Professional Development Report
2009 – 2010
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CRITERION 4: SUPPORT 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 discussion of evidence related to Criterion 4: Support Student Learning and Growth. Specific documents for evidence were included in the collection of materials submitted with my annual Professional Development Reports. The first part of this section includes a list of my professional service activities. The last part of this section includes a reflection about the experience and meaning behind some of the most significant among those professional development activities. When appropriate, the documentation is included in appendixes to this report.

GOALS AND DOCUMENTATION (Summary):

Goal 1: Continue and document my performance in my role of academic adviser for a number of students in early childhood education and in elementary education.
1.   Academic advisor for between 80 and 100 undergraduate students in EEC; documented with example of office hours and appointments scheduled.
2.   Survey about undergraduate advising effectiveness, see PDRs since AY08 and hard-copy and electronic documentation.
3.   Summary of EEC Department faculty members' advising loads.
4.   Academic advisor for 1 graduate student in EEC.
5.   Feedback about graduate advising effectiveness.

Goal 2: Mentor student participants in research projects or engagement in presentations at professional conferences.
1.   COE representative to MSU's Task Force on Undergraduate Research, Scholarship, and Creative Works.
2.   COE representative to MSU's 2009 and 2010 Undergraduate Research Conference Steering Committee, documented by meeting minutes and materials submitted for Criterion 5, service to university.
3.   Co-authored white paper, "The Value of Undergraduate Research and Creative Activity in the Tenure and Promotion Process at Minnesota State University, Mankato, Prepared October, 2009 by Anne Blackhurst, Ph. D., Dean, College of Graduate Studies and Research, Gina Wenger, Ph. D., Associate Professor, College of Arts and Humanities, and Elizabeth Sandell, Ph. D., Assistant Professor, College of Education, documented with electronic and hard-copy version.
4.   Established position description for Undergraduate Student Research Assistant (unpaid), documented with job description in electronic and hard-copy format.
5.   Mentor for 2 undergraduates on research team, who presented at the 2010 Undergraduate Research Conference, documented by conference program, letter from GRS Dean, and photo of undergraduate students on research team.
6.   Mentor for 2 undergraduates on research team, who published an article in the 2010 Journal of Undergraduate Research, documented by journal article.
7.   Judge for MSU's 2010 Undergraduate Research Conference, documented by conference program and materials submitted.
8.   Judge for MSU's 2010 Graduate Research Conference, documented by conference program and materials submitted.
9.   Mentor to 3 undergraduate students to attend and to present at the 2010 Focus on the Children Conference in Rochester, MN, documented by conference program.
10.   Chairperson/advisor for graduate student alternate plan paper (I. P.)

Goal 3: Other Activities.
1.   Wrote recommendations and references for numerous students for scholarships, internships, fellowships, and employment.
2.   Faculty advisor for Eastern European Student Association, student organization.
3.   Faculty mentor for CETL's Students Consulting on Teaching (SCOT) student, February 4, 2010.

REFLECTIONS

My personal 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." It is this mission statement that guides me in my service to students.

In my work with advisees and with student researchers, I am happy to see them make progress along the way. Sometimes the way is challenging for them. One of my graduate advisees was quite anxious about designing, interpreting, and reporting on her research. She commented, "I have never done anything like this before. I do not know what to do. I am worried." My response was, "Of course you have not done this before. That is why you are doing this now and I will walk with you every step of the way."

This section includes a reflection about the experience and meaning behind some of the most significant among my professional development activities. When appropriate, the documentation is included in appendixes to this report. The collection of artifacts has given me a new sense of my role in serving the students of MSU, Mankato.

