For a comparison of the course syllabi from different semesters, please see other sections of my electronic portfolio. The revised procedures were designed to make the students' progress more explicit for their own evaluation as well as mine as their instructor. The data I analyzed included student attendance and grades, student course evaluations, and excerpts from their reflective writing.

Producing a Teaching Portfolio gave me a framework in which to refine the course. Although the methods I used seemed at first too scientific for a subjective area like teaching, the "Hypothesis, Data, Conclusion" structure allowed me to be more objective about my teaching. It is all too easy to get caught up in the personalities of students or blind arrogance about the

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quality of my work in the classroom. The more scientific structure allowed me to consider my preconceived notions about what I hoped would happen, look at student work as raw data and analyze the situation to come to an informed conclusion. The rigor of this structure kept me on track and provided a system for documenting student work and reflective comments,

As a result of my re-design of EEC 222w, we instituted a Cultural Partner project, in which each student purposefully selects a cultural partner to meet for a minimum of 9 hours. During this time, the students interview their partner and spend time in fun activities together (e.g., basketball games, special campus events, coffee/tea, etc.). I provided the students with a long list of possible interview questions that they could incorporate into their time with the cultural partner. During this experience, each student was directed to consider their values related to this experience, self-concept/self-confidence during this experience, power interactions, oppressive behaviors toward this group prior to Cultural Partnership experience plus a description of changed behaviors, his/her communication goals, applications to the student's life now, and applications to the student's life in his/her future career. After completion of a minimum of 9 hours in a cultural partnership, the student wrote an interview transcript, as well as a reflective analysis paper to address the Cultural Partnership experience. Students were asked to describe unexpected outcomes, how conflict resolution was utilized during the course of the Cultural Partnership, and opportunities to empower others.

The MSU College of Education collects course assessment data for credentialing reports. Each instructor provides specific information based on their courses to document how their course supports the instructional goals. My electronic portfolio includes an example of a report that I prepared in 2012 for the NCATE program review documents: Assessment Report on Changes in Undergraduate Students' Orientation toward Cultural Differences as a Result of a

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Human Relations Course (Sandell, 2012). This report considers the impact of multicultural and diversity education in the curriculum for students in initial teacher license programs at Minnesota State Mankato. The report highlights the relationship between purposeful exposure to diverse cultures, guided reflections about the experience, and improved intercultural competency

Further documentation of my teaching assignments is available from the MSU online course schedule and my online submission of assessment data (to the COE SIMS) for courses taught and field experiences supervised. My electronic portfolio provides data, analysis, and reflection to illustrate how my teaching has a cumulative record of consistent positive professional performance and professionally competent achievement.

Criteria 2: Research and Scholarly Effort – Demonstrated ability to contribute through scholarly or creative achievement or research

This section includes a summary and discussion of evidence related to contributions to the education field of knowledge through scholarly and creative achievement and research.

These were my goals established for AY11 through AY14.

1. Renew appointment to the Research Graduate Faculty.
2. Make presentations to a minimum of two international, national, or regional conferences (each year).
3. Prepare or publish a minimum of two chapters in books or articles in peer-reviewed journals
4. Mentor at least four undergraduates on research teams
5. Participate in other possible activities (grant writing, etc.)

My professional activities for this time period that relate to sustained excellence and improvement in Criterion 2: Research included:

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1. Renewed appointment to the Research Graduate Faculty (September 2010 – August 2014).
2. Conference Presentations.
3. Completed an academic article, *Where Cultural Competency Begins: Changes in Undergraduate Students' Intercultural Competency*, and submitted to the *Journal of Teaching and Teacher Education*.
4. Completed a book chapter, *Kindergarten in Russia's Far East: The Effect of Climate*, for *Global Perspectives in Early Childhood Education: Common Characteristics and Unique Qualities in Preschool Programs* (edited by S. Wortham).
5. Mentored many undergraduate students on research teams.
6. Successfully applied for a Faculty Research Grant from MSU, Mankato.

For documentation related to Criterion 2, please see my electronic portfolio, which includes:

1. Letter of appointment to the Research Graduate Faculty
2. Conference programs showing presentations in two professional conferences each academic year.

Sandell, E. J. 2014. *Beyond smiley faces: Authentic assessment and evaluation for early childhood education* presented at the Anchorage Association for the Education of Young Children, Anchorage, AK.

Sandell, E. J. 2014. *Global Guidelines! A quality rating and improvement scale* presented at the Anchorage Association for the Education of Young Children, Anchorage, AK.

Sandell, E. J. 2012. *Changes in Undergraduate Students' Orientation Toward Cultural Differences as a Result of a Human Relations Course*. Intercultural Development Inventory Conference, Minneapolis, MN.

