

**September 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 [Tim Mossholder](#) on [Unsplash](#)*

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## Appreciative Inquiry

*This summer, CTL Assistant Director Erin Whitteck spent time participating in professional development opportunities not meant solely for higher education professionals - including training in facilitating appreciative inquiry.*

In my work supporting the [Teaching Effectiveness Taskforce](#), and faculty reaching their teaching goals, a theme that keeps reappearing in this work is that colleagues have very few opportunities to witness and appreciate the teaching expertise on our campus. In the CTL, we are committed to fostering an environment where teaching becomes community property; where faculty

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and students alike have a stake in fostering meaningful learning experiences. Inspiration from our faculty colleagues led us to appreciative inquiry. Appreciative Inquiry is an approach to organizational change based on constructionist principles. Appreciative Inquiry follows this iterative process:

- **Choose the Positive as the Focus of Inquiry:** What if, instead of taking a deficit-based approach to change, we focus on what is working right?
  - What is working right in your teaching? In your colleague's teaching? How can we improve our teaching by witnessing our colleagues' strengths?
- **Inquire into Exceptionally Positive Moments:** In this phase, we collect stories about the positive focus of inquiry.
  - Ask a colleague when they feel most engaged and alive in their teaching. Ask for specifics, what role they played, and what factors contributed, and ask them to provide as much detail and context as possible.
- **Share the Stories and Identify Life-Giving Forces:** Get together with a larger group of colleagues to share themes from these stories.
  - Identify learnings that could help you and others in their teaching. What themes emerged?
- **Create Shared Images of a Shared Future:** In this phase, identify your preferred future through images and text.
  - What do you want your teaching to look like in the future?
- **Innovate and Improvise Ways to Create That Future:** In this phase, identify small actionable steps to achieve your desired future.
  - From what you learned about your colleague's teaching, what do you want to incorporate into your teaching? What steps do you need to take to achieve that goal?

See the "Teaching Intentions" section below for practical implementation ideas of these concepts.

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# Three Teaching Intentions - Appreciative Inquiry Edition

*This section will highlight technology, activities, practices, or elements of course design for the online or on-ground classroom to be implemented intentionally. 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.*

## 2 Narrative

**Practice:** Our minds are built for stories. We tend to remember facts, people, and concepts more deeply if they are attached to a memorable narrative. Think about ways that you can incorporate narrative into your discipline. An activity that is fun to complete with students as an icebreaker is to ask each of them to tell the story of their name. This activity helps to learn about students' culture and has the added benefit of helping everyone to remember each other's names.

[Click here to read about how to facilitate the "Story of Your Name" activity](#)

## 1 Appreciating Student Strengths

**Practice:** Students bring many strengths and talents to our courses. As educators, it is important that we vary the activities in our courses to surface those strengths. If we assess learning in narrow ways, such as only high-stakes testing, we may not give all students in a course the chance to show all they know. Strengths-based approaches to teaching help to build student confidence, self-efficacy, and persistence in college.

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[Click here for more ideas about alternative strategies for assessment and grading.](#)

## **3** Inquiry

**Practices:** The questions we ask are essential and can change the trajectory of a course period, understanding of a concept or spark untapped curiosity about a subject.

[Click here for a resource that discusses the phases of inquiry and how they can be incorporated into different disciplines.](#)

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## **CTL's Lunch and Learn Series: Open to All Members of our Teaching Community**

*The CTL started a Lunch and Learn Series last fall, featuring faculty that completed the Association of College and University Educators (ACUE) "Effective Online Teaching Practices" program. This year we aim to continue the program featuring innovative faculty from across campus.*

Back by popular demand, we offer a virtual Lunch and Learn series one Friday per month featuring innovative faculty from the UMSL teaching community. Two faculty present their context, how and why they have implemented a particular strategy, its impact, and how they plan to iterate. Participants then can join faculty in a breakout room to ask questions about the strategy. It is a great opportunity to learn from and with colleagues and meet new faculty across campus. All members of the UMSL community (faculty, staff, and graduate students) are

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welcome

to

attend.

