UMSL | Center for Teaching and Learning

December 2022

CTL's Monthly Newsletter keeps you updated on research-informed teaching strategies, events, and support available to everyone in the UMSL teaching community.

Photo by August Jennewein

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[Register for Spring Forum 2023]

Looking Ahead: Kicking off 2023 by continuing to move from "Equity Talk to Equity Walk"

January 27th, 2023

In January, the Center for Teaching and Learning offers an event that helps to energize and connect the UMSL teaching community.

This year's Spring Forum of Teaching's theme is "*From Equity Talk to Equity Walk*." The

theme was inspired by a book of the same name by our keynote speaker Dr. Tia Brown McNair. The event is virtual and takes place from 9:00 AM to 3:15 PM on January 27th, 2023, and features a keynote address, two workshops, and two blocks of concurrent sessions from faculty. Please register (above) to receive the finalized schedule and Zoom links.

Keynote Speaker: Dr. Tia Brown McNair

Dr. Tia Brown McNair is the Vice President in the Office of Diversity, Equity, and Student Success and Executive Director for the Truth, Racial Healing, and Transformation (TRHT) Campus Centers at the American Association of Colleges and Universities (AAC&U) in Washington, DC. She oversees both funded projects and AAC&U's continuing programs on equity, inclusive excellence, high-impact practices, and student success. McNair directs AAC&U's Summer Institutes on High-Impact Practices and Student Success, and TRHT Campus Centers and serves as the project director for several AAC&U initiatives, including the development of a TRHT-focused campus climate toolkit. She is the lead author of From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education (January 2020) and Becoming a Student-Ready College: A New Culture of Leadership for Student Success (July 2016 and August 2022 Second edition).

Title: From Equity Talk to Equity Walk: Our Shared Responsibility for Equity-Minded Sense-Making that Advances Student Success
Time: 9:15 AM-10:15 AM

Description: What are promising strategies for engaging in equity-minded sense-making

that embraces learner-centered approaches that support student success and advance equity? This discussion will highlight key principles outlined in the book *From Equity Talk to Equity Walk*, with a goal of providing equity-conscious, practical guidance on how to design and implement effective teaching and learning strategies that are asset-based and establish more culturally responsive campus cultures that support higher levels of student learning and engagement.

Workshop Facilitator: Dr. Mary-Ann Winkelmes
Founder and Director of TILTHigherEd

Dr. Winkelmes is the Founder, Director, and Principal Investigator of the Transparency in Learning and Teaching in Higher Education project (TILT Higher Ed), which promotes direct conversation between teachers and students about methods of teaching and learning and helps faculty to use education practices grounded in evidence about students' learning shared across institutions and countries. The impact of this project on students' learning and persistence in college has been the focus of Winkelmes's publications in the National Teaching and Learning Forum, Project Information Literacy, the National Education Association's Higher Education Advocate, AAC&U's Liberal Education, and Peer Review, and additional book chapters and peer reviewed articles as well as the book Transparent Design in Higher Education Teaching and Leadership. Her work to improve higher education learning and teaching, especially for historically underserved students, has been recognized nationally by the Chronicle of Higher Education and with the POD Network's Robert J. Menges Award for Outstanding Research in Education Development.

Title: Transparent Instruction: A Small Change to Promote Equitable Student

Success

Time: 10:30 AM -11:30 AM

Transparent instruction involves direct communication among teachers and students about teaching and learning methods. A national study by the AAC&U and subsequent research has identified transparent instruction as an equitable teaching intervention that significantly enhances students' success, with greater gains for historically underserved students, including those who are the first in their families to attend college or from low-income or underrepresented racial or ethnic groups. [Winkelmes et al, Peer Review, Spring 2016]. Transparent instruction has also enhanced students' persistence and retention rates [Gianoutsos and Winkelmes 2016; Winkelmes et al. 2019]. Participants in this session will review research on Transparency in Learning and Teaching (TILT) and analyze an example assignment from one of the TILT research studies before and after it was revised to be more transparent. They will leave with concise strategies and tools to support small changes for greater transparency in their teaching or collaborative work.

Workshop: TILTing Your Own Assignments/Projects to Increase Equity in Student Success

Time: 1:15 PM - 2:15 PM

This session allows instructors and staff to practice applying transparent instruction to their own teaching or collaborative work. It is not necessary to bring any sample drafts. Dr. Winkelmes will guide us through a collaborative, 5-step process that offers a brief, hands-on experience in applying the TILT Framework for transparent instruction. Participants will leave with a draft plan for a student assignment or staff work project and a greater readiness to TILT.