Sandell, E. J. 2012. *Changes in Undergraduate Students' Orientation Toward Cultural Differences as a Result of a Human Relations Course*. American Evaluation Association 2012 Conference, Minneapolis, MN.

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- Sandell, E. J. 2012. *The Impact of a Cultural Partnership on the Intercultural Competence of Undergraduates*. Global Studies Conference, Lomonosov Moscow State University, Moscow, Russia.
- Sandell, E. J. 2012. *The Impact of a Cultural Partnership on the Intercultural Competence of Undergraduates*. Education Conference, Magadan, Russia.
- 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. *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., Tupy, S., McNabb, C., Lohrenz, E., Koenig, E. J., Leidell, S. 2012. *Changes in cultural competency among undergraduates during a human relations course* presented at the 2012 IDI Conference, Minneapolis, MN.
- 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.

3. Copies of book chapters and/or links to articles submitted to peer-reviewed journals

- 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.
- 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. and Tupy, S. 2014. Where cultural competency begins: Changes in undergraduate students' intercultural competency. *Journal of Teaching and Teacher Education* (in review).
- 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.
- 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., 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.
- Behrens, M. C. and Sandell, E. J. 2009. Professional Relationships in Early Childhood Careers. Dubuque, IA: Kendall-Hunt Publishers. ISBN 978-0-7575-5981-5.
- Zahn, G. D., Sandell, E. J., and Lindsay, C. E. 2008. Fostering global-mindedness in teacher preparation. *International Journal of Teaching and Learning in Higher Education*, 19(3), 331 – 335. Here is a copy of the online journal article.
- Sandell, E. J. 2007. Impact of international education experiences on undergraduate students. *The Delta Kappa Gamma Bulletin*, 73(4), 12 – 18.
- Sandell, E. J. and Bailey, D. 1999. Impact of the Earned Income Credit and the Working Family Credit on limited resource families in Minnesota. *Just in Time Research: Children, Youth and Families*. Minneapolis, MN: University of Minnesota.
- Sandell, E. J. 1999. MELD. In C. A. Smith (Ed.), *The Encyclopedia of Parenting Theory and Research*, pages . Westport, CT: Greenwood Press. ISBN 978-0-3132-9699-4.
- Sandell, E. J. 1997. "Parents in the School," "Parental Involvement Models in Early Childhood Education," and "Parental Involvement Models in Elementary Education." In G. W. Olsen, S. F. Hanhan, and M. L. Fuller (Eds.). *Home – School Relations*. Old Tappan, NJ: Allyn and Bacon, Inc. ISBN 978-0132373388.

4. Conference programs and photographs related to undergraduate research teams

What constitutes a welcoming community? Mankato leaders go beyond the 'Welcome Wagon' for new immigrants, Sarah Lieske

URC 2013 Supply Grant Recipient (\$500)

URC 2014 Travel Grant Recipient (for NCUR)

Presented at the 2014 MSU Undergraduate Research Symposium, Mankato, MN.

Presented at the 2014 National Conference on Undergraduate Research, Lexington, KY.

The relationship between temperament and changes in cultural competency among undergraduate students, Kwame Opoku Akyeampong, Olufolajimi Temitope Onadipe, & Laura Donley

URC 2013 Supply Grant Recipient (\$500)

URC 2014 Travel Grant Recipient (for NCUR)

Presented at the 2014 MSU Undergraduate Research Symposium, Mankato, MN.

Presented at the 2014 National Conference on Undergraduate Research, Lexington, KY.

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Comparison of inter-cultural competency between American and Russian undergraduate students, Elizabeth Lohrenz, Olga Pestereva, & Audrey Kalugin

URC 2012 Supply Grant Recipient (\$500)

URC 2013 Travel Grant Recipient (for NCUR)

Presented at the 2013 MSU Undergraduate Research Symposium, Mankato, MN.

Presented at the 2013 MN Conference of Undergraduate Scholarly and Creative Activity

Presented at the 2013 National Conference on Undergraduate Research, LaCrosse, WI

Presented at the 2014 MN Posters in St. Paul

Preparing undergraduate students for culturally responsive teaching, Emily Molenaar, Michelle Burke, Sadie Leidall, Pathy Xiong, & Patrick McCann

URC 2012 Supply Grant Recipient (\$500)

URC 2013 Travel Grant Recipient (for NCUR)

Presented at the 2013 MSU Undergraduate Research Symposium, Mankato, MN

Impact of a cultural partnership on cultural disengagement of undergraduate students, Erika Koenig & Elizabeth Lohrenz

Honors Program Grant Recipient (\$500)

Presented at the 2012 MSU Undergraduate Research Symposium, Mankato, MN.

