Faculty Success Groups, CAS, Fall 2020

Faculty Success Groups are small groups of faculty members (often from the same department) who meet together three times over the course of the semester for approximately 60–90 minutes per session to address topics or problems in a program in which they are all active. One person per group will be the designated facilitator. The facilitator will help organize meeting times and submit a final project.

Faculty members who submit a brief summary of their sessions and findings (one summary per group) and participate in all three sessions will receive a $200 stipend. Strategies and findings will be posted online.

Past Course Success Group participants have reported positive and valuable experiences. The reports from previous groups are available at:
http://www.washburn.edu/academics/college-schools/arts-sciences/faculty-staff/index.html

To register, one member of each group should email Michaela Saunders at michaela.saunders@washburn.edu. Please include your name, home department, and fellow group members' names. If you are not yet part of a group, the CAS office will help you find a group.

Deadline for fall 2020 registration is September 18.
Deadline for submission of final project is December 21.

Groups may choose one of the following options:

1) Covid 19 has revolutionized our teaching. **Reflect on what is working and not working in your program's classes and modalities this fall and how you can improve your teaching in the Covid teaching environment this spring.**
2) The importance of the Black Lives Matter Movement and antiracism has moved to the forefront during the pandemic. **How can you best connect your program's curricula and pedagogies to support the Black Lives Matter Movement and the work of antiracism?**
3) All incoming students are now required to utilize the Academic Planning tool in Navigate. **What are your department's best practices for incorporating Navigate into your advising practices?**
4) Washburn has recently partnered with Academic Impressions, a leader in providing professional development offerings to address the most important current and emerging topics in higher education. **How are the resources available on Academic Impressions relevant to you and your teaching, research, and career aspirations?**

Additional details for each option are included below.

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Option One:
Reflect on what is working and not working in your program's classes and modalities this fall and how you can improve your teaching in the Covid teaching environment this spring.

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Session ONE: Reflect & Discuss
Reflect on how the fall semester is going so far and discuss with your group the pedagogies and assignments that have worked for you in the Covid teaching environment this fall and those that have not. What do you want to improve upon for the spring? Cultivating a sense of community? Utilizing new technologies? Trying out new assessment techniques?

Session TWO: Review C-TEL Resources & Develop a Plan
Identify resources that are useful to the specific ways you want to improve your courses for the spring and create a plan to incorporate these ideas with your group. Resources and trouble-shooting strategies for each modality are available on D2L here. Recorded C-TEL sessions on a wide range of topics are available here. There is also relevant content through Academic Impressions here.

Session THREE: Finalize Project
"Finalize" is probably too strong of a word here given the rapidly changing environment of the pandemic. But prepare a plan for how you will incorporate changes to improve your teaching in the spring.

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Option Two:
How can you best connect your program's curricula and pedagogies to support the Black Lives Matter Movement and the work of antiracism?

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Session ONE: Identify and Review Resources
Educate yourself on ways you make your classroom a site of resistance to white supremacy and anti-Blackness as well as a site where all students can thrive. Ideas for resources include:

- TEDTalk with Dr. Imbram X Kendi on the difference between not being racist and antiracism
- On Math as a Tool for Social Justice
- Interview with Beverly Daniel Tatum and Robin DiAngelo on racism in higher education at the 2019 American Council on Education (ACE)
- Black Lives Matter Master Syllabus
- Social and Environmental Justice in the Chemistry Classroom
- Political Protests and Movements of Resistance Syllabus from Duke University Press
- Teaching Social Justice in the Physics Classroom
- Resources on Equity and Inclusion for STEM and Higher Education
- Bringing Social Justice into the Science Lab
- Racial Justice Syllabus from Duke University Press
- "Dismantling the White Supremacy Embedded in Our Classrooms."

- [Integrating Social and Environmental Justice into the Chemistry Classroom: a Chemist's Toolbox](#)
- ["How Higher Ed Can Fight Racism: 'Speak up When it's Hard.'"](#)
- ["Barriers and Strategies by White Faculty Who Incorporate Anti-Racist Pedagogy."](#)
- [Culturally Sustaining Pedagogy in Higher Education: Teaching so that Black Lives Matter](#)
- *[Teaching Race: How to Help Students Unmask and Challenge Racism](#)*

You are also welcome to identify resources on this topic that are unique to your particular discipline. Please share what you find.