If you have any questions, contact CTL Assistant Director Dr. Erin Whitteck at elwbcf@umsl.edu.

UMSL Service and Teaching Awards

See below for the call for nominations for UMSL Faculty awards
(various deadlines shared).

The UMSL Academic Affairs [site on Faculty Awards](#) lists all of the available awards. The nomination packets often ask for some of the same materials for promotion and tenure portfolios, so you might already have the materials you need to nominate someone from your department. For the UMSL awards, you may also nominate yourself. Student representatives on the Teaching and Service Awards Senate Committee are also soliciting input from students for faculty names to suggest to departments to nominate.

[UMSL Faculty Teaching & Service Awards](#) (Deadline February 5, 2023, 11:59 PM; Submit by email to Senate office senate@umsl.edu)

- [Chancellor's Award for Excellence in Service](#)
- [Chancellor's Award for Excellence in Teaching to a Non-Tenure Track Faculty Member](#)
- [Chancellor's Award for Excellence in Teaching to a Tenured or Tenure-Track Faculty Member](#)
- [Chancellor's Award for Sustained Excellence in Online Teaching](#)
- [Chancellor's Award to a Part-time Faculty Member](#)
- [Gerald and Deanne Gitner Excellence in Teaching Award](#)
- [Emerson Excellence in Teaching Award](#)
- [Governor's Award for Excellence in Teaching](#)

[UMSL Faculty Research and Creativity Awards](#) (Deadline is February 17, 2023 by 5PM; Submit by email to ora@umsl.edu)

- [Chancellor's Award for Excellence in Research and Creativity](#)

- [Chancellor's Award for Excellence in Collaborative Research and Creativity](#)

[UM-System Awards](#) **(Deadline is December 16, 2022)**

- Thomas Jefferson Award (Send completed nomination packet to UMSL Provost at acadaff@umsl.edu)
- C. Brice Ratchford Memorial Fellowship (Send completed nomination packet to UM System Office of Engagement, Ashley Rhode at rhodea@umsystem.edu)

[Curators' Professors](#) - (Deadline is March 1, 2023; send nominations to UMSL Provost at acadaff@umsl.edu)

Meet your New Colleagues

Each month we will feature faculty who are new to UMSL. Please reach out and welcome them to campus.

Patrick J. Moore
Associate Teaching Professor of Language and Cultural Studies
Department of Language and Cultural Studies
College of Arts and Sciences

After spending most of my professional career abroad, I have returned back to my native Midwest and joined the Department of Language & Cultural Studies at UMSL. I have lived and taught in the Czech Republic, South Korea, Thailand, the UAE, and various domestic locations, most recently at George Mason University in Virginia. My research interests are Intercultural Competence, Language Policy, and Sociolinguistics. Here at UMSL, I teach EAP courses to our international students and Cultural Studies courses. I coach Little League and am a rabid St. Louis Cardinals fan. I enjoy playing guitar and camping.

Reminder: Grades are due by December 20th by 5:00 PM

For step-by-step instructions for grade entry: http://www.umsl.edu/registration/files/pdfs/Instructions/gradeentryguidecompleteupdated.pdf

Please contact Kathy Miguel, miguelk@umsl.edu or Danielle Faucett, faucettd@umsl.edu .

Student Voice
Written by Megan Niehaus

Throughout the year, we will be incorporating student voices into the newsletter. The Center for Teaching and Learning greatly values student voices in all aspects of teaching, from design to delivery. Students chosen are current [Active Learning Assistants or Supplemental Instructors](#). Megan Niehaus is a Psychology/Neuropsychology major and an Active Learning Assistant for Dr. Charles Granger in the course Introduction to General Biology.

Group work is useful for the workforce but has a negative stigma with students in the classroom. The mere sound is enough to send shivers down a student's back. As a faculty member, you can show the value of group work with strategic motivational wording and matching of group work type to objectives.

First, simply reassessing the language, you use to describe and prompt group work can make a big motivational difference. In my experience, it has been most helpful to receive explicit instructions about what the question is trying to get at, the goal outcome of the group work, how to work together to reach this outcome, and how long you have to talk about it. I can't tell you how many times I have entered a Zoom breakout room, and the first thing that came out of anyone's mouth was: "what was the question" or "what are we supposed to be doing right now." Simply ensuring students have access to the question typed out goes a long way in motivating students to stay on topic and engage effectively.