<u>Academic Advising</u>

Undergraduate Students

In 2008, I developed a computer-based survey to collect feedback about the quality of my academic advising from the advisees themselves. There was a long process to get the survey written and entered to the MSU assessment web pages in ways that protected their privacy. The survey was finally ready in December, 2008. Each year, about 50 students were invited to respond to the survey. These were students who had met with me in the previous four months for academic advising. The survey asked students to respond on a 5-point Likert scale from 1 = strongly disagree to 5 = strongly agree. In December, 2008, twelve students responded to the survey, at a time when most students were focused on final exams and leaving for the semester break. In October, 2009, fourteen students responded to the survey. The MSU Institutional Assessment staff members helped me set up the survey so respondents were anonymous. There was no link among these documents related to specific students and their specific responses.

For advising knowledge, there were 4 items on the survey. Respondents generally agreed or strongly agreed with items that suggest that I was knowledgeable, accurate, helpful, and up-to-date.

For advisor availability, there were 4 items on the survey. Evidently, my advisees know how to contact me and believe they can reach me when needed. Respondents agreed or strongly agreed that I was available during office hours or by email or telephone or that they could contact me fairly easily when advice was needed.

For advisor resourcefulness, there were 4 items on the survey. Respondents agreed or strongly agreed refer them to the right people/places when needed and that I know where to seek answers if in doubt. This is where I could improve somewhat. Scores for items such as "helps deal with university 'red tape'" and "helps students set goals" were lower than I would like to have seen.

On the other hand, I do usually refer students to other MSU offices that can respond to their specific questions and I often help students complete forms. I think it's important to foster student independence by expecting them to actually follow up on the tasks. This may be perceived as not helping them with red tape. Furthermore, most students who are assigned to me for advising have already set their goals: completion of an initial teacher licensure program. So, it is not necessary for me (as their adviser) to help them set their goals.

For advising connections with students, there were 4 items on the survey. Respondents agreed or strongly agreed that I am approachable, that I take their interests into account when advising and that I am concerned with their success as individuals.

For advising usage, there were 4 items on the survey. Evidently, my advisees see value and a role for a faculty member to be involved in their advising. Respondents disagreed or were neutral about having their friends provide most of their advising and that they do most of their own advising. Overall satisfaction was at 71% to 83%.

Overall, I am pleased with the survey itself and with the web-based process for getting student feedback on my advising. Because I knew I was going to do the survey, I paid special attention to student advising. I plan to do a survey each year to compare results.

Table 1: Responses to Annual Advising Survey for E. Sandell, Fall 2008 and Fall 2009

Criteria	Strongly Agree/Agree Fall 08 (n = 12)		Strongly Agree/Agree Fall 09 (n = 14)	
Advisor Knowledge				
Helps plan educational program	11	92%	11	78%
Knowledgeable about requirements	10	83%	12	86%
Accurate in information	9	75%	12	86%
Up to date with information	8	67%	13	93%
Advisor Availability				
Contacted fairly easily when needed	11	92%	12	86%
Responds to emails or phone calls	11	92%	12	86%
Available during posted hours	11	92%	11	78%
Generally available via e-mail	10	83%	13	93%
Advisor Resourcefulness				
Knows where to seek answers	10	83%	12	86%
Refers to right people	10	83%	11	78%
Helps students set goals	7	58%	10	71%
Helps deal with university "red tape"	5	42%	9	64%
Advisor Connections with Students				
Approachable	12	100%	12	86%
Takes student interests into account	11	92%	12	86%
Concerned about student success	10	83%	11	78%
Knows my academic progress	9	75%	10	71%
Advising Usage				
I have little need to see my advisor often	4	33%	8	57%
I do most of my own advising	3	25%	5	36%
My friends provide my advising	2	17%	2	17%
Overall, I am satisfied with my advisor	10	83%	10	71%

Graduate Students

The following student is working with me as academic adviser on her master's alternate plan papers:

Iryna Pyrch, Alternate Plan Paper, College of Education, "Analysis of Changes in Teaching Methodologies in Elementary Schools in the Ukrainian Soviet Socialistic Republic: Comparison of Socialist and Independent Periods," to be completed in 2011.

In AY09, I recruited this Ukrainian student into the master's program in the EEC department. This student also speaks the Russian language. She is not a Russian student. It is culturally inappropriate to refer to someone from Ukraine as "Russian."

