

# SCHOLARS AT WORK 2021

THE CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

OCTOBER 1, 2021

## KEYNOTE AND WELCOME: DR. TIMOTHY BERRY INTERIM ASSOCIATE VICE PRESIDENT OF FACULTY AFFAIRS & EQUITY INITIATIVES

8:15-9:00 AM

CSU 253

CSU 254

### SESSION A: 9:00-10:15 AM

CSU 253

#### CIVE PROGRAM RETENTION SURVEY

BAŞAK BEKTAŞ, JEFF PRIBYL, AND PAVAN KARRA

This presentation will describe the Civil Engineering Program Retention Survey developed as a product of the "Decreasing Opportunity Gaps in Gateway Courses" Cohort this year. The presentation will introduce relevant literature, the objective of the study, the development and collaboration during cohort, and initial findings.

#### WORKING TO DECREASE WORLD SUCK: DIGITAL CULTURES AND ONLINE ADVOCACY

EMILY SAUTER

K-pop fans flooded hashtags on Twitter to drown out racist or homophobic tweets, TikTok teens registered for tickets to a Trump rally so seats would be empty, Reddit users crash Texas abortion reporting website. A new way of engaging in political activism has emerged thanks to digital communities, and yet there is a tendency to reject these communities as silly and superfluous merely because they are online. I am interested in exploring how the digital communities may be deployed politically, how practices within these communities produce new civic practices, and how these new practices might strengthen or weaken our democracy.

#### TEACHING FOR EQUITY 2030: INTEGRATING THE FIRST-YEAR SEMINAR

DANIEL SCHWARTZ, KAREN LYBECK, JESSICA SCHOMBERG, KRISTIN SCOTT

The purpose of this project is to move the discussion in international education away from coping mechanisms and assimilation strategies toward a more inclusive classroom environment. Using long-form qualitative interviews, this project analyzed current FYEX 100 and KSP 106 instructors' methods to facilitate an inclusive classroom environment. The presentation will highlight both success and barriers to an inclusive classroom that emerged from the interviews in four key areas: 1) Course structure and outcomes, 2) Building community and belonging, 3) Instructional strategies, 4) Instructor development related to diversity, equity, and inclusion.

#### INVESTIGATING THE NEW DIVERSITY, EQUITY, AND INCLUSION PROGRAM LEVEL OUTCOME REQUIREMENTS

JESSICA SCHOMBERG, KAREN LYBECK, KRISTIN SCOTT

The purpose of this study was to investigate the understanding and experiences that MSU-Mankato faculty had with developing the recently mandated diversity, equity, and inclusion outcomes for new and revised program proposals. Of particular interest for this study were the participants' experiences writing these outcomes, their understanding of what these outcomes entail, how they planned to integrate and assess this content into their courses, and what professional development could be implemented in the future.



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## **SESSION B: 10:30-11:45 AM**

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### **DATA-DRIVEN PRESERVATION POLICY FOR WISCONSIN BRIDGE DECKS**

**BAŞAK BEKTAŞ**

The main objective of this research project was to develop a cost-effective life-cycle treatment plan for the preservation of Wisconsin bridge decks. The research team identified a comprehensive list of strategies through a review of current practice and agency policies and provided data-driven estimates of the performance and ideal timing of treatments with respect to condition by analyzing historic bridge condition data from the Wisconsin DOT (WisDOT) and other state DOTs and by considering engineering economics principles.

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### **FAMILIES INTERVIEWS GUIDE A SCHOOL-BASED PROGRAM FOR CHILDREN WITH TYPE 1 DIABETES MELLITUS AND THEIR FAMILIES**

**SARAH OGILVIE**

Type 1 diabetes mellitus (T1DM) affects 0.26% of children under age 20. Fluctuations in blood glucose affect children's school performance and family life. Families and school nurses describe the stress of managing T1DM. The National Association of School Nurses indicates that diabetes care is a critical function of school nurses. Yet, recent evidence reports that school nurses face an overwhelming workload. Nurse educators and practitioners focused on diabetes advocate a socio-ecological view of pediatric healthcare, including youth and family. Family interviews can provide insight. Family interviews were conducted with five families from different backgrounds to determine the best way to conduct school-based programs.

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**CSU 254**

### **COMPASSION IN ONLINE TEACHING AND LEARNING: BEFORE AND AFTER THE DECLARATION OF THE GLOBAL COVID-19 PANDEMIC**

**KRISTI RENDAHL, CHELSEA MEAD, MARIA KALYVAKI, QIANG YE, REBEKAH DEGENER, AND SUSAN SCHALGE**

This presentation regards a study on how compassion was observed through teaching in 2020, both prior to and following the declaration of the global COVID-19 pandemic and the subsequent shift in teaching modalities. Using textual data (e.g., emails, D2L communication, course evaluations, etc.) from a cohort of participating faculty members from differing disciplines, initial themes suggest ways in which compassion was sought and demonstrated in online classrooms.