When considering the wording of your directions, use more explicit, action-evoking directions. Instead of saying something like "everyone gets together in groups and discusses chapter 9," you could use more explicit wording like "everyone pair up with the student sitting next to you and discuss how the events in chapter 9 have contributed to your understanding of the main character." Using wording like "share your perspective on," "go around in a circle and share your thoughts on," or "compare your answers with your partners to find the mistakes" to emphasize equal participation can help prime the more bashful students to share their answers. It is also helpful to remind students to elaborate on their answers. It's natural to take the path of least resistance and expend as little energy as

possible, and participation is no different. I am a big culprit for not expanding on my thoughts or how I got my answer if professors do not ask.

One of the students' main complaints with group work is that it often seems pointless: they do not see why they have to work with others or what relevance it has to the lesson. The group work type must fit the task and the students you have. If the assignment calls for deep contemplation, think-pair-share might be beneficial to give students more time and opportunity to develop their opinions and consider others. If the assignment is completing a problem on the board to report answers back to the class, less structured work with the people around you might be more appropriate. If the assignment requires multiple perspective-taking, this might be a good opportunity to put students in random pairs to encounter different viewpoints.

People's negative outlook on group work is a huge reason it might fall flat with students. Reframing group work to be a unique collaborative activity to engage students interactively can help alleviate the negative mindset. However, this will only be successful if the students see it themselves. Group work does not have to be a hassle or something to dread; learning how to work with others on projects is a lot of benefits. Direct instruction, strong motivational wording, and strategizing to maximize implications to classwork helps explain the objectives and purpose to the students. While you may not be able to change students' opinions on group work, you can at least show students the purpose and benefits of working together on a common task.

Building a Culture of Acknowledgment at UMSL

This event is facilitated by the CTL but features the work of an interdisciplinary group of faculty and staff members of the Anti-Racist Educators Group.

Thank you very much to everyone who engaged in the "Building a Culture of Acknowledgment" events on November 3rd and December 1st.

November 3rd Event:

- *Recording of the event*: https://umsystem.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=2e2de1cc-8099-41d8-9bdd-af42013a78f0.
- *Resources shared*: https://www.umsl.edu/services/ctl/events-and-programs/are-land-acknowledgement.html
- *UMSL Daily story describing the even*t: https://blogs.umsl.edu/news/2022/11/09/land-acknowledgment-native-american-heritage-month/

December 1st Event:

- This event was aimed to be a conversation to learn what is bringing the community to the conversation and finding out what is already being done around campus.
- This event was intentionally not recorded to have an open conversation.
- We will collect this information and share it with appropriate constituents to move this conversation toward action.

Next Steps:

- We were encouraged by the amount of participation in both events and aim to continue the conversation in February.
- In the meantime, you can contact CTL Assistant Director Erin Whitteck at elwbcf@umsystem.edu if you want to be added to the distribution list.

CTL's Lunch and Learn Series: On Hiatus for Spring 2023

The CTL started a Lunch and Learn Series in Fall 2021, featuring faculty completing the Association of College and University Educators (ACUE) "Effective Online Teaching Practices" program. This year we continued the program featuring innovative faculty from across campus.

Thank you to all our presenters and participants during the Fall 2022 Lunch and Learn Series. We appreciate everyone who shared their innovative approaches to their courses. A list of our presenters is shown below. We have decided to suspend this program for the Spring 2023 semester to devote time to other initiatives.

Fall 2022 Faculty Presenters:

- Dr. Deborah Cohen, Associate Professor of History
- Dr. Qiang Dotzel, Teaching Professor of Mathematics
- Dr. Matias Enz, Assistant Professor of Supply Chain and Analytics
- Dr. Meghann Humphries, Assistant Teaching Professor of Biology
- Crystal Johnson, Director of the Behavioral Health Workforce Education Training Program in the School of Social Work
- Johnna Murray, Associate Teaching Professor of Accounting

Spring 2023 Series: On Hiatus

About the Center for Teaching and Learning (CTL)

The Center for Teaching and Learning (CTL), a division of the Office of Academic Affairs, supports the professional development of those who teach and learn at the University of Missouri-St. Louis. Our goals - to promote engagement in courses, on campus, and in the community - enhance the University as we align our activities, services, and consultations with the campus goals to promote excellence in teaching, research, and service.

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