Presented at the 2012 Fifth International Global Studies Conference, Moscow, RU

Survival in Soviet gulags: a secondary analysis, Kimberly Maas

Presented at the 2012 Fifth International Global Studies Conference, Moscow, RU.

Change in cultural competency among students during an intentional human relations experience, Camille McNabb & Samantha Tupy

URC 2012 Supply Grant Recipient (\$500)

MSU Foundation Grant Recipient (\$1000)

URC 2011 Travel Grant Recipient (for NCUR)

Presented at the 2011 MSU Undergraduate Research Symposium, Mankato, MN. Here are the photos.

Outstanding Presenter award, 2011 MSU Undergraduate Research Symposium

Presented at the 2011 National Conference on Undergraduate Research. Ithaca, NY.

Published in the 2011 Journal of Undergraduate Research, MSU, Mankato, MN.

Fostering teacher understanding of Dakota and Lakota education experiences: past, present, and future, Kiley Theede & Maggie Looft [Description of the Project]

Presented at the 2010 MSU Undergraduate Research Symposium, Mankato, MN.

Published in the 2010 Journal of Undergraduate Research, MSU, Mankato, MN

Cross Cultural Understanding of Philosophies of Pre-Service Teachers

Katelyn McMahon, Anne Kennedy, Katie Robb & NESU students

Presented as a Research Poster at the 2009 MSU Undergraduate Research Symposium, Mankato, MN.

URC Grant Recipient.

Writing activity objectives for caring for and educating infants and toddlers
Amber Bissonette, Alyssa Nicholson-Hansen, & Amanda Sterna
Presentation at 2010 Focus on Children Conference, Rochester, MN

5. Award letter for Faculty Research Grant

During 2008 – 2009 and 2009 – 2010, I used the Intercultural Development Inventory (Hammer, 2004) to collect data at the beginning and at the end of each semester in the Human Relations course. My study, “change in cultural competency among undergraduate students after an intentional human relations experience” was approved by the MSU Institutional Review Board (Log # 5691).

I received a Faculty Research Grant to use from 2011 to 2013. The purpose of this study was to assess changes in cultural competency among Minnesota State University, Mankato (MSU) undergraduate students who participated in an intentional, multicultural relations experience in the course, Human Relations in a Multicultural Society (EEC222w), redesigned for the academic year 2011 – 2013. The study responded to these questions:

1. What are the cultural orientations of students who register for an undergraduate general education course in human relations in multi-cultural environments? Are the cultural orientations (perceived and developmental) statistically the same for students at the beginning of each semester?
2. What were the differences in changes occurring in undergraduate students’ cultural competency after participating in intentional, multicultural human relations experiences?

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

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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. This has resulted in many student projects. My presentations about education in the Far East of the Russian Federation have resulted in two chapters in books about education throughout the world.

My electronic portfolio provides data, analysis, and reflection to illustrate how my research across all assignments has a cumulative record of consistent positive professional performance and professionally competent achievement.

Criteria 3: Continuing Professional Education and Study – Demonstrated continuing preparation and growth.

This section includes a summary and discussion of evidence related to improved and continuing preparation and growth in subject matter disciplines and techniques of instruction. These were my goals established for AY11 through AY14. The list includes items used for documentation of achievement of the goals.

1. Engage in independent and systematic reading in areas related to education, literacy, assessment, research and other areas relevant to elementary education.
2. Maintain memberships in several professional organizations to stay current in my field.
3. Participate in at least two national or international professional conferences.
4. Renew my teaching licenses
5. Participate in other opportunities

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My professional activities for this time period that relate to sustained excellence and improvement in Criterion 3: Continuing Preparation and Growth included:

1. Engaged in independent and systematic reading of materials related to the course, EEC 222w Human Relations in a Multicultural Society.
2. Maintained memberships in professional organizations to stay current in my field.
3. Participated in at least two national or international professional conferences.
4. Renewed my teaching licensures.
5. Completed training for Qualified Administrators in the Intercultural Development Inventory (November 2010).
6. Completed workshop on Applying the Quality Matters Rubric for online learning (May 2011).
7. Completed training and certification as a Prejudice Reduction Workshop Facilitator with the Greater Mankato Diversity Council (2011).
8. Participated in 9 days of workshops to enhance my technology-related skills

For documentation related to Criterion 3, please see my electronic portfolio, which includes:

1. Log of reading of materials related to Human Relations in a Multicultural Society (EEC 222w), a course required for elementary education teachers.
2. Membership cards and/or receipts for membership fees in professional organizations.
3. Certificates of participation in professional conferences.
4. Copy of teaching license Teacher Licensure File Folder: 206987
 - Pre-Kindergarten Teacher License, since 1974, expiration 2016
 - Parent and Family Education, since 1987, expiration 2016
 - Supervisor of Pre-Kindergarten, since 1988, expiration 2016

5. Certificate of completion of Applying the Quality Matters Rubric
6. Certificate of completion as IDI Qualified Administrator
7. Schedule and reflection about technology training

My electronic portfolio provides data, analysis, and reflection to illustrate how my continuing professional education and study across all assignments has a cumulative record of consistent positive professional performance and professionally competent achievement.