### Event Details:

- **Date of the first Lunch and Learn:** September 16th, 12:15 - 1:00 PM
- **Presenters:** Crystal Johnson (School of Social Work) and Matias Enz (Supply Chain Management and Analytics)
- **Topic:** Graphic syllabus and interactive game
- **Location:** Virtual (see Registration below)

If you have any questions, please reach out to CTL Assistant Director Erin Whitteck (elwbcf@umsl.edu).

[Register here for the Fall 2022 Lunch and Learn Series](#)

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## Mid-Semester Feedback

Register by September 17th

*The CTL offers many opportunities for faculty to get early feedback on their course. Through these resources, faculty can use feedback immediately to adjust or improve courses while the semester is still in progress. This process empowers students to feel involved in shaping their educational experience. End-of-semester feedback improves when mid-semester feedback is solicited and addressed.*

The Center for Teaching and Learning provides various ways that faculty can obtain mid-semester feedback from their students:

### 1. Mid-semester Feedback System

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*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](#) as soon as the semester begins and continue until registration closes at end of day on September 17, 2022.

*When is the survey available for students?* The survey is available through end of day October 2, 2022.

*Need help or want to explore the FAQ about the mid-semester feedback survey system?* [Check out this resource](#).

## **2. GIFT (Group Instructional Feedback Technique)**

***GIFTs will be offered during the 2022-2023 academic year as capacity allows for in-person or blended courses only.***

*What is it?* A facilitated student group interview about what is working well in a course and where obstacles to learning may be.

- Instructor explains to the students in the class session prior to the GIFT what will happen during the process, and why the process is being initiated.
  - The day of the GIFT the instructor introduces the CTL facilitators and leaves the room.
  - During the last 20-25 minutes of class the facilitators guide students to reach consensus around what is fostering their learning, barriers to their learning, and potential solutions to those barriers.
  - Facilitator summarizes the responses and within one to two days meets with the instructor to discuss the feedback and potential teaching strategies.
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- Instructor reports proposed changes and feedback to the class.

*Who can see the results?* Only the instructor and the CTL consultant have access to the feedback.

*When can you register?* GIFTs will be offered during the 2022-2023 academic year as capacity allows. [Faculty can register for a GIFT](#) now for 16-week classes by end of 5th week of semester and for 8-week classes by end of 3rd week of course.

*When should the GIFT be completed?* The GIFT should be completed around mid-semester but should not be administered directly before or after a major exam or assignment.

*What are the benefits?* Confidential feedback that can be implemented before final course evaluations. Student empowerment and trust built with the instructor through the process.

If you have any questions about mid-semester feedback please contact CTL's Learning Analytics Coordinator, Amber Burgett, [aburgett@umsystem.edu](mailto:aburgett@umsystem.edu).

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## Meet your New Colleagues

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

### **Temidayo Akenroye**

#### **Associate Professor of Supply Chain Management & Analytics**



Professor Temidayo Akenroye has joined the faculty in the Supply Chain Management & Analytics department at the University of Missouri–St Louis. He brings vast experience from Africa, Europe (Germany), and the United Kingdom to his new role as Associate Professor of Supply Chain Management at UMSL.

Temidayo Akenroye, PhD, previously worked as a Senior Lecturer in procurement and supply chain management at Liverpool John Moores University in the UK. His research focuses on improving supply chain management and data-driven decision-making in the Global South to address healthcare challenges, food security, and conflict minerals issues, together with designing a low-carbon circular economy through distributed production systems.

His recent pioneering study to enhance the supply chains of blood products and human organs in Africa has earned him widespread recognition. In the past, his research work to improve the school feeding procurement systems in Kenya, Ghana, and Mali enabled more than 20,000 smallholder farmers to connect with supply opportunities.

Currently, Temi' serves as a member of the Research Advisory Board for Africa Resource Centre (ARC), an academic advisor for the Kuehne Foundation in Germany, and a senior visiting fellow at Lagos Business School in Nigeria. He

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has been widely sought to comment on supply chain issues on global TV channels, including Al-Jazeera and BBC News.

