

Professional Development Report AY 2011
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Department of Educational Studies: Elementary and Early Childhood
College of Education
Minnesota State University, Mankato
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INTRODUCTION

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.

Since 2005, my work at MSU, Mankato has included several roles, including:

Associate Professor, Department of Educational Studies: Elementary and Early Childhood, College of Education, Minnesota State University, Mankato, MN. 2011 – present. Complete responsibility for instruction and grade assignment for pre-service teacher education courses. Academic advising for graduate students and more than 90 undergraduate students each year.

Assistant Professor, Department of Educational Studies: Elementary and Early Childhood, College of Education, Minnesota State University, Mankato, MN. 2005 – 2011. Complete responsibility for instruction and grade assignment for pre-service teacher education courses. Academic advising for two graduate students and more than 100 undergraduate students each year.

Acting Director, Center for Excellence in Teaching and Learning, Minnesota State University, Mankato, MN. 2009. Half-time during Spring semester. Coordinated all Faculty Communities of Practice, CETL staff members, mentor program, peer faculty consultants, focus group research project.

Chairperson, Department of Educational Studies: Elementary and Early Childhood, College of Education, Minnesota State University, Mankato, MN. 2006 – 2008. Carried out duties of department chairperson as defined in faculty contract, including directing student advising programs, developing and administering department budget, addressing student and faculty concerns, coordinating curriculum and program planning, coordinating department hiring activities, supervising administrative assistant and graduate assistants, etc.

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 fiscal year 2012.

**Criteria 1: Teaching –
Demonstrated ability to teach effectively.**

INTRODUCTION

The IFO contract states that: “For teaching faculty, effective teaching shall be the principal proportion of the five criteria considered in evaluation...Evaluation may address effectiveness in course development, curriculum design, instructional innovation, ability to organize, analyze and present knowledge, instructional advisement and other such related activities...Evidence may include, but is not limited to: Peer reviews, quality of syllabi, nature and quality of assignments, practices and quality for assessing student progress, timelines of evaluation of student performance, pedagogical approaches, attention to student advisement, nature and frequency of course development and timeliness of revision, timeliness of work assignments, and addressing multicultural perspectives in teaching methods.”

This section includes a summary and discussion of evidence related to improved and effective teaching. Careful review of documentation and reflection about my performance in criterion 1 makes clear that my achievements continue to meet the contractual benchmark of “high achievement” necessary for promotion.

Goals

These were my goals established for Academic Years 2010 to 2014.

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 feedback.
4. Submit assessment data for courses taught.

Significant Activities

This is a summary of my professional activities for AY11 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.

For documentation related to Criterion 1, please see:

1. Student Course Evaluation summaries
2. Course syllabi for EEC 222w
3. Summary of assessment data in the COE Student Information management System

Discussion and Reflection on Significant Activities

My documentation provides data, analysis, and reflection 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.

1. Successfully Completed Teaching Assignments

According to the MSU Office of Institutional Research, I generated a high number of student credit hours.¹ Here is a table that shows my teaching assignments and student credit hour production.

Table 1: Enrollment, Hours, Student Credit Hour Production, and Format of Courses Taught AY11 by E. Sandell

Sem	Yr	Course	Title	Enrl	Hrs	Role	Format
Fall	10	222-02/03	Human Relations	39	117	Teacher	3.0 hr/wk class
Fall	10	222-02/04	Human Relations	37	111	Teacher	3.0 hr/wk class
Fall	10	365-02	Infants/Toddlers	12	36	Teacher	3.0 hr/wk class
Fall	10	366-02	Infants/Toddlers FX	12	12	Teacher	3.0 hr/wk field exp
Spr	11	368-01	Prekindergarten	9	36	Teacher	4.0 hr/wk class
Spr	11	369-01	Prekindergarten FX	9	9	Teacher	1.0 hr/wk class
Spr	11	222-02	Human Relations	20	60	Teacher	3.0 hr/wk class
Spr	11	222-03	Human Relations	25	75	Teacher	3.0 hr/wk class
				163	456		

¹ Based on reports generated by Institutional Research, Minnesota State University, Mankato. May 15, 2010.

In my experience, there are some economies of scale that the EEC department could achieve. One example relates to EEC 222w, Human Relations in a Multicultural Society. This 3-credit course is also a writing-intensive course that requires a high level of instructor response and feedback on student work. For Fall 2010, I was assigned to teach 3 sections of EEC 222w, along with one section of EEC 365 and one section of EEC 366. This meant that I carried 13 credits of work for fall semester. Since EEC 222w is a writing-intensive course, I suggested dropping one section and allowing 38 students in each of the other two sections, while still allocating work load and salary for 9 credits (equal to 3 sections of 3 credits). This allowed me to actively teach class fewer hours and use those hours for grading and feedback.

2. Reflected on Student Course Evaluations (at least 3 on a 5-point scale)

I have sought to improve and strengthen my teaching and my courses by soliciting and reflecting on student course evaluations. I asked students for evaluations in every course that had a minimum of 5 enrolled students. Student course evaluations were collected anonymously and compiled by the MSU Office of Institutional Research.² I also used questions periodically throughout the semester to get student responses to course methodologies, scheduling, textbooks, etc.

Table 2: Mean Scores in Student Course Evaluations AY11 for E. Sandell
(Source: MSU Office of Institutional Research)

Item	FA10	SP11	AY11
Number of student responses	75	39	114
Course as a whole	3.84	3.92	3.87
Instructor's contribution to course	4.03	4.05	4.04
Use of class time	3.61	4.13	3.79
Instructor's interest in student learning	4.07	4.38	4.18
Amount learned in course	3.81	3.79	3.81
Evaluative & grading techniques	2.89	3.33	3.04
Clarity of student responsibilities	3.44	3.47	3.45
Course organization	3.54	3.49	3.52
Instructor's contribution to discussion	3.92	4.41	4.09
Instructor's use of examples	3.70	4.31	3.91
Quality of questions raised by instructor	3.69	4.23	3.88
Student confidence in instructor's knowledge	4.03	4.28	4.12
Instructor's enthusiasm	4.36	4.54	4.42
Encouragement for student expression	3.99	4.33	4.11
Answers to student questions	3.76	4.23	3.92

² Report generated by Institutional Research, Minnesota State University, Mankato. September 7, 2011.

Reflections on Student Feedback

I was particularly interested in the students' scores for "evaluative and grading techniques." So, I examined their responses to open-ended questions on the course evaluations. Students made statements such as:

1. Grading on papers was hard; grading in general was good.
2. Grading on papers was very high, I thought. I am used to getting good grades on papers, so getting C's on papers was a huge shock.
3. Grading was hard on me especially the papers we wrote. Therefore this will help me write better papers in the future.
4. Grading procedures were great. Would enjoy more peer review for papers instead of MyWritingLab.
5. Sometimes there would be something circled (on a graded paper) and I did not know what the correction should be. Please clearly state the correction needed in papers.

In my opinion, these statements indicated lack of clarity about the assignments and the grading strategies, as well as lack of preparedness for college-level expectations. They also reflected the fact that the instructor had to grade all papers, and, therefore, the instructor was the only feedback "voice" that students heard... therefore making the grading seem arbitrary.

I have learned about new features of MyWritingLab, including a tutor feedback service and a line-editing service. For future semesters, I will use these for early feedback to students, so that my feedback and grading is mostly about content, rather than grammar, punctuation, etc. WriteClick is an application that encourages writers to think critically about their writing, then review, edit, and revise effectively--anywhere they write. WriteClick encourages the writing process, calls out potential errors for consideration, and offers suggestions for improvement. WriteClick is suitable for everyone, including native and non-native speakers. WriteClick catches more errors than any other program, including the most popular word processing programs. WriteClick helps its users become critical thinkers and thoughtful writers in their academic writing and beyond.

3. Redesigned Courses Based on Student Feedback

In the past, I have used a course portfolio strategy to track revisions and materials for several courses. For example, I have portfolios for EEC 222w, EEC 365/366, and EEC 412 that include intentional course redesign; old and new course syllabi; powerpoint presentations; and reflections about changes to instruction.