### **TEACHING CLINICAL COURSES VIA FLEXYNC: EXAMINING THE FACULTY-STUDENT RELATIONSHIP**

**THAD SHUNKWILER**

COVID-19 will have changed the future of higher education long after its impact on our health has been contained. This presentation will look at how the student/faculty relationship changes based on the method in which the student receives instruction using FlexSync technologies. Participants can expect to not only learn about the differences in student/faculty relationships through FlexSync, they will leave with practical strategies that they can implement into their own FlexSync courses.

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### **SOCIAL JUSTICE FROM THE INSIDE OUT: INTROSPECTION & INTERCONNECTION**

**KRISTEN CVANCARA**

Social justice is a loaded concept that is interpreted through our lived experiences, identities, and implicit biases - all of which contribute to the ways in which we (dis)engage in DE&I work. This session discusses the scholarly process used to develop a CETL Certificate program, compile a list of collaborative campus DE&I committees, and promote a digital repository designed to enable campus members to infuse curriculum with culturally relevant materials. Join our discussion and get involved.

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## **SESSION C: 12:30-1:45 PM**

**CSU 253**

### **CRASHED COURSES: ANTI-MUSLIM BIAS IN JOHN GREEN'S "CRASH COURSE IN WORLD HISTORY"**

**JAMEEL HAQUE**

John Green's "Crash Course in World History" is a free YouTube pedagogical series of 72 twelve minutes videos. They are some of the most widely used sources in Middle School and High school in the US and are part of a larger platform/YouTube channel launched in 2011. My research will explore the bias found in these teaching tools.

## **STUDENT PREFERENCES AND SATISFACTION OF TELEPSYCHIATRY SERVICES**

WENDY SCHUH, EDD AND JODI EGELAND, PMHNP

Increasing mental health concerns, shortage of providers, and COVID-19 have challenged the ability to meet college students' needs. While telepsychiatry has been established in some environments, it is less common in college health. Dr. Wendy Schuh will share results from a quantitative assessment of student preferences of telepsychiatry compared to in-person. Additionally, Jodi Egeland, Psychiatric Mental Health Nurse Practitioner, will review patient satisfaction data among students across the Minnesota State system using her telepsychiatry services.

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## **UNPACKING ENGLISH 101: WHAT STUDENTS LEARN ABOUT WRITING & INFORMATION LITERACY**

KELLY MORELAND AND JENNIFER TURNER

This presentation aims to explain and demystify what happens in English 101 for a Minnesota State University faculty audience. The presenters, Kelly and Jenny, will detail updates to the ENG 101 curriculum that officially take effect in Fall 2021, which includes revised learning goals for students and a course title change. We will share an example ENG 101 assignment sequence that emphasizes the relationships between information literacy, research, and writing; and conclude by answering questions.

## **OUR ORIGIN STORIES: A STEP TOWARDS EMPATHY AND CULTURAL UNDERSTANDING**

EMILY STARK AND DAN MOEN

Dr. Dan Moen and Dr. Emily Stark present on their Summer 2021 Teaching Scholar Fellowship project, "Our Origin Stories: A Step Towards Empathy and Cultural Understanding." Drs. Moen and Stark will describe the implementation of an 'origin story' project in their Summer 2021 courses that involved student reflection on their own family and cultural backgrounds and interview of another student in their class, with assessment data suggesting that students had a positive experience with the assignment and reported increases in their own cultural competence.

## **USHERING A NEW AGE OF RAPID INNOVATION: STABILIZING AND TRANSFORMATIVE RESPONSES TO THE COVID CRISIS**

CHANDU VALLURI

Living in an age where entrepreneurial buzz words like innovation, creativity, and pivoting have been espoused as central to business practice, this article outlines multiple examples of how organizations of all shapes and sizes in varying states in the U.S. are learning to calmly weather the storm during the present COVID 19 (i.e., COVID) crisis. The authors provide prescriptive recommendations in the form of stabilizing and transformative responses for firms to strategically plan for the future.

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### **SESSION D: 2:00-3:15 PM**

CSU 253

## **COLLABORATION IN SCHOLARSHIP: COMBINING TEACHING AND RESEARCH TO BUILD STUDENT ENGAGEMENT**

ANDI LASSITER

Drawing from research on how to best support collaborative learning with technology, this presentation will describe a course project that was designed with the ultimate goal for students to submit their findings as a conference proposal. Most students were successful at being invited to present, and one received an award at the conference. The course activity was engaging and represents the scholarship of teaching and learning in an applied research context for students.

