

**February 2022**

*CTL's Monthly Newsletter keeps you up to date on events and support available to everyone in the UMSL teaching community and evidence-based practices for use in the classroom or online.*

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## Transparency in Learning and Teaching (TiLT)

*One of the many options for professional development opportunities offered by the Center for Teaching and Learning is a faculty learning community (FLC). Other forms include teaching circles, workshops, and consultations. For more information, [please see our website](#).*

The Center for Teaching Learning is excited to announce the launch of a new professional development opportunity starting February 4, 2022, and running through the calendar year. The motivation for the program stems from one of the challenges identified by faculty in the College of Arts and Sciences through the [Curriculum Alignment Process](#) (CAP). The CTL is partnering with English faculty members Suellynn Duffey, Lauren Obermark, Chris Schott, and three student partners, Rachael Cohen, Thu Pham, and Olivia Roesner, to co-facilitate the program. 13 faculty members (listed below) will work together to address the identified challenge of developing college-level writing skills in our students. The program will consist of a 5-session faculty learning community (FLC) centered around transparency in learning and teaching (TiLT). Past FLC topics have included foundational STEM and statistics courses. You can learn more about [faculty learning communities on our website](#).

Transparency in Learning and Teaching (TiLT) is an approach to making assignments more explicit. The [TiLT website](#) has details about the framework, disciplinary examples of TiLTed assignments, and many more resources. The framework consists of structuring assignments into three sections:

- *Purpose: In plain language, define how the assignment is important to students' lives outside class. Define skills and knowledge gained.*
- *Task: Define the steps necessary to complete the assignment and a recommended sequence. Also include suggestions to avoid roadblocks/mistakes.*
- *Criteria: Define characteristics of the finished product. Provide examples (high and low quality) with rubrics/checklists and analyze the samples with students. Allow*

*students to give input on the rubric.*

In the TiLT faculty advocate program, faculty will be redesigning two assignments using the TiLT framework as a guide. Faculty will implement their redesigned assignments in their courses and have the option to assess their impact on confidence, sense of belonging, and other factors related to student success. After the calendar year, faculty will return to their home departments, share their experiences with their colleagues, and support those who want to implement the framework in their context. Throughout the program, faculty will have many opportunities to get feedback from their peers, including English faculty and students as partners. We are building a culture of including students in faculty development programming as much as possible as it is a critical lens to consider in our teaching. For more information on [students as partners, please see this resource](#) from Elon University.

The Transparency in Learning and Teaching Faculty Advocates are:

- Shannon Ahrndt - *Department of Communication and Media*
- Jim Bashkin - *Department of Chemistry*
- Rachel Craft - *Department of Sociology*
- Jennifer Fisher - *Department of Art and Design and the College of Education*
- Leighanne Heisel - *Department of Communication and Media*
- Ruth Iyob - *Department of Political Science*
- Matthew Klithermes - *Department of Psychological Sciences*
- Elaina Johns-Wolfe - *Department of Sociology*
- Abderrahmen Mtibaa - *Department of Computer Science*
- Ilgin Sager - *Department of Mathematics and Statistics*
- Laura Westhoff - *Department of History and College of Education*
- Violaine White - *Department of Languages and Cultural Studies*

When we are transparent with our students, we help to cultivate trust. If you would like more ideas about continuing to make your teaching more transparent, please see the teaching intentions section below and consider using the [critical incident questionnaire](#) to gather weekly feedback and sign up for one of CTL's [mid-semester feedback options](#) (see below for details or our website).

If you want to learn more about faculty learning communities or suggest a future theme for a faculty learning community, don't hesitate to contact CTL Assistant Director Erin Witteck at [elwbcf@umsl.edu](mailto:elwbcf@umsl.edu).

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## **Three Teaching Intentions - Transparency Edition**

*This section will highlight technology, activities, practices, or elements of course design for the online or on-ground classroom to be implemented with intentionality. Every suggestion will not be appropriate for every context. Please see our contact information at the bottom of the newsletter to set up an individual consultation if interested in discussing these ideas in more detail.*

## Transparency in Communication

For many of us, the pandemic has emphasized the need for transparent communication. Many students are anxious and are struggling with executive functioning skills. The more transparency we can provide about the why, how, and when of our courses the more we can help students focus on the important task of learning. Below are some ideas about how to be more transparent in your communication with students.