During AY11, I continued with ongoing course preparation and revision for EEC 222w. This activity is documented by old and new course syllabi and powerpoint presentations. For Fall 2010 semester, I required a book by I. Barrera and R. M. Corso. (3rd edition. 2003. Paul H. Brookes Publishing Co.) The book, *Skilled Dialogue: Strategies for*

Responding to Cultural Diversity, presented the idea of a “third space,” where persons of differing cultures meet to find commonalities and celebrate differences.

Based on student feedback, I felt that this book was “over their heads” because they did not have enough personal experience with differing cultures to use in learning and reflection. For Spring 2011 semester, I decided to not require a textbook, but to recommend several written resources, to create an expanded MSU LibGuide, and to add an assignment for students to spend time with a Cultural Partner.

The Cultural Partner project called for each student to purposefully select a cultural partner to meet for a minimum of 9 hours. During this time, the students were to interview their partner and to 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.

4. Submitted Assessment Data

I also submitted assessment data for courses taught and field experiences supervised. For EEC 222w, assessment data included reports from their supervisors of service learning experiences – 18 hours of involvement with a cultural group with which the student was unfamiliar or less than comfortable.

Table 3: Supervisor Expectations Met by Students in Service Learning Placements in Fall 2010 and Spring 2011 for Human Relations in a Multicultural Society

(Source: Student Information Management System, College of Education)

222w Human Relations Service Learning Assessment		Fall 2010		Spring 2011	
Number of Supervisor Evaluations		52		20	
Question	Level	f	%	f	%
Background: Knows organization/agency mission and characteristics of those served.	Exceeds	0	0	19	95
	Meets	52	100	1	5
Climate: Is fair in treatment of others.	Exceeds	0	0	19	95

	Meets	52	100		1	5
Rapport: Has connection with others; takes into account other backgrounds, experiences, abilities.	Exceeds	0	0		19	95
	Meets	52	100		1	5
Expectations: Has appropriate prospects for what others are able to do/should do.	Exceeds	0	0		19	95
	Meets	52	100		1	5
Self-efficacy: Finds ways to help others meet their own needs; offers suggestions.	Exceeds	0	0		19	95
	Meets	52	100		1	5
Communication: Uses positive interpersonal verbal/non-verbal skills.	Exceeds	0	0		19	95
	Meets	52	100		1	5
Proactive: Listens and responds appropriately to needs of other people.	Exceeds	0	0		19	95
	Meets	52	100		1	5
Respectful relationships: Interacts with participants, co-workers, and community members in positive, professional ways.	Exceeds	0	0		19	95
	Meets	52	100		1	5
Respectful relationships: Perceives and honors the physical, emotional and social boundaries of others.	Exceeds	0	0		19	95
	Meets	52	100		1	5
Respectful relationships: Listens to and values opinions of others.	Exceeds	0	0		19	95
	Meets	52	100		1	5
Respectful relationships: Perceives & honors diversity ability/disability, among groups of people and individuals; regardless of age, ethnicity, race, socio-economic status, gender, language, religion, sexual orientation, and geographic area.	Exceeds	0	0		19	95
	Meets	52	100		1	5
Integrity: Follows the guidelines for ethical conduct appropriate to this organization/agency.	Exceeds	0	0		19	95
	Meets	52	100		1	5
Integrity: Maintains confidentiality standards.	Exceeds	0	0		19	95
	Meets	52	100		1	5
Integrity: Values and demonstrates honesty.	Exceeds	0	0		19	95
	Meets	52	100		1	5
Responsibility: Arrives on time and completes	Exceeds	0	0		18	90

assigned tasks on schedule.	Meets	52	100		1	5
Responsibility: Accepts personal responsibility for own actions.	Exceeds	0	0		18	90
	Meets	52	100		1	5
Responsibility: Arrives ready and able to support intellectual, academic, social and emotional growth.	Exceeds	0	0		19	95
	Meets	52	100		1	5
Professionalism: Uses proper grammar and vocabulary in written and oral communication.	Exceeds	0	0		19	95
	Meets	52	100		1	5
Professionalism: Maintains personal hygiene.	Exceeds	0	0		19	95
	Meets	52	100		1	5
Professionalism: Dresses appropriately for this setting.	Exceeds	0	0		19	95
	Meets	52	100		1	5

4. **Integration of technology**

I used Jing to create an introduction/welcome to each course. The Jing included a welcome from the instructor (along with contact information), emphasis on the objectives and benefits of the course, and comments from students in past semesters. This welcome/introduction was sent via email to registered students about 2 weeks before the beginning of the semester. This strategy served to improve communications.

5. **Integration of Board of Teaching Standards**

The BOT standards for licensure are referenced in all my course syllabi that are related to teacher licensure preparations. Evidence included with course syllabi illustrates several ways in which I integrate standards into the courses that I teach.

In each course syllabus, I always list the approved standards that are assigned to each course. I refer to this list during the opening meetings of each course so that students can see how the course relates to their teacher preparation program. I also include learning activities in which students reflect and document their progress on reaching those standards through the courses that they take from me. Here is one example:

Assignment: Course Portfolio (10 points) Collect all the products that you generated in this course. Include artifacts, either scanned or photocopied or .jpg images. Include your reflection about how you have acquired skills as directed by the Board of Teaching licensure standards assigned to this course. You may submit your material in a three-ring binder for evaluation, OR you may earn extra credit by submitting your material through your eFolio web site. Creativity and presentation will count!!

Finally, I encourage (by offering extra credit) students to use efolio as a tool to organize, document, and present their achievements toward licensure. (See above).

6. Integration of Culturally Responsive Teaching

In my active learning strategies, I have tried to incorporate some characteristics of Culturally Responsive Teaching, such as:

- “Acknowldg[ing] the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum
- Us[ing] a wide variety of instructional strategies that are connected to different learning styles
- Teach[ing] students to know and praise their own and each others' cultural heritages” (“InTime,” 2002, para. 2).

Here is an example of the material that I include in my syllabi that relates to diversity in the courses:

As a requirement of this course, students participate in field experiences and service learning activities with diverse groups of children, youth, and adults. Students work in cooperative groups to develop and deliver class presentation and address the values, norms, religion, culture, contributions, oppression, and teaching applications about a diverse group. Students reflect on other class presentations on diverse groups.

College of Education graduates value diverse cultures and communities, seeking to help all students achieve the knowledge and skills needed to flourish as successful members of a pluralistic society. They work to form broad-based, inclusive learning communities which engage in respectful and relevant conversations that promote shared understandings. College of Education graduates value multiple perspectives and use culturally relevant strategies in their work. They guide and nurture individuals with whom they work to live and thrive in a diverse and open society.

The Minnesota Board of Teaching sets standards for licensed teacher that include competencies for working with diverse populations: Teacher candidates need to develop proficiencies for working with students from diverse backgrounds and with exceptionalities to ensure that all students have the opportunity to learn. (Standard 4)

The Minnesota State Colleges and Universities system recognizes and respects the importance of all similarities and differences among human beings. The system and its institutions are committed, through their programs and policies, to fostering inclusiveness, understanding, acceptance and respect in a multicultural society. Diversity includes but is not limited to, age, ethnic origin, national origin, race, color, sex, sexual orientation, marital status, disability, religious beliefs, creeds

and income. Minnesota State Colleges and Universities system's commitment to diversity compels it to confront prejudicial, discriminatory or racist behaviors and policies.

Some groups of underserved students have been traditionally excluded from full participation in our society and its institutions. The basis of exclusion has primarily been race and color including African Americans/Black, Asian, Hispanic, American Indian and multiracial. Underrepresented student groups include underserved students (African Americans/Black, Asian, Hispanic, American Indian and multiracial) plus first generation students and low income students. (In specific instances, other groups of students may be considered underrepresented. For example, in a traditionally female discipline, males may be considered underrepresented.)

Minnesota State University expands on the Minnesota State Colleges and Universities definition of diversity to promote a learning environment that celebrates differences. MSU Mankato defines diversity as: Diversity at Minnesota State University Mankato is a commitment to create an understanding and appreciation of diverse peoples and diverse perspectives; a commitment to create an academic, cultural, and workplace environment and community that develops mutual respect for all and celebrates our differences. (See <http://www.mnsu.edu/cultdiv/reports/annualreport2008.pdf>)

It is one of my goals to provide undergraduates with learning and cultural understanding of the cultural communities in our own region. 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. During the past three years, I have been networking with David Larsen, Assistant Director of American Indian Affairs, Office of Multicultural Affairs. I learned that none of the other EEC faculty members were incorporating the Mahkato Wacipi into their courses during Fall semester. 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 several course syllabi, I include the opportunity for students to earn extra points by attending special events, such as the Mahkato Wacipi. This shows that I considered such events to be valuable even from the very beginning of the semester.