**Jilian Bueltmann**

***Assistant Teaching Professor of Biology***



Jilian received a Bachelor of Science in Health Science from Truman State University and a Master of Public Health in Behavior Science and Health Education from Saint Louis University (SLU). While at SLU, Jilian worked conducting, implementing, and researching tailored health communication programs at SLU's Health Communications Research Laboratory. She also worked as a wellness coordinator at Anheuser Busch during graduate school. Then after many years of working for pharmaceutical companies in multiple different roles, she took a job as a part-time faculty member here at UMSL. This fantastic decision led to this career that she loves! She now teaches BIOL 1110 Nutrition in Health, BIOL 1150 Concepts in Health and Wellness, BIOL 1102 Human Biology, and HONORS 1150 Concepts and Controversies in Nutrition in the Honors College.

Outside of work, you can find Jilian participating in a sport she likes to call "extreme momming" to her daughter (12) and son (10). Such activities include chauffeuring, youth sports, breaking up seemingly meaningless fights, teaching the meaning of life, and sometimes being embarrassed by just existing. These activities ultimately end up in couch snuggles and the continued development of her self-proclaimed lovely children, which she shares with her husband of 14 years, thus making her constant participation in this all-consuming sport very worth it. She loves traveling, cooking, hiking, exercising, reading, laughing, comfy blankets, dogs, and the occasional TV binge.

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Jilian loves getting to know new people, so do not be afraid to introduce yourself if you see her on campus!

**Candace-Rae Davis**

***Assistant Teaching Professor from the College of Nursing - Pediatric Nurse Practitioner Track Lead***



Candace-Rae Davis, DNP, APRN, CPEN, CCRN, PCNS-BC, CPNP-PC/AC is a new addition to the College of Nursing Faculty, serving as the new Lead Faculty for the Pediatric Nurse Practitioner track of study. Dr. Davis completed her graduate education at the University of Missouri-Columbia, achieving her DNP in the areas of Pediatric Clinical Nurse Specialist and Pediatric Nurse Practitioner-Primary Care. She then continued her post-graduate education at UMSL, achieving a Post-Graduate Certificate in Pediatric Nurse Practitioner-Acute Care. During her tenure as a student, Dr. Davis was employed at a local Pediatric hospital as a Pediatric Intensive Care Nurse, Critical Care Transport Nurse, and most recently, as a Cardiac Intensive Care Nurse Practitioner.

Dr. Davis notes that her passion for teaching arises from her desire to share the power that comes from knowing complex nursing science material at a level that evokes pride within her students. She has served UMSL as adjunct clinical faculty for several years in the periphery and now joins as a full-time member of the Triton Community!

Candace-Rae met her husband in St. Louis during her time as a Critical Care Transport Nurse. Together, they are raising five children (ages 14, 8, 7, 6, 1) and their beloved Great Dane Ruth! When she is not in her office preparing for class, you can find Candace-Rae burning up the pavement with her running shoes with Ruth at her side, of course.

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# Culturally Responsive Teaching

Register below for an information session in October

*Over the past three years, the Center for Teaching Learning has offered faculty learning communities (FLC) on different topics that arose from the curriculum alignment process (CAP), such as introductory statistics, transparency in learning and teaching, and foundational STEM teaching. A new FLC will launch in January 2023 about culturally responsive teaching.*

Dr. Courtney Plotts of the Council for At-Risk Student Education and Professional Standards (CASEPS) recently shared her expertise about culturally responsive teaching with our campus at our Spring Forum of Teaching in 2021 as our keynote speaker. There was a lot of interest in her presentation and workshop, which caused us to pursue a further partnership and offer a faculty learning community about the topic. We are excited to announce that we will soon be taking applications for a new faculty learning community that will run from January through December 2023.

**What?** A cohort of 8-12 faculty members will learn from and with each other about what it means to be culturally responsive. [Faculty will also be able to achieve a culturally responsive teaching certification from CASEPS.](#)

**Who?** Faculty from across UMSL in all disciplines and ranks are invited to participate. The faculty learning community (FLC) will be facilitated by CTL Assistant Director Erin Whitteck.