The plan of study that I drafted for the student in August, 2009, was based on the current requirements for a master's of science in Early Childhood Education as it was listed in the current MSU Bulletin. However, I have learned that many of the printed requirements were out-of-date and were misleading to me and to the student. Several courses are not even offered. It would be helpful if the graduate coordinator for our department would oversee revisions to the MSU Bulletin to provide accurate and timely information to colleagues and to students.

During AY10, Dr. Ballard told me that she advised the student to complete the alternate plan paper capstone project for her master's degree because, according to Dr. Ballard, it is "easier" to complete than a thesis, even if it is not the student's first choice.

Her undergraduate major was social pedagogy, which is related to Minnesota's family education, and, therefore, more related to early childhood education than to counseling. I did talk with the student during her initial visit to campus about majoring in counseling or psychology or special education. The student was very clear that she wanted to take a few courses, but not a major, related to child psychopathology or abnormal psychology. Two witnesses participated in this conversation.

The student understood that the admission requirements and numbers of students admitted to Counseling and Student Personnel and Psychology are more strict than those for Early Childhood Education. Also, the possibilities for employment in her home country (Ukraine) are fewer for her if she majors in CSP or Psychology. The student and I did discuss these academic majors, but they do not fit her goals. The student is happy with the plan of academic study related to a major in Early Childhood Education. Her I-20 for her student visa does say she is going to study in Early Childhood Education, but she could change her major (if she wanted to change) without going back home for a year. It is a simple matter of deciding on a new major, getting approval for admission from the new department, and then submitting a form to the International Center. There would have been no consequences to changing the student's major.

Accessibility to Advisees

I believe one 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.

I established 10 hours each week for regular office hours and posted those hours on my office door. My actual 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 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. 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.

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."

I have certainly responded to students who stop at my door and ask questions because their academic advisor happens to not be available. But I thought our department had an understanding that there was a process for handling students who reported that they could not contact their advisors or who claimed that their advisors were unavailable: to suggest that the student try by phone, email, and written note to request an appointment with their advisor, and then, if the faculty advisor does not respond, that the student should contact the department chairperson.

During Spring, 2009, I was working only half-time in the EEC department, so actually there was less time for office hours and for student advising than other full-time faculty members have. I had informed my advisees by email on February 4, 2009, about my limited time for advising and about the best ways to contact me. They could make appointments with me by signing up on the appointment sheets that I posted on my office door.

In the EEC department, students regularly request a change of advisor. During Fall 2009, I have had at least five students ask me if they could request a change so that I would be their academic advisor. Is someone keeping track of all the requests and the rationales for advisor changes among all the faculty members in our department? Do my advisees request transfer to other advisors any more frequently than advisees of other faculty members?

Independent Study

There are a number of reasons why a student might want to register for independent projects, including:

1. Additional credits in order to reach their 128 credits to graduate
2. Additional credits in order to reach a full 12 credits for a semester
3. Additional credits to fill the gap between the formerly-required 16 credits for student teaching and the now-required 12 credits for student teaching
4. Credits for work done in a service learning experience that was not connected to a course
5. Credits for work done in a research project that was not connected to a course
6. Filling a semester while the student waits for admission to professional education

The following chart indicates the number of specific students, not the number of credits for which each student registered. Was this an "abnormally" high number of credits? I'm not sure. The EEC department had no standard or limitation on independent work until Spring, 2009. Since only once or twice was I allowed to use teaching "load" for mentoring students in independent study, I do not think I took advantage of this possibility.