7. **Incorporation of the COE Conceptual Framework**

Each of my course syllabi includes reference to the College of Education's Conceptual Framework:

Grounded in a vision of learning communities, the College of Education has at its heart collaboration and connectedness to students, schools, neighborhoods, and society. To achieve this vision, the College of Education seeks to graduate individuals with passion for and proficiency in content, with thoughtful and principled pedagogy, and a strong sense of educational purpose. College of Education graduates possess the attributes, knowledge, and skills to effectively promote the success of students, families, and schools. They see their own learning and the learning of others as occurring in a cycle of experience, reflection, and re-conceptualization—a process of seeking new knowledge that both fits into and changes existing understanding. Furthermore, College of Education graduates understand that individuals are embedded in family, school, and community systems, and they seek to foster positive systems change as well as individual growth.

College of Education graduates value diverse cultures and communities, seeking to help all students achieve the knowledge and skills needed to flourish as successful members of a pluralistic society. They work to form broad-based, inclusive learning communities which engage in respectful and relevant conversations that promote shared understandings. College of Education graduates value multiple perspectives and use culturally relevant strategies in their work. They guide and nurture individuals with whom they work to live and thrive in a diverse and open society.

Based on the College of Education Conceptual Framework, I design my teaching with “the end in mind” ... that we want to graduate individuals with specific characteristics, knowledge, and skills. Other sections of this report emphasize some of my strategies designed to reach that goal (see materials related to active learning, culturally responsive teaching, and course portfolios). Here is a list of some of the other strategies:

- Use multiple intelligences to address interests and learning styles of all students
- Peer evaluation on selected work and presentation
- Create learning portfolio
- Create focused collection of lesson plans
- Use variety of assessments including authentic, hands-on performance tasks and written responses that require application
- Reflect upon direct observations of children and infer and reason from these observations in collaboration with peers and instructors
- Discuss individual and group differences in the context of students' prior knowledge, learning, and motivation
- Discuss issues related to teacher expectations and beliefs

- Analyze experiences of diversity, difference, and privilege in schools
- Conduct field-based inquiry project using interview, observation, and document analysis
- Analyze case studies and write descriptions of solutions to challenges
- Complete instructional sequence which includes unit assessment that describes pre- and post-assessments
- Use small group/cooperative learning strategies to engage all learners
- Use course materials and assignments available on web sites and via email
- Complete journal entries
- Respond to comprehensive questions about course concepts

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

INTRODUCTION

The IFO contract states that: “Evidence of scholarly/creative activity/research may include but is not limited to, consideration of the faculty member’s publication record, works in progress, unpublished reports, professional assistance to other scholars, papers delivered at meetings of professional societies, computer software and other technologically delivered academic products, awards, invited lectures and participation in panels and symposia, participation in policy analysis, grants received, editorial or advisory roles with professional journals, participation on evaluation panels for research funding, participation in juried shows, musical or theatrical performances, consultantsships, research projects, and contribution to the scholarly growth of peers.”

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. Careful review of documentation and reflection about my performance in criterion 1 makes clear that my achievements continue to meet the contractual benchmark of “high achievement” necessary for promotion.

Goals

These were my goals established for Academic Years 2010 to 2014. The list includes items used for documentation of achievement of the goals.

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

Activities

This is a summary of my professional activities for AY11 that relate to sustained excellence and improvement in Criterion 2: Research:

1. Applied for renewed appointment to the Research Graduate Faculty.
2. May 30 – June 6, 2010, presented at a symposium conducted for the Agape Ministries Staff Development Conference, Kherson, Ukraine.

3. June 12, 2010, presented in Baku, Azerbaijan, to participants in the “Successful Educational Leadership” meeting of the Eurasia/South Asia Teaching Excellence and Achievement Program.
4. October 9, 2010, presented a session, “Early Education in Russia: Tradition and Transition,” at the 2010 annual Fall Child Care Conference, “Reaching and Teaching All Children,” North Mankato, MN
5. April 13 - 16, 2011, presented two sessions at “The Right to Education: Reaching Every Child,” annual conference and exhibition of the Association for Childhood Education International in New Orleans, LA
6. Completed a 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).
7. Mentored two undergraduate students on a research team.
8. Successfully applied for a Faculty Research Grant from MSU, Mankato.

For documentation related to Criterion 2, please see:

1. Letter of appointment to the Research Graduate Faculty
2. Conference programs showing presentations in professional conferences
3. Photocopies of several pages of book chapter
4. Photographs and conference programs related to undergraduate research team
5. Award letter for Faculty Research Grant

Discussion and Reflection on Significant Activities

My documentation provides data, analysis, and reflection 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.

1. Renewed appointment to the Research Graduate Faculty.

Graduate faculty members are expected to demonstrate regularly involvement in research and/or scholarly inquiry in one’s discipline. Evidence of research and/or scholarly inquiry may include: original contributions to professional publications; presentations, research at professional conferences or seminars; authoring or editing published books; presentation and/or distribution of scholarly writings, grant development, or other professional creative activity.

In 2010, I submitted my application materials to the College of Graduate Studies and Research to renew my appointment to the Research Graduate Faculty. On November 22, 2010, Dr. Terry Flaherty, Acting Dean of Graduate Studies and Research, notified me of my appointment as a member of the Research Graduate Faculty at MSU, Mankato. My appointment was effective August 15, 2011.

2. Made presentations to international, national, or regional conferences

May 30 – June 6, 2010, I presented several sessions about *Child Development and Behavior Guidance* at a symposium conducted for the Agape Ministries Staff Development Conference, Kherson, Ukraine.

June 12, 2010, I presented several sessions in Baku, Azerbaijan, to participants in the “Successful Educational Leadership” meeting of the Eurasia/South Asia Teaching Excellence and Achievement Program. (See certificate of achievement for documentation.) This is a program of the Bureau of Educational and Cultural Affairs, US Department of State and implemented by IREX. My presentations included:

Spice Your Lectures with Active Learning.

Improving Academic Writing with the 6 + 1 Writing Traits.

October 9, 2010, I presented a session, “Early Education in Russia: Tradition and Transition,” at the 2010 annual Fall Child Care Conference, “Reaching and Teaching All Children,” North Mankato, MN.

April 13 - 16, 2011, I presented two sessions at “The Right to Education: Reaching Every Child,” annual conference and exhibition of the Association for Childhood Education International in New Orleans, LA. My sessions included:

Kindergarten in the Far East of the Russian Federation: Tradition and Transition.

From Theory to Practice in Early Education: Understanding Children's Development and Learning.

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. This has resulted in many student projects (also see report on Criterion 4). My presentations about education in the Far East of the Russian Federation have resulted in two chapters in books about education throughout the world.

3. Prepared or published chapters in books or articles in peer-reviewed journals

During AY11, I completed a 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). This chapter was co-written with Olga Victorovna Klypa from North-eastern State University, Magadan, Russian Federation. We expect this book to be published in 2012 by Springer Publishing Company.

While there is no concise definition of what may constitute evidence of scholarship, it is generally recognized that a scholar has a wide and critical command of his or her field of study as well as broad cultural interests. The highest indication of scholarship is the ability to make original contributions in one's field of knowledge. Excellence in scholarship typically reveals itself as continuing research documented primarily in publications appearing in the relevant journals or in the form of books published by respected publishing companies. It may also be "evidenced in certain areas of creativity demonstrated through the medium of communication customary in a discipline." Citation of a candidate's work in the professional literature is another indicator of scholarly standing

These artifacts represent my work as a researcher who makes contributions to the profession of early education and teacher education. My own research agenda is developing focus around the education of pre-service teachers, cross-cultural education, and international education.

4. Mentored undergraduates on research team

During AY11, I mentored two students on a team of Undergraduate Research Assistants: Samantha Tupy and Camille McNabb. Samantha Tupy was a senior majoring in psychology. She has been regularly on the Dean's List, received the Psychology of Women Scholarship, and is a member of the National Society of Leadership and Success. She plans to complete her bachelor degree with honors. She will pursue her doctoral degree in Clinical Psychology. Camille McNabb was a senior majoring in psychology. She has been accepted into an accelerated program to earn her master's degree in Industrial and Organizational Psychology.