- Give students a timeframe for when they can expect feedback and/or email response from you
- Give students a range or time estimate for how long a particular assignment might take.
  - The ["Read-o-Meter"](#) can be helpful for reading time estimates
  - The [workload estimator](#) can also give you as the instructor an idea of how much time you are asking students to dedicate to your course

## Transparency in Expectations

We want students to spend time learning and applying the content of our courses as opposed to figuring out our expectations. This also helps to keep our email inboxes low and the quality of the student work high. There are a number of ways we as instructors can help to ensure that our assessment expectations are clear.

- Provide students with a clear rubric or checklist.
  - [AAC&U VALUE rubrics have been widely used and validated](#)
  - [The Cult of Pedagogy has done a series on different types of rubrics](#)
  - [The Eberly Center has sample rubrics here](#)
- Provide students with authentic real-world examples of your assignment as a model and to communicate high expectations

## Transparency in our "Why"

Faculty are extremely intentional about course design and aligning appropriate

assessments to course learning objectives. But sometimes we do not communicate those intentions to our students. It is important to consistently make those connections for students. When we keep "our why close by" it helps with student motivation.

- Help students translate how the skills and knowledge they are developing connects to their ultimate goals
- In assignment instructions tell students how the assignment connects to their goals beyond the course
- If you use particular pedagogical strategies in your course be transparent with students about why you are employing that strategy and how it helps them learn

When students clearly understand how to complete coursework successfully and why they are doing it we are helping students to connect the dots in their educational experience.

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## **Degree Program Assessment Planning: Where to Start?**

*Degree program assessment is part of the Curriculum Alignment Process (CAP); this work is already underway across our campus. Over the last two years, all departments have engaged in the CAP phases 1, 2, and 3. Departments developed learning outcomes for their programs and [mapped their curriculum onto those learning outcomes](#). Degree program assessment is the next phase of CAP.*

When I last wrote in December to offer an overview about degree program assessment, I discussed the value of assessment in broad strokes with a focus on empowering students and faculty through an ongoing process that can happen in small, inquiry-driven steps.

Which all sounds good in theory, right? But how can departments begin to create assessment plans in ways that feel manageable? How can faculty move from the broad strokes of degree program assessment toward more practical moves to make it happen?

This month, I want to briefly offer a closer look at the degree assessment process and then offer some resources designed by the CTL Assessment Team to help departments imagine their own degree program assessment plans. In fact, some departments are already creating these plans as part of their Five-Year Review process.

During the [Curriculum Alignment Process \(CAP\)](#), departments wrote their own learning

outcomes. Degree program assessment is the next natural step of CAP: departments will revisit their outcomes, and reflect and revise as necessary. Then, they will narrow their focus to particular outcomes they are most interested in learning more about in a given year. In short, departments must ask themselves: what do we most want to know about student learning? And how can we measure what they are learning? (See “Ongoing Process” Figure.)

These big questions will lead to a draft of a degree program assessment plan, and the plan itself is the current goal for this phase of degree program assessment on campus. A degree program assessment plan must include [direct measures](#) that focus on student work as evidence of how students are performing in relation to learning outcomes (exams; capstone projects; portfolios; homework questions; to name a few). Departments may also wish to supplement direct measures and evidence with [indirect measures](#), which would provide further context and reflection about student learning (surveys; exit interviews; job placement data; to name a few indirect measures).

If this all still sounds like a lot to navigate and too abstract, the CTL Assessment Team has already developed resources that will make planning more approachable and streamlined. We share links to some of these resources below, and we hope they offer both instruction and support as you discuss what a degree program assessment plan could look like for your program. With student learning at the center, and driven by faculty expertise and inquiry, degree program assessment plans can provide a meaningful look into where departments shine and where they hope to continue to grow.

UMSL Assessment Plan Templates: These templates offer a concrete format for putting together an assessment plan. The first template is a filled out sample from an imaginary department, offering a sense of what an assessment plan looks like in action. The second template is blank and ready for download and use.

- [Sample plan filled out plan for imaginary "Legal Studies" department](#)
- [Blank, fillable template for assessment plans](#)

UMSL Assessment Handbook: If you are ready to take a deep dive into the details of degree program assessment, this handbook is your new best friend! It is also an easily searchable and scannable resource for questions that might arise as you develop an assessment plan.

- [Link to UMSL Assessment Handbook](#)

Want to continue the conversation or learn more about how our team can support your assessment planning? We would love to hear from you.