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## **A NEW APPROACH TO TEACHING PROGRAMMING AT FRESHMAN LEVEL IN MECHANICAL ENGINEERING**

PAVAN KARRA

Introduction to programming (MATLAB) course at MSU University has traditionally been a difficult class with high DFW rates. Traditional textbooks on MATLAB for engineers have examples which deal with problems the students are yet to encounter. Programming is a create/design level activity on Blooms taxonomy. Students' perception of the course being difficult stems from having to achieve the create level, while missing all/many prior levels on example problems. This paper assumes that one of the underlying causes for this is that students are introduced to new mathematics and/or physics in examples, which makes it hard for students to focus on the programming aspect. New course material has been prepared which includes mathematical concepts from elementary/middle school to address the issue. Additional examples also deal with problems where students know the mathematics/physics of the problem until the evaluate-level of Blooms taxonomy. The effect of such material on students learning will be addressed in this paper. Comparison is made on student success with the new material vs the historic student performance.

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**CSU 254**

## **DESIGNING A WESTERN BLOT METHOD OPTIMIZED FOR THE TIME CONSTRAINTS OF A BIOCHEMISTRY TEACHING LAB**

SAMANTHA KATNER AND CHARLES KROIS

Generally, techniques learned in biochemistry teaching labs allow students to build both foundational skillsets for their post-graduate careers and content comprehension. One foundational technique used in biochemistry and related fields is Western blotting. This method enables the researcher to qualitatively and somewhat quantitatively determine the presence, absence, and abundance of a specific protein in a sample. However, Western blotting can be a challenging technique to implement in an undergraduate lab for several reasons: cost, as the technique requires antibodies which are expensive; time, as typical procedures require steps carried out continually over a couple of days; and optimization, as the technique must be adapted to the specific antibodies used, samples analyzed, and equipment available. In previous semesters, each offering of CHEM 466 acted as one iteration of optimization that yielded difficult to interpret results. While optimization is deeply a part of the scientific process, muddled results often lead to frustration and confusion on the part of students. In addition, the answer to their experimental question: "Does treatment X change protein Y?" is left unanswered. Thus, with the Teaching Scholar Fellowship, we successfully developed a Western blot procedure that fits within the timeframe of the CHEM 466 lecture/lab schedule for students to conduct the entire method and produce coherent data while utilizing existing equipment available. Additionally, having a reliable and more error-proof method would ensure the students produce interpretable data and thereby leading to less student frustration and more excitement for the results.

## **DIVERSIFYING GENEDS: INTEGRATING SPANISH INTO CMST 102 (PUBLIC SPEAKING)**

ALFREDO DUPLAT

Communication courses like public speaking are standard in US education, often required both for high school graduation and as part of the general education curriculum at most colleges/universities. There is, however, an invisible and unspoken caveat on such courses; they don't teach public speaking generally but public speaking in English. We believe that by offering sections of core communication courses, like public speaking, in Language Other Than English (LOTE) we will be able to offer innovative course options that are attractive to many students, including native English speakers who want to develop conversational speaking ability in a LOTE and to students for whom English is not a first language. While the need for communication courses in LOTE is widely acknowledged, and the benefits of such courses to both native and non-native speakers tremendous in terms of language acquisition and Justice, Equity, Diversity and Inclusion (JEDI) the barrier to offering such courses is the lack of curriculum development and total lack of teaching materials.

This presentation will share how the first bilingual course on Public Speaking was developed and offered in Minnesota State University, Mankato this Fall by a team of colleagues from the Department of Communication Studies and World Languages and Cultures.

**CSU 202**

## **ACCUSTOMLY INTERMARRIED: INTERMARRIAGES AND THE NEGOTIATION OF FAMILY CELEBRATIONS**

JORI KNWENTI

This research will look at couples who are interracially and internationally intermarried and how they negotiate their family celebrations. Qualitative in-depth semi-structured interviews with 15 individuals will be analyzed, and the usage of grounded theory techniques will guide my coding process. Results will most likely reveal somewhat of a sharing of space for both sides celebrations, with which overall the U.S. practices dominate. As well as notions of colorblindness where love "removes" race and culture.

## **WHO'S AFRAID OF DIVORCE? PERSPECTIVES FROM UNMARRIED YOUNG ADULTS IN THE LGBTQ COMMUNITY**

AARON HOY

Although family scholars have observed for decades now that young adults are anxious about divorce, research has focused exclusively on those who identify as heterosexual. In this presentation, I analyze data from an online, mixed-methods survey to explore how unmarried young adults in the LGBTQ community think about divorce. Results indicate that although respondents broadly agree that they would be willing to divorce under at least some circumstances, there is considerable variation in terms of how willing or reluctant respondents are to getting a divorce.