Their study, "change in cultural competency among undergraduate students after an intentional human relations experience," was approved by the MSU Institutional Review Board (Log # 5691). The students received a large grant (\$2,000) from the MSU Foundation to support this research study.



Samantha Tupy and Camille McNabb,
Members, 2010 – 2011 Undergraduate Research Team.

This study measured changes in the intercultural competency of undergraduate students in a course, Human Relations in a Multicultural Society. The National Council for Accreditation of Teacher Education (NCATE) is encouraging teacher preparation programs to foster and measure culturally responsive teaching. The hypothesis for this study was that the intentional, cross-cultural experiences of students will have an impact on the cultural competency of each student. This course is taught each semester at a Midwestern public university. The study included 70 undergraduate students between 18 and 35 years old who voluntarily enrolled in the course and represented students in academic majors such elementary education, sports management, social work, mass communications, journalism, and pre-professional studies (e.g., mortuary science, veterinary medicine, therapy). The theoretical basis of the study was the Developmental Model of Intercultural Sensitivity (DMIS) (Bennett, 1998). For this study, the Intercultural Development Inventory (IDI) (Hammer and Bennett, 1998 and 2001) was used as a measure of cultural competency. The IDI was completed by subjects at the beginning of the semester and at the conclusion of the semester. This provided a process to compare pre-instruction and post-instruction scores. Data were analyzed to compare scores and to identify the cultural orientation of each student among six stages of the DMIS: Denial, Defense, Minimization, Acceptance, Adaption, and Integration. Researchers expect that subjects will show positive gains in overall intercultural sensitivity. Results will be used by the local university to facilitate strategic initiative to educate undergraduate students in multicultural diversity.

Samantha and Camille delivered an oral presentation on "change in cultural competency among undergraduate students after an intentional human relations experience" at the Undergraduate Research Conference in Minnesota. Together, they received a Best Presentation Award at the 2011 Undergraduate Research Conference at MSU, Mankato. They also received a travel grant from the MSU Undergraduate Research Center to support their presentation at the 2011 National Conference on Undergraduate Research. They also delivered an oral presentation at the 2011 National Conference of Undergraduate Research at Ithaca College in New York (March 31 - April 2, 2011).

The team generated two publications during this year:

Tupy, S. & McNabb, C. (2011). Change in Cultural Competency among Students during an Intentional Human Relations Experience. *Proceedings of the National Conference on Undergraduate Research at Ithaca College, New York*. 11(1).

Tupy, S. & McNabb, C. (2011). Change in Cultural Competency among Students during an Intentional Human Relations Experience. *Journal of Undergraduate Research at Minnesota State University, Mankato*. 11(1). Retrieved from <<http://grad.mnsu.edu/research/urc/journal/>>

Mentoring is a particularly powerful form of teaching. It is important to note that the opportunity for undergraduates to engage in research or creative projects with faculty members has been identified by American Association of Colleges and Universities as one of ten "high-impact" educational practices. Undergraduate research is a highly effective

pedagogy for teaching course content, as well as interpersonal and trans-disciplinary skills such as creativity, problem solving, and communication skills.

Though the primary focus of undergraduate research is the student's learning and development as a scholar, undergraduates can make important contributions to faculty members' ongoing research projects. In my case, these two undergraduate students have definitely contributed to my ongoing research project related to increasing cultural competency of undergraduate students. Mentoring undergraduate research and creative activity has enriched my own understanding of the research processes and the most effective ways of teaching these processes.

6. Participated in other possible activities (grant writing, etc.)

In March, 2011, I wrote a successful application for a MSU 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.

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

INTRODUCTION

The IFO contract states that: “Evidence of continuing preparation and growth can be demonstrated by such activities as participation in seminars, workshops and refresher courses, formal education/study, attendance at professional conferences, structured study leading to development of experimental programs, curricular proposals or revisions, and ongoing revisions to course syllabi reflecting changes in the discipline or its pedagogy, etc.”

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. Careful review of documentation and reflection about my performance in criterion 3 makes clear that my achievements continue to meet the contractual benchmark of “high achievement” necessary for promotion.

Goals

These were my goals established for Academic Years 2010 to 2014. 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 licensures
 - a. Supervisor, early childhood education
 - b. Parent educator
 - c. Nursery school teacher
5. Participate in other possibilities

Activities

This is a summary of my professional activities for AY11 that relate to sustained excellence and improvement in Criterion 3: Continuing Preparation and Growth:

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 13 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 workshop on Applying the Quality Matters Rubric for online learning

6. Completed training for Qualified Administrators in the Intercultural Development Inventory
7. Participated in 9 days of workshops to enhance my technology-related skills

For documentation related to Criterion 3, please see:

1. Log of reading of materials related to EEC 222w.
2. Membership cards and/or receipts for professional organizations.
3. Certificates of participation in professional conferences.
4. Teacher license
5. Certificate of completion of Applying the Quality Matters Rubric
6. Certificate of QA completion for IDI
7. Schedule and reflection about technology training

Discussion and Reflection on Significant Activities

My documentation provides data, analysis, and reflection 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.

1. Engaged in Reading

During 2010 – 2011, I examined many books as potential resources for teaching human relations in a multicultural society. Here is a list of the books:

Reading List 2010 – 2011

- Au, W. (Ed.). (2009). *Rethinking multicultural education*. Williston, VT: Rethinking Schools.
- Banks, J. A., & Banks, C. A. M. (Eds.). (2006). *Multicultural education: Issues and perspectives*. Boston, MA: Allyn and Bacon.
- Barrera, I., & Corso, R. M. (2003). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Berman, S. (2003). *Introduction to service-learning toolkit: Readings and resources for faculty*. Providence, RI: Campus Compact.
- Berman, S. (2006). *Service learning: A guide to planning, implementing, and assessing student projects*. Thousand Oaks, CA: Corwin Press.
- Buckelew, M. B., & Fishman, A. (2011). *Reaching and teaching diverse populations: Strategies for moving beyond stereotypes*. Thousand Oaks, CA: Sage Publications.
- Cleary, L. M., & Peacock, T. D. (1998). *Collected wisdom: American Indian education*. Needham Heights, MA: Allyn & Bacon.
- Connerly, M. L., & Pedersen, P. B. (2005). *Leadership in a diverse and multicultural environment: Developing awareness, knowledge, and skills*. Thousand Oaks, CA: Sage Publications, Inc.

- Copple, C. (Ed.). (2003). *A world of difference: Readings on teaching young children in a diverse society*. Washington, DC: National Association for the Education of Young Children.
- Derman-Sparks, L., & Edwards, J. O. (2010). *Anti-bias education for young children and ourselves*. Washington, DC: National Association for the Education of Young Children.
- Dresser, N. (2006). *Come as you aren't! feeling at home with multicultural celebrations*. Lanham, MD: Rowman & Littlefield Publishing Group, Inc.
- Elder, R. K. (2010, December 14, 2010). Execution of Dakota Indian nearly 150 years ago spurs call for pardon. *New York Times*, pp. 18.
- Gorski, P. C. (2005). *Multicultural education and the internet: Intersections and integrations*. Boston, MA: McGraw-Hill.
- The shadow of hate: A history of intolerance in America*. Guggenheim, C. (Director). (1995). [Video/DVD] Montgomery, AL: Southern Poverty Law Center.
- Heisel, A. D. (2007). *Communication between cultures: Instructor's resource manual*. Belmont, CA: Thomson Wadsworth.
- Hildebrand, V., Phenice, L. A., Gray, M. M., & Hines, R. P. (2008). *Knowing and serving diverse families*. Upper Saddle River, NJ: Pearson Education.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software for the mind*. Columbus, OH: McGraw-Hill.
- Hogan, M. (2006). *The four skills of cultural diversity competence: A process for understanding and practice*. Salt Lake City, UT: Brooks Cole.
- Howard, G. R. (2006). *We can't teach what we don't know: White teachers, multiracial schools*. New York, NY: Teachers College Press.
- Jones, L. B. (1998). *The path: Creating your mission statement for work and for life*. New York, NY: Hyperion.
- Koppelman, K. L. (2011). *Perspectives on human differences: Selected readings on diversity in America*. Boston, MA: Pearson Education.
- Koppelman, K. L., & Goodhart, R. L. (2005). *Understanding human differences: Multicultural education for a diverse America*. Boston, MA: Pearson Education.
- Lambert, J., & Myers, S. (2009). *The diversity training activity book: 50 activities for promoting communication and understanding at work*. New York, NY: Amacom.
- Lambert, J., Myers, S., Simons, G., Bay, S., Farnham, S. M., & Klockars, E. (2009). *50 activities for achieving cultural competence*. Amherst, MA: Human Resource Development Press.
- Leavitt, R. (2010). *Cultural competence: A lifelong journey to cultural proficiency*. Thorofare, NJ: Slack Incorporated.
- Lewis, R. D. (2005). *When cultures collide*. Clerkenwell, UK: Nicholas Brealey Publishing.
- Lewis, R. D. (2007). *Cultural imperative: Global teams in the 21st century*. Clerkenwell, UK: Nicholas Brealey Publishing.
- Lindsey, D. B., Martinez, R. S., & Lindsey, R. B. (2007). *Culturally proficient coaching: Supporting educators to create equitable schools*. Thousand Oaks, CA: Corwin Press.
- Livermore, D. A. (2009). *Cultural intelligence: Improving your CQ to engage our multicultural world*. Grand Rapids, MI: Baker Academic.
- Livermore, D. A. (2009). *Leading with cultural intelligence: The new secret to success*. New York, NY: AMACOM.