Table 2: Comparison of Number Independent Study Agreements
among EEC Department Faculty Members

Number of Undergraduate Students Enrolled in Independent Study Projects											
Semester	Prenn	Mastin	Traynor	Werhan	Matz	Rahn	Duran	Good	Ballard	Reuter	Sandell
Su06		1							1	1	
Fa07				1				8		1	2
Spr08				3			2			13	1
Sum08			2							1	4
Fa08			1	1			1			1	10
Spr09			2				1	3		3	11
Sum09								1			
Fa09	1			1		1			2		1
Total UG	1	1	5	6	0	1	4	12	3	20	29

Number of Graduate Students Enrolled in Independent Study Projects											
Semester	Prenn	Mastin	Traynor	Werhan	Matz	Rahn	Duran	Good	Ballard	Reuter	Sandell
Su06					1				3		
Fa07								1	2		
Spr08							2		1		1
Sum08					5		1		2		1
Fa08							1		1		
Spr09									4		1
Sum09											
Fa09						7			1		
Total GR	0	0	0	0	6	7	4	1	14	0	3

| TOTAL | 1 | 1 | 5 | 6 | 6 | 8 | 8 | 13 | 17 | 20 | 32 |

<u>Undergraduate Student Research</u>

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 AY10, 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 is a request for $925.00 for student work time – 100 hours at $9.25/hour for Student Para-professional 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. Maggie Looft and Kiley Theede

Task Force on Undergraduate Research, Scholarship, and Creative Work

During Fall, 2009, 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).

Undergraduate Research Conference

During AY09 and AY10, I served as one of two COE representatives to the Undergraduate Research Conference Steering Committee. The Steering Committee met for 2 hours monthly and worked for 3 days at the URC in April.

Fostering Teacher Understanding of Dakota and Lakota Education Experiences: Past, Present, and Future, Maggie Looft and Kiley Theede (Department of Elementary and Early Childhood Education) (poster session, 2010 Journal of Undergraduate Research)

2010 Focus on Children Conference

The Focus on the Children Conference offered a variety of workshops of interest to early childhood and school age care professionals, educators, parents, foster care providers, and those interested in the development of children, birth through twelve years of age. An audience of 400 attended this event.

Along with Dr. Reuter, I was faculty mentor to 3 undergraduate students to attend and to present at the 2010 Focus on the Children Conference in Rochester, MN. We presented on April 18, 2010, along with students: Amber Bissonette, Alyssa Nicholson-Hansen, and Amanda Sterna. We provided a 1-¼ hours workshop. We tried to provide a blend of recent research, applied

theory, and practical application. Most providers and classroom teachers really appreciated receiving a few new strategies they can use right away.

In completing a presentation proposal, all presenters were asked to align workshops with the Minnesota Core Competencies for Early Childhood Education and Care Practitioners or the Minnesota School Age Core Competencies. These documents can be found online at http://www.mncpd.org/core_competencies.html This helped insure that the Focus on The Children Conference was an approved training through the Minnesota Center for Professional Development. This process was also a learning experience for the three undergraduate students involved in our presentation.

Graduate Student Research

Capstone Projects

The following student is working with me as academic adviser on her master's alternate plan papers:

Iryna Pyrch Zierdt, Alternate Plan Paper, College of Education, "Analysis of Changes in Teaching Methodologies in Elementary Schools in the Ukrainian Soviet Socialistic Republic: Comparison of Socialist and Independent Periods," to be completed in 2011.

In addition, during AY10, I served on committees for two other graduate students:

Paulkani Siddela, Master's Thesis, College of Science, Engineering and Technology. "Changes in baroreflex heart rate response [working title]," to be completed in 2011.

Ruth Fairchild, Master's Thesis, College of Arts and Humanities, "Like a Tica: An Autoethnography About Cultural Adjustment in Costa Rica," completed in 2009.

Graduate Assistantships

EEC had not had a graduate assistant funded by the MSU College of Graduate Studies and Research between AY05 and AY08. Increasing the number of department graduate assistantships attracted quality graduate students and enhanced the research and work of several of the department faculty members. Furthermore, teaching and research experience is essential for students who wish to continue to a doctoral program, perhaps here at MSU, Mankato

Due to my efforts, during AY08 and AY09, ES:EEC had two full-time graduate assistants supported by Academic Affairs, College of Education, and Department resources. The EEC department used its two College-supported Graduate Assistantships during AY08 and AY09 to add depth to the department graduate efforts. One position (supported by College and Department funds) enabled the College to hire an international graduate student to teach one undergraduate course each semester and to facilitate its partnerships with Northern International University in Magadan, Russia. The other position (also supported by Academic Affairs/College

funds) enabled the College to hire a teaching assistant to assist two faculty members with research projects and to provide instruction in one undergraduate course each semester.