**When?** The group will meet monthly from January through April 2023. In addition, on June 13-14, all FLC participants will complete a culturally responsive teaching certification through the Council for At-Risk Student Education and Professional Standards (CASEPS), where they will learn about strategies they could implement in

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their courses. In Fall 2023, participants will again meet monthly through December 2023 to implement culturally responsive strategies in their courses and get feedback from their peers.

**How?** Meetings will be a mix of virtual and in-person. The CASEPS certification will be in person.

Participants will be compensated for the completion of the program. If you are interested, please register below for one of two informational sessions. Applications will open at the end of October and close in mid-November.

In the meantime, if you have any questions, please reach out to CTL Assistant Director Erin Whitteck at [elwbcf@umsl.edu](mailto:elwbcf@umsl.edu).

**Register for an information session about the Culturally Responsive Teaching Faculty Learning Community**

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## **Focus on Teaching and Technology Conference (FTTC)**

**Register by September 27th at 5 PM**

*The Focus on Teaching and Technology Conference offers an ensemble of keynote addresses, faculty innovations during concurrent sessions, technology workshops, and vendor exhibits. The conference will take place on September 29th and 30th and is virtual and free.*

The Focus on Teaching and Technology Conference held virtually (via Zoom) on September 29 & 30, 2022. As a gold-level conference sponsor, UMSL is proud to be able to provide registration free of charge to UMSL faculty and

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staff. This regional conference is a fantastic opportunity for faculty, higher education administrators, and other staff involved in the course and curriculum development or academic technology support to collaborate to share and learn. The conference offers a dynamic keynote speaker, faculty innovation idea-sharing, technology workshops, and vendor presentations. The conference program has evolved over the years to reflect emerging trends in technology applications in higher education and shared expertise in online teaching experiences and strategies.

[Dr. Bryan Dewsbury](#) will be this year's Keynote speaker.

KEYNOTE: Power, Practice, and Pedagogy - Classrooms as Spaces for Inclusion and Equity

Friday September 30th, 10:30am-12:00pm

In this talk, we will trouble the notion of college teaching, especially regarding the agency of its participants, teachers, and students. The case will be made for learning environments as formative experiences for everyone to grow and learn. We will discuss how this can be thought of and practiced in our classrooms and what strategies will help you achieve more inclusive and equity-minded outcomes.

Zoom link to the virtual session will be shared with registered attendees only.

[See full schedule](#)

**Register for FTTC by September 27th at 5 PM**

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# Course Evaluation System

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

## Dates for CourseEval Survey Administrations

### Fall 2022

8-Week 1 courses: Monday, Oct 3 - 16

16-Week and 8-Week 2 courses: Monday, Nov 28 - Dec 11

As decided by the Faculty Senate, the course evaluation schedule for the 2022-2023 academic year follows a familiar pattern of collection dates updated on the [CourseEval Resources Guide webpage](#) and the [CourseEval for Students webpage](#). On these web pages, faculty and students can find information on when surveys will be open, report release dates, and information on the CourseEval system.

**About the Pilot of a New Survey:** The Student Feedback subcommittee within the Teaching Effectiveness Taskforce has developed a common set of student questions that will provide course feedback and align with UMSL's [definition of teaching effectiveness](#). The current question set follows a [set of research-informed guiding principles](#) for reducing bias and soliciting valid and reliable feedback; the question set also represents numerous rounds of gathering input from faculty, students, and academic leaders in 2020 and 2021. The first opt-in pilot of the common question set occurred this summer and received positive reviews. The Teaching Effectiveness Taskforce would like to collect more feedback from courses taught by full-time faculty during a typical semester and from a larger, more representative group of UMSL students. Therefore, the opt-in pilot continues this Fall semester for departments to elect into using the new common question set for the fall semester. Please follow this link to see the [new question set](#). Departments not opting into the new question set will use their existing question set instead.