- Lynch, E. W., & Hanson, M. J. (2004). *Developing cross-cultural competence: A guide for working with children and their families*. Baltimore, MD: Paul H Brookes Publishing Co.
- McRae, M. B., & Short, E. L. (2009). *Racial and cultural dynamics in group and organizational life: Crossing boundaries*. Thousand Oaks, CA: Sage Publications, Inc.
- Mikk, B. K., Cohen, A. D., & Paige, R. M. (2009). *Maximizing study abroad: An instructional guide to strategies for language and culture learning and use*. Minneapolis, MN: University of Minnesota.
- Moran, R. T., Harris, P. R., & Moran, S. V. (2010). *Managing cultural differences: Global leadership strategies for cross-cultural business success*. Waltham, MA: Butterworth-Heinemann.
- Moule, J. (2004). *Cultural competence: A primer for educators*. Florence, KY: Wadsworth Cengage Learning.
- Noel, J. (2008). *Multicultural education*. Boston, MA: McGraw-Hill.
- Peterson, B. (2004). *Cultural intelligence: A guide to working with people from other cultures*. Clerkenwell, UK: Nicholas Brealey Publishing.
- Pipher, M. (2003). *The middle of everywhere: Helping refugees enter the American community*. New York, NY: Mariner Books.
- Robbins, S. L. (2008). *What if?: Short stories to spark diversity dialogue*. Clerkenwell, UK: Nicholas Brealey Publishing.
- Samovar, L. A., Porter, R. E., & McDaniel, E. R. (2007). *Communication between cultures*. Belmont, CA: Thomson Wadsworth.
- Schimtz, J. (2006). *Cultural orientations guide: The roadmap to cultural competence*. Princeton, NJ: Princeton Training Press.
- Shareef, I., & Gonzalez-Mena, J. (2008). *Practice in building bridges*. Washington, DC: National Association for the Education of Young Children.
- Singleton, G. E., & Linton, C. (2006). *Courageous conversations about race: A field guide for achieving equity in schools*. Thousand Oaks, CA: Corwin Press.
- Spradlin, L. K., & Parsons, R. D. (2007). *Diversity matters: Understanding diversity in schools*. Wadsworth Cengage Learning.
- St. Onge, P., Applegate, B., Asakura, V., Moss, M. K., Vergara-Lobo, A., & Rouson, B. (2009). *Embracing cultural competency: A roadmap for nonprofit capacity builders*. Nashville, TN: Fieldstone Alliance.
- Stringer, D. M., & Cassidy, P. A. (2009). *52 activities for improving cross-cultural communication*. Clerkenwell, UK: Nicholas Brealey Publishing.
- Thiagarajan, S. (2006). *Barnaga: A simulation game on cultural clashes*. Boston, MA: Intercultural Press.
- Trompenaars, F., & Voerman, E. (2010). *Servant-leadership across cultures*. New York, NY: McGraw-Hill.

It's challenging to find the time to read. I know I have not memorized the details of all the books on this list. However, I did examine them and use them for ideas related to teaching. I think the writers have also impacted my understanding of some of the debates, issues and trends related to human relations. I found my preconceptions of teaching being challenged: it's not a matter of having the "right" information, but rather a matter of reflecting on one's experiences with "others." These readings helped me be aware and

more understanding of the larger social, political, economic, and cultural contexts in which human relations occur.

These resources provided a lot of material related to human relations, multicultural education, and anti-bias education. I acquired many ideas for active learning experiences to use in my classes. There were many experiential learning activities designed to move students along in their growth of cultural competency. I especially wanted to find learning activities to challenge students to grow from denial/unaware of differences through polarization and into minimization.

2. Maintained Memberships in Professional Organizations

According to membership cards and receipts, I have continued my membership in these organizations:

1. American Educational Research Association (AERA), ID# 1134199, 2009 – 01/2013
2. American Evaluation Association (AEA), ID# 68652, 2005 – 10/2013
3. Association for Childhood Education International (ACEI), ID# 69673, 1990 – 12/2012
4. Delta Kappa Gamma, “Nu” chapter, ID# 429628, 2005 – 08/2011
5. Inter Faculty Organization, Bargaining Unit #209, 2005 – 08/2011
6. Minnesota Association for the Education of Young Children (MnAEYC), 1972 – present
7. Minnesota Board of School Administrators (MBSA), 1988 – present
8. Minnesota Valley Association for Early Childhood Education (MVAECE), 2005 – 09/2012
9. National Association for the Education of Young Children (NAEYC), ID# 24104, comprehensive lifetime member, since 1972
10. Phi Beta Kappa, (academic honor society for the liberal arts and sciences), ID# 782365, lifetime member, since 1974
11. Phi Kappa Phi, (academic honor society for all disciplines), ID# 10507157, lifetime member since 1988

There are several benefits to my membership in professional organizations:

1. Subscriptions to professional journals – for the latest peer-reviewed scholarship.
2. Access to classroom resources and teaching aids.
3. Opportunities to contribute toward advancing the profession.
4. Opportunities to contribute to the knowledge base of the field.
5. Networking with colleagues who share similar interests around the world.
6. Professional education and development events.

3. Participated in Professional Conferences

During AY11, I attended these professional conferences:

1. April 13 - 16, 2011, "The Right to Education: Reaching Every Child," annual conference and exhibition of the Association for Childhood Education International in New Orleans, LA.
2. June 12, 2010, "Successful Educational Leadership," Alumni Conference of the Eurasia/South Asia teaching Excellence and Achievement Program Alumni, Baku, Azerbaijan.

The most important aspect of attending a conference is the opportunity to meet people that I wouldn't have otherwise ever met. It's the random, the unexpected, unplanned discovery. Professional conferences also give me opportunities to gain the visibility of being part of the presentation team. I also have had opportunities to connect with the thought and opinion leaders in early education.

All the above has certainly been true of my participation in meetings of the Association of Childhood Education International. At my second conference, I was elected as chairperson of the Global Guidelines Task Force. At my fifth conference, I was elected as co-convenor for the Global Training and Technical Assistance Special Interest Forum. I have presented at nearly every conference since 2006. As a result of networking, I have written chapters in two books and one article in ACEI's peer-reviewed journal, Childhood Education.

4. Renewed Teaching Licensures

During 2011, I renewed the following Minnesota licensures (file number 206987):

Supervisor, early childhood education
Parent educator
Nursery school teacher

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.

5. Other: Completed Intercultural Development Inventory Qualified Administrator Training

The Intercultural Development Inventory® (IDI®) is a statistically reliable, cross-culturally valid measure of intercultural competence adapted from the Developmental Model of Intercultural Sensitivity. The IDI can be used for a wide variety of purposes, including:

- Individual assessment in coaching, counseling situations
- Group analysis in teambuilding efforts
- Organizational-wide needs assessment for training design
- Program evaluation to assess the effectiveness of various interventions
- Research

The IDI is a 50-item, theory-based instrument that can be taken either in paper and pencil form or online. The IDI is currently in twelve languages (Bahasa Indonesian, English, French, German, Italian, Portuguese, Spanish, Russian, Korean, French, Japanese and Chinese). Translations from the English-language version were completed using rigorous "back translation" scientific protocols to insure both linguistic and conceptual equivalency. The instrument is easy to complete and it can generate an in-depth graphic profile of an individual's or groups' predominant level of intercultural competence along with a detailed textual interpretation of that level of intercultural development and associated transitional issues.