- Lauren Obermark, Associate Professor of English and CTL Faculty Fellow for

Assessment; obermarkl@umsl.edu

**The CTL Assessment Team:**

- *Sanjiv Bhatia*, Professor of Computer Science and CTL Faculty Fellow for Assessment; sanjiv@umsl.edu
- *Keeta Holmes*, Assistant Vice Provost for Academic Innovation, Director of Center for Teaching and Learning; keetaholmes@umsl.edu
- *Lauren Obermark*, Associate Professor of English and CTL Faculty Fellow for Assessment; obermarkl@umsl.edu
- *Mary Painter*, CTL Learning Analytics Coordinator; mapxvc@umsystem.edu

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## **UMSL Service and Teaching Awards**

*See below for the recent call for nominations for UMSL awards due by March 4, 2022.*

The Academic Affairs [site on Faculty Awards](#) lists all of the available awards.

[UMSL Faculty Awards](#) (Deadline March 4, 2022, 5 PM; Submit by email to Senate office [senate@umsl.edu](mailto:senate@umsl.edu))

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

Please also note that the nomination packets often ask for some of the same materials as are prepared for promotion and tenure portfolios, so you might already have the materials you need to nominate someone from your department. Student representatives on the Teaching and Service Awards Senate Committee are also soliciting input from students for faculty names to consider nominating.

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## **ACUE Lunch and Learn Series: Open to All Members of our Teaching Community**

*Faculty who participated in ACUE's "Effective Online Teaching Practices" will host monthly Lunch and Learn meetings in 2021-2022 to share what they found to be successful in their courses. These monthly meetings are open to all UMSL faculty, staff, and graduate students to learn more about the innovative work of our colleagues.*

The Association of College and University Educators (ACUE) "Effective Online Teaching Practices" program provided faculty with an opportunity to learn evidence-based teaching strategies, apply, and reflect on what they have learned. We have been featuring faculty from the program who employ practices from the [program in our CTL newsletters](#) over this past year. Please check out past issues to learn from the creativity of your colleagues.

You will have the opportunity to continue to learn from and with your colleagues through a virtual Lunch and Learn Series where ACUE credentialed faculty will share strategies that have been successful in their courses and then host discussions about how you can employ those strategies in your own context. All members of the UMSL community (faculty, staff, graduate students) are welcome to attend.



Last month we heard from Ho Kim (College of Business Administration) and Paula Prouhet (College of Nursing) about Delta/Plus Feedback and the Transparency in Learning and Teaching (TILT) framework.

**Event Details:**

- **Date of the next Lunch and Learn:** February 18th, 2022 from 12:00 - 12:50 PM
- **Presenters:** Lynda McDowell (Department of Chemistry) and Diane O'Brien (School of Social Work)
- **Topics:** Tips and Tricks to save you time in Canvas and how to use Skeletal Outlines to help students watching course videos
- **Location:** Virtual (see Registration below)

If you have any questions please reach out to CTL Assistant Director Erin Whitteck (elwbcf@umsl.edu). If you have already registered for the event you do not need to register again. A Zoom link and Outlook invite will be sent through email.

[Register for ACUE Lunch and Learn Sessions](#)

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## Meet New UMSL Faculty

*Throughout this academic year, we will be featuring the new full-time faculty joining our campus. This month we are featuring Assistant Professor Yuima Mizutani from the College of Education.*

Dr. Yuima Mizutani is a new Assistant Teaching Professor in the Department of Education Science and Professional Programs. However, she has a long and rich relationship with the city of St. Louis and the University of Missouri - St. Louis.

Dr. Mizutani is originally from Japan. In 2008 she came to St. Louis as an exchange student to learn the depth of gender studies and multicultural psychology at the University of Missouri- St. Louis. After completing the exchange student program, she returned to Japan to complete her bachelor's degree in psychology from J. F. Oberlin University. Due to many positive experiences at the University of Missouri - St. Louis, the following year, she applied for the M.Ed. in counseling program at UMSL. After completing her Master's degree in clinical mental health counseling, she worked as a nutrition associate at the UM Extension office. She deepened her understanding of the systematic oppression and social issues, including poverty and race within the United

States. In 2014, she went back to the University of Missouri in St. Louis to pursue a doctoral degree in counseling to deepen her understanding of social issues. She hoped to become a counselor educator to train future counselors to be multiculturally competent. Her ultimate dream is to become a bridge between the U.S. and other countries by drawing on her international background and knowledge. With these interests and passions, she has presented at various conferences domestically and internationally, including international conferences in Japan (International Congress of Psychology) and Canada (American Counseling Association). Additionally, she has provided various workshops to raise awareness to the community and other professions outside of the Mental Health field about the importance of mental health for underrepresented populations, especially racially marginalized populations, mixed race/ethnic individuals, immigrants, refugees, Third Culture Kids, and other multicultural individuals. Based on her interest and passion for serving the underrepresented population, she chose the Third Culture Kids from Confucius Asian countries as her dissertation topic. Her research interests are student identity development and how their multicultural backgrounds impact individuals.