I applied and received a grant for Spring, 2010 so that Iryna Pyrch, international graduate student in EEC, worked some hours this semester and was paid through the College of Education funds related to Reassignment and Research (Dean Miller approved this based on recommendations from the R&R Committee). This grant provided for about 10 to 12 hours each week of employment related to her major and things she will learn that will apply directly to her future activities in Ukraine. We worked on several research projects together, and she is assisting me with communication in Russian with our colleagues in Russia.

Graduate Research Design

In my research experience, it is not necessary for a thesis to result in a "proof" of the hypothesis. Part of the scientific process is to report and explain what happened, even if it does not turn out the way the scholar originally anticipated. It is not necessary for a research design to have a control group or to control for every confounding variable. A thesis research project can take many forms – qualitative, formative, case study, and more. Knowledge may be learned from reporting on a study that did not prove the hypothesis, that did not go smoothly, or that used qualitative designs.

Prior to coming to MSU, Mankato, I served on committees for two master's degree capstone projects at the University of Minnesota. Both of them were thesis projects. Since coming to MSU, Mankato, I have served on committees for six master's degree capstone projects. Three of them were successful thesis projects. Three of them were alternate plan papers or creative projects. Four of them were in departments other than EEC. Not one of these master's capstone projects had a research design similar to the others.

During AY09, I served on four committees for master's degree students. Two were in our department, one was in another department in the College of Education, and the fourth was in another College. Two were alternate plan papers and two were thesis research projects. During AY10, I served on two committees for master's degree students. One was a thesis research project and one was a portfolio creative project. None of them had the traditional quantitative, control/comparison group research design.

The following table illustrates which EEC faculty members had advisees who registered for credits for their capstone projects during AY08 through AY10. (Note: there were no EEC graduate students registered for master's degree capstone projects in AY06 and AY07, so data for those years is not shown on the chart. There may be some duplication in the count, because one student may have registered for credits in more than one semester of the specified academic year.)

Table 3: Number of EEC Graduate Students Enrolled in Capstone Projects,
AY08 through AY10

EEC Faculty Member	AY08			AY09			AY10		
	APP EEC 694	Crtv EEC 695	Thesis EEC 699	APP EEC 694	Crtv EEC 695	Thesis EEC 699	APP EEC 694	Crtv EEC 695	Thesis EEC 699
Ballard	1	1	1		7			4	
Browne									
Duran				3					
Fogg									
Good									
Mastin									
Matz									
Meyer-Mork									
Prenn									
Rahn							1		
Reuter									
Sandell						3			
Traynor									
Total	1	1	1	3	7	3	1	4	0

Dr. Ballard, and Dr. Prenn when Dr. Ballard was on sabbatical leave, has been the coordinator for graduate studies in the EEC department during these years. When one examines the situation for graduate students in EEC during the last five years, it is evident that Dr. Ballard has advised the majority of graduate students and has primarily directed her advisees to complete Alternate Plan Papers and Creative Projects. There was only one student in a single semester that was registered for Thesis credits with Dr. Ballard.

My experience in the EEC department shows that the EEC department faculty members have very little experience and no consistent standards for thesis research projects. Graduate students in our department are repeatedly advised to complete an Alternate Plan Paper instead of a thesis because "it will be easier." An Alternate Plan Paper or a Creative Project does not position a student well for future doctoral studies. Such advice suggests that EEC department colleagues are not "thinking and acting like a doctoral institution," which is one of President Davenport' main goals. For whom exactly is it easier? The student? The faculty advisor? The department?