In order to use the IDI effectively and appropriately, individuals need to attend an intensive, IDI Qualifying Seminar (IDI QS) conducted over three days and consent to a licensing agreement.

November 16 – 19, 2010, I attended an IDI Qualifying Seminar in Baltimore, MD to gain expertise in using the IDI in my own consulting, training and research efforts. Attendance at an IDI Qualifying Seminar and consent to a licensing agreement is required to use the IDI assessment. Participants received IDI handouts and materials that include detailed interpretive guidelines, and written descriptions of procedures. During the seminar, participants:

- Gained proficiency in using the IDI for increasing intercultural competence for individuals, teams, and organizations
- Learned how the IDI differs from traditional measures of intercultural competence
- Reviewed the rigorous cross-cultural validity and reliability research protocols used in developing the IDI
- Learned how to interpret individual and group IDI profiles of intercultural competence
- Practiced giving IDI feedback in supportive, role-play scenarios
- Gained skills in using the IDI for training needs assessment, program evaluation, and other "large group" assessments

Hammer, M.R., Bennett, M.J. & Wiseman, R. (2003). The Intercultural Development Inventory: A measure of intercultural sensitivity. In M. Paige (Guest Editor), *International Journal of Intercultural Relations*, 27, 421-443. (Science Direct).

I found the training enormously valuable so that I can use the IDI as a data collection tool for my research into cultural competency.

I also learned a wide variety of strategies to incorporate experiential learning into EEC 222w Human Relations. These strategies will be selected according to the level of cultural competency of the students in the course.

Non-Value-Laden Groupings

1. MBTI/Kiersey-Bates personality types (for Denial)
2. Learning Styles (for Denial)
3. Color Wheel types (for Denial)

Games and Simulations

1. Barnaga card game negotiate process without talking
2. Thiaga game (minimization and “up”) Note: Tune into values that are against using standard playing cards
3. “Cultural Encounters” as role plays: insiders who know the culture behaviors, outsiders who have to figure out the culture they encounter, and observers (who are insiders and outsiders, how do you pick up on cultural cues, etc.) (minimization and “up”)
4. Describe – Interpret – Evaluate: instructions for reflections (not for denial; maybe acceptance and adaptation)
5. Pictures: use pictures of events (e.g., wedding, birthdays, etc.), artifacts, or settings and use D-I-E process
6. Artifacts: students say one word about the artifact; instructor records word in categories D-I-E; then discuss judgments
7. Record number of times each day that one judges a culture situation
8. “Culture Walk” – students stand in a line; if you identify as [name a category], what would you like people to know about you, what would you like to say to everyone, and what would you never like to hear again
9. “Culture Stand” – hold hands while standing in a line; if you identify as [name a category], step forward... and must let go of holding hands, which is symbolic.
10. “Common Ground” - if you identify as [name a category], please stand. So students see who is in the room.

Images

1. The optical illusion of a young woman, old woman, vase

Television

1. What Would You Do? (Minimization and above)
2. Outsourced (we debated about the stereotyping in the program)
3. 30 Days

Books/theories

1. Outcasts United
2. Something Else
3. McIntosh
4. Crossing Culture by U of MI press 2009 edition

Project Implicit

1. Implicit.harvard.edu – Online surveys for individuals to recognize that there is bias

Movies

1. Speaking in Tongues documentary (PBS)
2. Color of Fear (acceptance/adaptation)
3. Bend It Like Beckham
4. Sin Nombre
5. The Class
6. The Chairy Tale (youtube)
7. Lost in Translation
8. The Great Debaters
9. Invictus
10. Avatar
11. Outsourced
12. Enlightenment Guaranteed (German language movie) (we debated about whether this would work for students in the US)
13. Film from the “other country” that undergraduate students would watch

Language

1. Proverbs
2. Words, meanings, how some do not exist in other cultures
3. Reflections
4. Journaling
5. Instructor’s written responses customized to students’ journal entries
6. Observations in “home culture” setting (e.g., bookstore in hometown) and in “other culture” setting (e.g., bookstore in Spain)
7. Students set communication goals early in semester, then participate in cultural setting for 18 hours, and reflect on their achievement of communication goals

6. Other: Completed workshop on Applying the Quality Matters™ Rubric

On May 11, 2011, I completed six hours in a workshop on Applying the Quality Matters™ Rubric, led by Linda Jacoby. The QM rubric is intended for use with courses that are delivered fully online or a significant online component (hybrid and blended courses). For the current version of the rubric, see http://www.qmprogram.org/files/QM_Standards_2011-2013-3.pdf.

The QM rubric helps build online courses according to essential online learning standards based on sound learning theory. The QM rubric was developed by faculty across 17 institutions. It also provides a common language for discussion of course design.

The Quality Matters Rubric is a set of 8 general standards and 41 specific standards used to evaluate the design of online and blended courses. The QM rubric is complete with annotations that explain the application of the standards and the relationship among them. A scoring system and set of online tools facilitate the evaluation by a team of reviewers.

The eight general standards include:

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Learner Interaction and Engagement
6. Course Technology
7. Learner Support
8. Accessibility

Critical course components include Learning Objectives, Assessment and Measurement, Resources and Materials, Learner Engagement, and Course Technology. All these components must work together to ensure that students achieve the desired learning outcomes. When aligned, each of these course components is directly tied to and supports the learning objectives. Specific standards included in Alignment are indicated in the rubric annotations.

I believe that QM processes benefit both individual faculty and their institutions in the following ways:

- Improved student learning outcomes and retention
- Incorporation of new technologies and research findings
- Increased flexibility, creativity, and divergent thinking
- Increased efficiency in using institutional resources

I reviewed my materials for EEC 222w, Human Relations, and plan to seek more training in technology-related teaching strategies.

7. Other: Enhanced Technology-related Skills

During May, 2011, I participated in 9 days of training in technology skills that will enhance my teaching on-campus and on-line. The training included information and practice about many technology tools useful for instruction, as well as the use of Quality Matters © for course design and management.

May 16 – 20—Tech tools and pedagogy integration

We worked with technology in a hands-on “content first approach.” We watched a showcase demonstration of the potential of the software, and then we interacted and created partial lessons, or learning objects, using the software. The tools we looked at included: Smartboard, Jing, imovie/movie maker, Adobe Connect/net meeting, powerpoint, glogster, wiki sites, and blog sites.

Week Day	Purpose and Tool	Facilitators
Monday	Smartboard in 202 and basic elements	Matt and Marti
Tuesday	Smartboard software for your students	Nathan, Matt, and Marti
Wednesday	Adobe connect/net meeting--Video	Andrea and Matt
Thursday	D2L Quizzes, Groups/Discussions and Wikis/blogs (possible email tips)	Jeff (Shannon)
Friday	More useful tools and Showcase your work	Peers

May 24 – 26— Quality Matters and Course Design and Management

During these sessions, we looked at how we can utilize Quality Matters Standards to affect our online course design. I worked on an online course that I have already designed to build a hybrid or online course. The focus was on alignment of content, materials, assessments and student access to on-line course material. We also examined some ADA online course compliance techniques and tools.

Week Day	Purpose is everything
Monday 24	Introduction to QM and Essential Standards. Create tours/examine student accessibility
Tuesday 25	QM and Essential Standards 4, 5, 6, 8.
Wednesday 26	Applying to our entire course—peer review teams

At least once every hour, I acquired new information or a new skill that made all the time worthwhile! Because of what David Georgina taught us about D2L quizzes, I downloaded Respondus 4.0 and, with the password from Pearson for the test bank to the textbook that I am using, I uploaded the test bank items to my D2L course. This took only about 3 hours and now I have more than 500 question items available on my D2L course

for all time! I will be using these questions as discussion starters on campus and on-line, as well as for course quiz items.