During pursuing a doctoral degree, Dr. Mizutani worked as a full-time counselor to different agents within St. Louis. As a counselor, she worked with various populations, including refugees, college students, zero and first-generation immigrants, and third-culture kids (TCKs - [December graduate Yuima Mizutani explores what 'home' means to third-culture kids](#)) in St. Louis. She has trained to provide trauma-focused interventions to clients impacted from various backgrounds. At the most recent clinical site, Saint Louis University, she was an appointed counselor for the Title IX office and LGBTQ+ support group on campus. Moreover, she collaborated with various campus departments, including Title IX, LGBTQ+ support groups, and international student offices, to provide a positive college experience for all students.

As an Assistant Teaching Professor, Dr. Mizutani teaches four counseling courses in graduate school at the College of Education. In Spring 2022, she is teaching group procedures in counseling, foundation for multicultural counseling, and two sections of field experience in clinical mental health counseling program. She is excited to welcome new doctoral students in Fall 2022 and continue developing her professional identity as a faculty member.

Dr. Mizutani has a cockatiel and a black labrador. The cockatiel is the seventh bird that she has raised since she was ten years old. She started horseback riding last summer and practiced it every weekend.

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## Mid-Semester Survey

Read this section to understand what mid-semester feedback is, how to register, and the dates the system is open for students. **Registration closes February 21, 2022.**

- **What is it?** A confidential online questionnaire administered to students to obtain early feedback on the course. [See the questions in the survey before you register.](#)
- **Who can see the results?** Only the instructor has access to the feedback.
- **What are the benefits?** Confidential feedback that can be implemented before final course evaluations.
- **When can you register?** Faculty can register for the mid-semester feedback system now or until registration closes on February 21, 2022.
- **When is the survey available to students?** The survey is available through 3/11/2022.

[Register for the Mid-Semester Survey](#)

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## Course Evaluation System

*Course evaluations are now managed in the CTL. The Faculty Senate set dates for opening and closing of course evaluation surveys, as well as when faculty can access their results.*

**When do students complete course evaluations for Spring 2022?**

- Spring 2022 8-Week 1: February 28 - March 6
- Spring 2022 8-Week 2: April 25- May 8
- Spring 2022 16-Week: April 25- May 8

For more information on course evaluations, please visit our [CourseEval Resource Guide](#).

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## Affordable and Open Educational Resources Summit

The Missouri Affordable and Open Educational Resources Conference invites you to share your research, ideas, and best practices for using, creating, or adapting A&OER.

**Conference Theme and Schedule:**

The theme of this year's conference will be Show Me the Path to A&OER through Affordability, Access, and Awareness.

The Conference will be held virtually on March 9-11, 2022. [Click here for more information.](#)

If you have any questions please contact Lindsay Schmitz, University of Missouri St. Louis, [schmitzl@umsl.edu](mailto:schmitzl@umsl.edu) or Scott Curtis, University of Missouri Kansas City, [curtissa@umkc.edu](mailto:curtissa@umkc.edu).

[Register for Innovation in Teaching and Learning Conference](#)

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## **Community-Based Participatory Research Workshop Series**

[Register for the Community-Based Participatory Research Workshop Series](#)

# Innovation in Teaching and Learning Conference

March 17th, 2022 at Missouri S & T

*The ITLC - Innovation in Teaching and Learning Conference was formerly known as Missouri S&T's TLT - Teaching and Learning Technology Conference.*

**Registration is now OPEN for Missouri S&T's Innovation in Teaching and Learning Conference 2022!**



Please use the link below to register for the conference. NOTE: If you will be presenting *virtually*, please make sure you select that you will be a *virtual* attendee so that the conference team can track your participation efficiently.

The [ITLC website](#) has now been updated with the full schedule.

If you have general questions, comments, or concerns regarding the conference, please don't hesitate to contact Malcolm Hays at [mhays@mst.edu](mailto:mhays@mst.edu).

[Register for Innovation in Teaching and Learning Conference](#)

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## Flipped Learning Symposium

February 4th, 2022 at Southern Illinois University Edwardsville

*Southern Illinois University Edwardsville and St. Louis Community College are hosting a "Flipped Learning Symposium" to be held virtually.*

[Register for Virtual Flipped Learning Conference at SIUE](#)

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## 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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