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Last year, CourseEval and course evaluation services became part of the CTL. Faculty, business support personnel, college deans, and department chairs can access reports through [courseval.umsl.edu](https://courseval.umsl.edu). If you have questions about course evaluations, please contact CTL's Learning Analytics Coordinator, Amber Burgett, at [aburgett@umsl.edu](mailto:aburgett@umsl.edu).

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Join a Fall 2022 Part-time Faculty Teaching Circle cohort! The purpose of this group is to enhance the teaching community specifically aimed at the needs of part-time faculty. Due to the time of day and the unique needs of part-time faculty, traditional campus offerings are not always ideal for participation, so we have created tailored options for our part-time faculty colleagues.

Join a Circle to:

- Connect with other UMSL part-time faculty across disciplines.
- Get focused updates specifically relevant to part-time faculty.
- Share teaching tips, resources, and advice across disciplines.

Cohort Dates and Times (please register below):

- Wednesday cohort - meets 11am-Noon CST In Person-MSB (9/14, 10/12, 11/9, 12/7)
  - Thursday cohort - meets 6:00-7:00pm CST via Zoom (9/15, 10/13, 11/10, 12/1)
  - Friday cohort - meets Noon-1pm CST via Zoom (9/9, 10/7, 11/4, 12/2)
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This Teaching Circle is guided by an advisory group of part-time faculty and will be supported by the CTL. Cohort options include both Zoom and in-person. Current topics and questions will be addressed at each meeting and incorporate time for an open Q&A session for sharing ideas and challenges in the classroom. For Fall 2022, a learning collaboration cohort model will be utilized to help build connections on campus with other part-time faculty colleagues interested in similar topics. Select the cohort you would like to join. Outlook meeting invitations will follow with meeting details and Zoom links.

Please email CTL Assistant Director Jen McKanry [mckanryj@umsl.edu](mailto:mckanryj@umsl.edu) with any questions.

**Register to attend a part-time teaching circle cohort meeting**

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**Attend the Academic Support & Early Alert Bootcamp**

September 23<sup>rd</sup> – 11 AM – 1 PM  
Century Rooms B & C

Please register for our Academic Support & Early Alert Bootcamp. We will start with an information session on the services provided within the Division of Student Academic Support Services and conclude with a hands-on session for Early Alerts! Please bring a laptop and come with any questions you may have!

Register here: <https://forms.gle/Ht3C4XCWhbpabSd38>

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# Open Educational Resources at UMSL

*This message is from Helena Marvin, an Open Education and Reference Librarian in UMSL Libraries.*

Traditional textbooks can be expensive, rigorous scholarship is difficult to compile, and learning occurs beyond the classroom. Sentiments like these are foundational to the open education movement. Open Educational Resources, or OER for short, are freely available to everyone, found online, and were created and exist within the framework of open licenses such as the Creative Commons. OER offers more permission to the scholars that engage with them than simply viewing the materials. OER licenses allow you to freely retain, reuse, revise, remix and redistribute the contents in any way or format you choose.

Here at UMSL, professors' creation and adoption of OER is on the rise and helps curb the burden of high-cost course materials for our students. OER can be tailored learning materials fit perfectly to the class as taught. OER are available to students before they enroll and can be freely kept forever.

**Want to know more?** Come by the [exhibit](#) on the 3rd level of the UMSL Libraries under the spiral staircase. The exhibit explores more in-depth what an OER is and shows off UMSL library published [OER](#) created by UMSL faculty. Learn how OER at UMSL has saved students more than forty thousand dollars a semester since Fall 2020. Stop by and treat yourself to an introduction to OER. Join us for the [OER Hour on Zoom](#) on the first Wednesday at 3 pm of any odd month.

Knowledge shouldn't be treated like a disposable product, and in the academic tradition of standing on the shoulder of giants, we can build on each other's work to support the community of scholars both within and beyond our university's walls. If you have any questions about OER, don't hesitate to reach out to Lena Marvin, the UMSL Institutional Repository and OER librarian, at [marvinh@umsl.edu](mailto:marvinh@umsl.edu).

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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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