David's leadership was exactly on-point for leading faculty members through learning, applying and evaluating the methods that will enrich our teaching. My brain was so full of possibilities for teaching with technology and teaching on-line. I looked forward to the Fall semester (for which I am much better prepared because of these sessions!).

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

INTRODUCTION

The IFO contract states that: “Faculty members are expected to support student learning and growth. Evidence of such support might include, but is not limited to, effective academic or career advising, service as an advisor or other support of student committees or organization, involvement in internship development and new student programs, supervising of student projects, assistance to students in gaining entrance to professions or graduate study and involvement in efforts to secure scholarship and fellowships.”

This section includes a summary and discussion of evidence related to contributions to student learning and growth. Careful review of documentation and reflection about my performance in criterion 4 makes clear that my achievements continue to meet the contractual benchmark of “high achievement” necessary for promotion.

Goals

These were my goals established for Academic Years 2010 to 2014. 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.
4. Faculty adviser for one student organization, Eurasian Student Association

Activities

This is a summary of my professional activities for AY11 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:

1. List of academic advisees
2. Photographs and conference programs related to undergraduate research team
3. List of students for whom I wrote recommendations
4. Example of recommendations
5. Several letters of appreciation from students for whom I wrote recommendations
6. Constitution for the Eurasian Student Association
7. Announcement for EEC Undergraduate Student Teaching Scholarships
8. Membership list for faculty advisory 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

Discussion and Reflection on Significant Activities

My documentation provides data, analysis, and reflection 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.

1. Academic Adviser

I believe a continuing problem about the workload in the EEC department is due to the number of undergraduate student advisees that are assigned to each EEC faculty member. After subtracting leadership release time and first-year fixed-term, if the 10 remaining faculty members advise a proportionate number of undergraduates, we have 80 - 90 UG students per FTE faculty member for advising. EEC faculty members do not have any release time to accommodate this number of advisees. No other department in the College of Education has an advising load even close to that of EEC faculty members. In fact, several departments primarily have graduate programs (CSP, Ed Leadership, Spec Ed) and do not have undergraduate advising loads. My understanding is that the students in KSP are advised in departments related to their content specialty (e.g., biology), and not in KSP.

During nearly all semesters at MSU, I established 10 hours each week for regular office hours and posted those hours on my office door. My presence in my office is way above the average of other EEC faculty members, but I might not be available at the immediate time that the student walks to my office. I also created a booklet in which students can sign up for appointments. This booklet is in the pocket box on my office door. In this way, I have a record of which students have made appointments with me. I have other responsibilities besides academic advising and I cannot be in my office at all times. Students need to learn to plan ahead and set times to meet with their advisors.

Each semester, I notify advisees with an email to remind them about my accessibility. Here is an example of the wording of these emails:

“You are receiving this note because you are on my list of academic advisees. I have a sign-up sheet on my EEC office door and you may sign up for appointments in any open space. I can have appointments at other times, but need to negotiate those on an individual basis. Please plan ahead so that you and I have time for an advising session before you reach a deadline.”

2. **Mentored student research projects or presentations**

To my knowledge, I am the only EEC department faculty member who has involved undergraduate students in structured research projects during the past five years, including presentations and articles related to MSU's Undergraduate Research Conference. These students were able to:

- Gain significant insight into the world of academic research.
- Learn specific skills that will help later in design and conducting scholarly research projects.
- Be involved in research typically only available to advanced graduate students and faculty members.
- Learn high-level project planning and research skills.
- Learn a wide variety of research approaches and terminology.

Center for Undergraduate Research

As a “Faculty Seeking Undergraduate Scholars,” I have an entry on the (virtual) Center for Undergraduate Research: <http://grad.mnsu.edu/research/cursc/> sponsored by the Undergraduate Research, Scholarship and Creative Works Advisory Group. The virtual Center is dedicated to improving the presence and quality of undergraduate-faculty collaborations across campus. The goal of the center is to help the university achieve its mission of promoting learning by effectively integrating undergraduate teaching, scholarship and research.

Name: Elizabeth Sandell

Department: Elementary and Early Childhood Education

Office: AH 329-D

Phone: 507-389-5713

Email: elizabeth.sandell@mnsu.edu

Description of Project: Assessment of quality for early childhood education and care programs

Mentor Expectations: Minimum of three hours of research per week

Although the site is a work in progress, please take note of the “Faculty Input Form” under “Research Opportunities.” This site encourages faculty to post their current and future needs for undergraduate participants. We hope that students will be able to identify possible opportunities and that faculty will be able to identify interested students, fostering collaboration between faculty and students.

Student Research Assistants

During AY11, I secured funding for two undergraduate student workers to assist with some research and data collection on one of my projects at MSU. The bottom line was a request for \$925.00 for student work time – 100 hours at \$9.25/hour for Student Paraprofessional Level 3. This will support 2 hours/week for 2 student research assistants for the remaining 4 weeks of Fall semester, 15 weeks of Spring semester, and 6 weeks of Summer Session.

Task Force on Undergraduate Research, Scholarship, and Creative Work

During AY11, I served as the COE representative to the Task Force on Undergraduate Research, Scholarship, and Creative Work. In that role, I co-authored a monograph with Dean Anne Blackhurst and Associate Professor, Gina Wenger: “The Value of Undergraduate Research and Creative Activity in the Tenure and Promotion Process at Minnesota State University, Mankato.” This monograph was shared with the Task Force and with members of the President’s Cabinet. The paper provided rationale and examples of the ways in which undergraduate research advances both the University’s mission and the faculty member’s ability to document achievement in each of the five areas specified in Article 22.

As a comprehensive public university, Minnesota State Mankato strives to integrate teaching and research in service to the local, regional, and global communities. This mission is reflected in the criteria for evaluation of faculty members, as specified in Article 22 of the faculty contract. In addition to teaching, research, and service, these criteria include contributing to students’ growth and development, as well as the faculty member’s own professional development and preparation. 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).

3. **Recommended Students for scholarships, internships, fellowships, and employment**

I nominated Vera Kashin’s master of science thesis for the Midwestern Association of Graduate Schools Distinguished Thesis Award. Although she was not the MSU nominee to the MAGS, her thesis was the nominee for the MSU College of Education.

I also wrote dozens of letters of reference and recommendation for students. In part, my recommendations resulted in many successful applications for scholarships and employment. Documentation is available through my files and emails. Names are not included here in order to respect these students’ privacy.

4. Faculty Adviser for Eurasian European Student Association

Along with Assistant Professor Lydmyla Ardanova, I am co-advisor for the Eurasian European Student Association (EESA). The purposes of this organization are to represent the students of Eastern Europe at MSU, Mankato, and to create an awareness of Eastern European cultures and languages, within the university and general community. The EESA:

1. Allows membership to any student at Mankato State University-Minnesota and to any individual from an outside community, who may be interested in the Eurasian and Eastern European area and who would like to learn more about its culture and languages.
2. Holds frequent get-togethers and functions in order to create a sense of community among members, and to expose them to the culture and languages of the Eurasian and Eastern European area.
3. Holds events at Mankato State University-Minnesota campus, such as art shows and keynote speakers, in hope of informing the larger-scale community and the culture of the Eastern European area.
4. Helps students who are from Eurasia or the Eastern European area adapt to the culture and life of the United States.

As faculty advisor, I attended meetings, brainstormed ideas about leadership and events, hosted a trip to the Museum of Russian Art (Minneapolis), helped decide about fundraisers, helped to plan leadership transitions, and encouraged and facilitated activities at the International Festival at East High School in April, 2011. Organization members contributed community service hours to assist me with translation of documents and messages between English and Russian languages.

5. Faculty Member of the EEC Committee for Undergraduate Student Teaching Scholarships

Conference program

Letter from GRS Dean

Photo of undergraduate students on research team

6. **Faculty Member of the Undergraduate Research Advisory Council**



As a member of the Advisory Council, I also contributed to a faculty workshop on March 5, 2011. In my presentation, I mentioned some of the “best practices” in mentoring undergraduates, communicating as mentors, and establishing goals in mentoring relationships. The Director of the Undergraduate Research Center noted that my participation “contributed to the spirit of discovery, creativity, and innovation at Minnesota State Mankato.”