During 2009, I was the faculty adviser for two students who were completing their thesis projects in the EEC department. One of them successfully defended her thesis in May, 2009 and officially graduated in December, 2009. Originally, the other student (CAD) was planning to graduate in May, 2009. However, she had at least one course remaining to complete during the Summer, 2009. She officially graduated in December, 2009.

CAD and I had worked with Dr. Stephen Bohnenblust in the Center for Excellence in Scholarship and Research. He seemed to think her research design could be adequate for an MSU, Mankato master's degree thesis research project.

Along the way, the student had also consulted with Dr. Duran (as her project leader and collaborator). CAD worked as a graduate assistant with Dr. Duran on this project. CAD collected data for Dr. Duran's project and (with Dr. Duran's permission) was going to use some of the data as the basis for her master's thesis project. The student's research was part of Dr. Duran's projects with Head Start in Faribault. Dr. Duran discussed and reflected on the design with the student.

Dr. Duran had added the student's project to Dr. Duran's IRB-approved research project (IRB Proposal Log #3062). During this student's time in our department, I tried repeatedly to get a copy of Dr. Duran's proposal to the IRB. However, it was not until January, 2010 that I actually found a copy, which did not refer to the student's participation in the project. I have signed documentation from the IRB Administrator, Dr. Patricia Hargrove, that the way this student's IRB was handled was typical for graduate students collecting data under the leadership of a faculty research design. Dr. Hargrove noted that this project was based on Dr. Duran's research design, not CAD's. So, in a sense, it would have been academic dishonesty if CAD had filed her own proposal with the IRB. Dr. Hargrove commented to me that the IRB procedures in place in 2007 did not really provide for adding student workers' names to IRB proposals. She noted that the practice at MSU, Mankato is a bit cumbersome sometimes and that she is aware that occasionally projects have a number of student research workers, without ever naming them in the IRB's file… even for inclusion in their eventual master's thesis projects. Given this situation, Dr. Hargrove suggested that it was not essential, and not a legal liability or ethical misconduct, that we did not have CAD's name in the IRB file for this project. Dr. Hargrove took this case (with identifying information removed) to the IRB administrator's meeting later this week to get clarification of this practice. (See documentation)

CAD had submitted sections of her study, including the design, for two other graduate-level research courses, including one EEC course taught online during the Summer 2009 by Dr. Prenn. The student received an "A" from Dr. Lee for KSP 609 Research Methods in Fall 2008. This class included opportunities for students to design their research projects. The student received an "A" from Dr. Prenn for EEC 610 Scholarly Writing in Summer 2009. This class also included opportunities for students to further refine their research reports. Dr. Lee and Dr. Prenn did not raise any red flags about the student's work in their courses. Perhaps the student did not learn from them what she needed to know in order to create and write a rigorous research study.

I received guidelines about master's degree capstone projects for the EEC department from Dr. Peggy Ballard on September 24, 2008. These guidelines stated:

> "All thesis projects require a proposal. If data collection is part of the thesis, this proposal must be approved before any data collection is started by completing the Institutional Review Board (IRB) process."

This information from Dr. Ballard did not indicate exactly who approves a thesis proposal -- other than the IRB. In this student's case, the IRB approval was received through Dr. Duran's IRB Proposal Log #3062, "Spanish Immersion and Monolingual English Immersion in Preschool Education: An Experimental Longitudinal Comparison." The IRB proposal identified Dr. Duran as the principal investigator and Dr. Patricia Hoffman as the secondary investigator.

I knew that Dr. Duran had submitted her proposal to the IRB and that it was approved in May 2007, before CAD began her graduate studies. I talked with CAD several times about having Dr. Duran submit an amendment to add CAD as a student researcher to the IRB materials. CAD told me that she remembers seeing a written notification to the IRB about project continuation. This paper included notification that graduate and undergraduate student workers would be working with Dr. Duran. However, the IRB file does not show that Dr. Duran's continuation and revision was actually submitted to or approved by the IRB. And CAD's name was never added to Dr. Duran's IRB proposal and/or project.