Minnesota College professors do not need teaching credentials. This is amazing to me. It means that, in some cases, professors might be hired with no teaching experience at all. However, I consider it part of my professional responsibility to maintain and renew my teaching credentials. Consequently, I document my participation in 125 hours of continuing education during each five-year period. And I go to the trouble of the paperwork to renew my teaching licensures. In 2011, I renewed my teaching licenses until 2016. I believe that this gives me credibility in my teaching and community service.

**Criteria 4: Student Development – Demonstrated ability to
contribute to student learning and growth**

This section includes a summary and discussion of evidence related to contributions to student learning and growth. These were my goals established for AY11 through AY14. The list includes items used for documentation of achievement of the goals.

1. Continue and document my performance in my role of academic adviser for a number of students in education.
2. Mentor student participants in research projects or engagement in presentations at professional conferences.
3. Recommend students for scholarships, internships, fellowships, and employment.

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4. Faculty adviser for one student organization, Eurasian Student Association.

This is a summary of my professional activities during this time period that relate to sustained excellence and improvement in Criterion 4: Student Development:

1. Academic adviser for 90 undergraduate students
2. Mentored student participants in undergraduate research projects and research presentations.
3. Recommended xx students for scholarships, internships, fellowships, and employment.
4. Acted as faculty adviser for one student organization, Eurasian Student Association
5. Participated on the EEC Department's Committee for Undergraduate Student Teaching Scholarships
6. Contributed to a faculty advisory council on undergraduate research
7. Participated on one committee for a student's graduate studies program
8. Participated in other activities and experiences that emerged

For documentation related to Criterion 4, please see my electronic portfolio, which includes:

1. Example of office hours and appointments scheduled
2. Results of survey about undergraduate advising effectiveness
3. Conference programs and photographs related to undergraduate research team
4. List of students for whom I wrote recommendations
5. Examples of recommendations
6. Several letters of appreciation from students for whom I wrote recommendations
7. Constitution for the Eurasian Student Association

8. Membership list for council on undergraduate research
9. Letter of appreciation for participation in faculty workshop on undergraduate research
10. Copy of Recommendation for Awarding the Master's Degree

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 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 MNSU 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.

My electronic portfolio provides data, analysis, and reflection to illustrate how my service to students across all assignments has a cumulative record of consistent positive professional performance and professionally competent achievement.

Criteria 5: Service to University and Community –

Demonstrated service beyond the classroom

This section includes a summary and discussion of evidence related to demonstrated service beyond the classroom to the department, college, university and greater community. These were my goals established for AY11 through AY14. The list includes items used for documentation of achievement of the goals.

1. Carry out responsibilities as a faculty member of the department
2. Carry out responsibilities as a faculty member in the College of Education
3. Carry out responsibilities as a faculty member of MSU, Mankato
4. Engagement in professional organizations.
5. Engagement with international students and colleagues at MSU, Mankato.
6. Other

This is a summary of my professional activities during this time period that relate to sustained excellence and improvement in Criterion 5: Service to University and Community:

1. Member, EEC Department
2. Member, EEC Department Scholarship Committee AY11 and AY12
3. Member, COE Assessment Committee, AY11 and AY12
4. Undergraduate Research Council, AY11 through AY14
5. Steering Committee, Undergraduate Research Conference, AY11 through AY14
6. Chairperson, Global Guidelines Task Force, Association for Childhood Education International, 2009 – present; Member, 2005 – present.

For documentation related to Criterion 5, please see my electronic portfolio, which includes:

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1. Examples of EEC department faculty meeting minutes
2. Examples of COE committee memberships
3. Membership List for MSU's Undergraduate Research Council, AY11 through AY14
4. Membership List for MSU's Faculty Improvement Committee
5. Letter of appointment as Chairperson, Global Guidelines Task Force, Association for Childhood Education International
6. Orientation presentation made each semester to international graduate students.
7. Links to materials related to collaborative international activities with North-Eastern State University, Magadan, Russia
8. Membership list for Global Guidelines Task Force, Association for Childhood Education International

My electronic portfolio provides data, analysis, and reflection to illustrate how my service beyond the classroom has a cumulative record of consistent positive professional performance and professionally competent achievement.