7. **Faculty member of committee for student’s graduate studies program**

During 2010 – 2011, I was a member of the Examining Committee for Daniel C. Swenson, who received his Master of Science Degree in Experiential Education. In an email, Dan described the impact that my advice and consultation had on his decision to complete a graduate degree program at MSU, Mankato:

From: Daniel Swenson [danielcswenson@yahoo.com]
Sent: Saturday, September 10, 2011 1:46 PM
To: Sandell, Elizabeth Jill

Elizabeth,

I've thought of a number of items in addition to Magadan-related stuff. A number of the items below are related, but I've tried to differentiate between the various components.

1) I believe this started with Foreign Language Initiative. You had returned to MSU from a trip to Magadan and visited the FLI class that I was attending. I believe that that was the first time that we met; is that correct? So, an item for your report may be: **maintaining the foreign/overseas contact/agreement with NESU**. The maintenance and renewals of that international relationship take time and effort...

3) You, unselfishly, led me to the EdLd office (years ago); I believe that I was at GAC at that time. That led me to finding the ExEd program, which resulted in a Master's degree coming **from MSU**. That alone is an item; it led to a **graduate degree at MSU**. In addition, that furthered the reach of the MSU institution, furthering the international connection, furthering the community...the newspaper articles in the Mankato Free Press and the Waseca County News. You might want to mention that some of the items in your annual report are not, and cannot be, confined to just one year. (The reason that I went to the Free Press was to get some PR and **visibility for MSU**, for ExEd, and for you and your dept. I told the reporter there [Tanner Kent] that he needed to contact you and I see that he did.) ...

4) Include the **advice/guidance** that you give to students from Russia, Ukraine, Eastern Europe, and Central Asia. I have seen them and met a couple of them in your office.

5) It was you that was instrumental in facilitating the NESU connection for me to NESU. This is related to, but a bit different, from item 3 above. Item 5 involves more about **networking** to achieve **an academic result**, using available resources and opportunities. This item also includes your attention to **details**. You secured the stole for my graduation...

6) You helped [when I was] a grad student that had writer's block and diagnosed the root cause of the problem by concerted analysis. (You will recall that I had switched from hand-written to keyboard-written first drafts of my Capstone paper, **change of media** you called it. I switched back to hand-written first draft and the problem went away within two days.) So, here's where you could write items about your involvement with **student advising**, not just international students...

8) You assisted me in the development of an independent-study course, the one that I developed for the Waseca County Historical Society museum, primarily for use by young people and children. It had two components: brass-rubbing for the young (and no so young), and the blue-jar "treasure hunt" educational exercise for student-age. Is this also early childhood development? You had loaned a couple of books to me and we talked about the project.

Regards,
Dan

**Criteria 5: Service to University and Community –
Demonstrated service beyond the classroom.**

INTRODUCTION

The IFO contract states that “Evidence of faculty service might include, but is not limited to, participation in and contribution to: committee assignments, related leadership roles, university-related regional and national bodies including accreditation and program review, governance of the university, community organizations, fostering alumni relationship, community presentations, consulting with community agencies and organizations, special university lectures, seminars, workshops or development activities.”

This section includes a summary and discussion of evidence related to demonstrated service beyond the classroom to the department, college, university and greater community. Careful review of documentation and reflection about my performance in criterion 5 makes clear that my achievements continue to meet the contractual benchmark of “high achievement” necessary for promotion.

Goals

These were my goals established for Academic Years 2010 to 2014. 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

Activities

This is a summary of my professional activities for AY11 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, 2011
5. Steering Committee, Undergraduate Research Conference, 2009 and 2010
6. Ad Hoc Task Force on Undergraduate Research, Scholarship, and Creative Works, AY10 – AY11
7. Chairperson, Global Guidelines Task Force, Association for Childhood Education International, 2009 – present; Member, 2005 – present.
8. Mentor for two Muskie Scholars at MSU.

For documentation related to Criterion 5, please see:

1. COE Faculty and Staff List
2. EEC Committee List
3. Membership List for MSU's Undergraduate Research Council, 2011
4. Ad Hoc Task Force on Undergraduate Research, Scholarship, and Creative Works, AY10 – AY11
5. Letter of appointment as Chairperson, Global Guidelines Task Force, Association for Childhood Education International
6. Membership list for Global Guidelines Task Force, Association for Childhood Education International
7. Photo with two Muskie Scholars at MSU.

Discussion and Reflection on Significant Activities

My documentation provides data, analysis, and reflection 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.

1. Faculty member of department

I have been a member of the EEC department since Fall, 2005. My first position was as a fixed-term faculty member. In Fall 2006, I was hired for a tenure-track position.

2. Faculty member in the College of Education

During AY11, I was appointed as a department representative to the College's Assessment Committee. However, the committee's meeting schedule did not allow my attendance, because of my teaching schedule. Dr. Ballard occasionally attended in my place. For AY12, I will ask the department to appoint another representative so that the department is represented at meetings.

3. Faculty member of MSU, Mankato

During AY11, I was a representative of the College of Education appointed by the IFO to MSU's Task Force on Undergraduate Research, Scholarship, and Creative Works.



Allied Health and Nursing
 Arts and Humanities
 Business
 Education
 Science, Engineering and Technology
 Social and Behavioral Sciences
 Library
 Previous UCR Chairman

Lance Dalleck (pending)
 Jane McConnell
 Brenda Flannery: pending FA approval
 Elizabeth Sandell
 Hongxia Yin
 Karla Lassonde: pending FA approval
 Joseph Holtermann
 Marilyn Hart
 Gina Wenger
 Trent Vorlicek
 Mary Visser
 Joan Roca (Dean Library Services)
 Laura Bartolo (McNair Program)
 Chris Corley (Honors Program)
 Anne Blackhurst (Dean Grad Studies & Research)

Other Members

4. Engagement in professional organizations

I made a presentation, “Early Education in Russia: Tradition and Transition,” on October, 9, 2010, for “Reaching and Teaching All Children,” the 2010 annual Fall Child Care Conference, North Mankato, MN.

I am a member, ACEI Global Guidelines Task Force. I have been its Chairperson since Spring, 2009.



ACEI's Global Guidelines Task Force leaders meet in Phoenix, AZ, 2010



Sue Wortham, Chairperson, 2005 – 2007
 Belinda Hardin, Chairperson, 2007 – 2009
 Elizabeth Sandell, Chairperson 2009 – present

5. Engagement with international students and faculty members

The world often “comes to us” in the form of international students at MSU, Mankato. I am working to connect the international students with our College students, and I would like to take our College students to experience other cultures by intentional and deep residential experiences throughout the world. All this service has helped me focus my attention for students in EEC and in the College of Education.

COE international partnerships, including those with North American First Nations, can only help enhance the effectiveness of COE programs. Faculty members and students can learn from colleagues in other institutions about technology in education; teaching and learning in settings with different resources; models from other cultures about educational leadership, support for student orientation to higher education, science and mathematics education, working with special populations, etc. Partnerships can:

- (1) Enhance teaching and learning in COE
- (2) Provide value by its foundations and relationships
- (3) Create and maintain a relationships of respect and trust

I have repeatedly suggested to Dr. Traynor (department chairperson during AY08) and to Dr. Ballard (department chairperson AY09 and following) that the EEC department faculty members discuss differences in academic cultures, specifically between the US and the Russian Federation because I am familiar with those differences. I think this discussion would help faculty members understand and acknowledge the variations in culture and education experiences that students (even those from North America) bring with them into the classroom here at MSU.

My family is a “Friendship Family” for MSU’s International Student Office. We were assigned a Russian-speaking student from Kazakhstan who is studying Community Health through a Muskie Fellowship at MSU. This relationship helped the student learn about

American culture and family life. In turn, it helped my family learn about and appreciate another culture and family life patterns. We spent about two hours each month with each other, experiencing family dinners, church dinners, dental appointments, and more. The experience also helped me to be continually aware of how others perceive ideas and behaviors in our American college culture.

During my time at MSU, I have facilitated the signing and coordination of an international partnership with North-eastern State University, Magadan, Russian Federation.

6. Other Service to Community

During AY11, I participated in several other service activities for MSU, the community, and the profession:

Human Resources Committee, Crossview Covenant Church, 2009 – present.

Member and Secretary, Board of Trustees, Alaska Christian College, since AY07, documented by letter of appointment.

Consultation on program assessment for faculty members and administrators at Alaska Christian College, Soldotna, Alaska, 2008 to present.