Dr. Duran wrote a letter to document that CAD assisted with data collection within the parameters and protocols of the IRB approval, even though CAD did not have a separate IRB proposal. Dr. Duran sent this letter to the IRB and sent a copy to me, for CAD's student files.

According to the College of Graduate Studies and Research, thesis proposals:

> "… should be approved before data collection is started. This proposal requires acceptance and endorsement by the student's examining committee. It is not required that the thesis proposal is approved by the College of Graduate Studies and Research." (from http://grad.mnsu.edu/capstone/thesis.html)

In this case, Dr. Duran was one of CAD 's original thesis committee members, in addition to Dr. Peggy Ballard and me. By agreeing to include CAD in her research, Dr. Duran approved CAD's thesis proposal. By signing CAD's academic plan and meeting with CAD, Dr. Ballard approved CAD's thesis proposal. As CAD's adviser, I approved her thesis proposal.

During her final semester before graduation, CAD wanted to apply for funding for thesis expenses from the College of Graduate Studies and Research:

> "The College of Graduate Studies and Research provides financial assistance to partially reimburse students for expenses related to completing a thesis. Stipends up to $200 to support research related expense are available each semester; however, funding is available on a limited basis. This financial support is currently available only to students completing a thesis as the program capstone project." (http://grad.mnsu.edu/student/thesisfunding.html)

The GSR form, Request for Funding to Complete Thesis Research, required the applicant to attach an approved Thesis Proposal. CAD needed a revised description of her thesis. According to a conversation with CAD on January 22, 2010, CAD asked for my help on revising the description for submission along with her application in late January 2009. CAD did not report any "scrambling" was involved beyond the normal work to meet a grant proposal due date.

During the summer, 2009, I spent countless hours when I was not on faculty duty to meet with CAD to edit and to refine her paper as a thesis. Her thesis committee included Dr. Duran, Dr. Ballard, and me. CAD was ready to get feedback from her committee members after May, 2009. However, Dr. Ballard and Dr. Duran were unavailable to provide feedback. Dr. Ballard had left

the Mankato area for the summer, and Dr. Duran was busy with the process of leaving the Mankato area to move to Utah. The student thought that Dr. Good and Dr. Meyer-Mork could be helpful to her, so we asked them to replace Dr. Ballard and Dr. Duran on the committee.

During the summer, most faculty members (including me) were off campus and not on duty. In July, 2009, Dr. Good and Dr. Meyer-Mork took great issue with the student's paper as a thesis and vehemently argued that it should be an alternate plan paper. They were opposed to the form of the research that CAD had followed, and they did not consider that it was a worthy design for a thesis project. With their quick review, Dr. Good and Dr. Meyer-Mork did not think it was worth working on the design problems to help the student craft a better thesis within the limited time available. I think with department and committee support, the student could have revised the thesis to be adequate for her degree. Unfortunately, the student could not afford additional time to complete her degree. The result is that CAD re-wrote the material as an alternate plan paper and graduated in December, 2009.

Other Service to Students

Recommendations and References

Each year, I 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.

Also, for three years, I encouraged the Nu Chapter of Delta Kappa Gamma to actually implement its scholarship program. As a result, in October, 2009, their Grants Committee awarded the first scholarships in the last five years to two MSU students: Betsy Hawes and Emily Cowan. Betsy is a senior at MSU. She is an elementary education major with a pre-primary concentration. Emily is a junior at MSU. She is an elementary education major with a concentration in mathematics.

Recognized Student Organization

Along with Assistant Professor Lydmyla Ardanova, I am co-advisor for the Eastern European Student Organization (EESO). 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 EESO:

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 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 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 the Eastern European area adapt to the culture and life of the United States.

As faculty advisor, I attended EESO 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. EESO members contributed community service hours to assist me with translation of documents and messages between English and Russian languages.

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.