Session TWO: Develop a Plan
Discuss and reflect with your group members about what you have learned. Why do you think this work is important? Identify 1–3 specific ways that you will begin to incorporate what you have learned into your teaching practices.

Session THREE: Implement and Reflect
Implement at least one of the strategies from your plan (above) and reflect on how it went. What else do you want to work on in the future? Identify some additional resources you will seek out to continue your learning on this topic.

Option Three:
What are your department's best practices for incorporating Navigate into your advising practices?

Session ONE: Attend a "Welcome to Academic Planning" Training Session
Consult the Fall 2020 Navigate training session (see attachment) and attend one of the "Welcome to Academic Planning" sessions. At the training, you will learn the basics of advising utilizing Navigate's academic planning tool. Faculty advisors will not have access to the academic planning feature in Navigate until they have attended a training. Please note that Christina Foreman from the Center for Student Success and Retention is also willing to schedule individual training appointments with departments or faculty success groups.

Session TWO: Develop a Plan
Develop a plan for how you will approve a student's academic plan and incorporate academic plans into your future advising. In doing so, discuss the following with your Faculty Success Group:
1) What do you think are some of the benefits Navigate's academic planning, both for students and for your department? Do you have any concerns, or what would you like to know more about? Is there something you would like for Navigate to do that doesn't currently seem possible?
2) Review the sample 4-year degree plan posted on your department's webpage. Is it accurate? If it isn't, what changes are needed to make it accurate and useful to your students? (Remember, students will use your posted sample degree plans in building their own academic plans.) Department chairs may send updated degree plans to Michaela

Saunders at michaela.saunders@washburn.edu and request that they be posted on departmental webpages.

3) What are the steps you will take in approving a student's academic plan? For example, you will likely need to consult their degree audit. You will likely want to compare the student's academic plan to your department's sample degree plan. Has the student planned to take courses in the proper sequence? Have they planned to take balanced combinations of courses in each semester? Are students taking math and English courses appropriate to their ACT or Pearson MyMathLab scores? Create a checklist of best practices in approving a student's academic plan. Remember, too, that students' academic plans can always be revised.

4) The academic planning tool features several unique features available to faculty advisors, including the ability to "lock" courses in a given semester for a student to take, the ability to "flag" courses, and the ability to suggest different courses. When, if ever, do you think it would be appropriate to use these features?

5) Once a good academic plan is in place for a student, time during advising sessions that was once utilized in creating a course schedule should be freed up for other discussions. What other topics should faculty advisors address with students during academic advising (e.g. holds on their accounts, the value of general education, career plans, graduate school, internships, extra-curricular opportunities, referrals to campus resources, etc.) Are you utilizing and updating your department's "major map"?

Session THREE: Finalize Project
Create an advising checklist and/or best practices for approving a student's academic plan and providing advising in your discipline that incorporates these new tools and strategies. Share this plan with everyone in your department. (Please note that you will only need to turn in this finalized project to receive compensation from CAS.)

Option Four:
How are the resources available on Academic Impressions relevant to you and your teaching, research, and career aspirations?

Session ONE: Identify and Review Available Content
Login or create an account on the Academic Impressions website using your @washburn.edu email address. Member benefits will automatically be granted. Peruse the professional development opportunities available through Academic Impressions. Identify a topic (e.g., faculty success; student success; women in leadership; diversity, equity, and inclusion; etc.) on which you'd like to focus and two or three upcoming virtual trainings or recordings to review. You could also review trainings on different topics if you'd prefer.

Session TWO: Develop a Plan
After reviewing the selected content available through Academic Impressions, reflect on and discuss the content presented and develop a plan for how you will incorporate the relevant components of the trainings into your success as a faculty member.

<u>Session Three</u>: Finalize Project

Prepare a plan for how you will incorporate the professional development techniques or strategies into your teaching, research, or general career advancement. Please also include any recommendations you have for the Academic Impressions materials you reviewed so that CAS may recommend them to others.

Fall 2020 Course Success Group Summary

Group members: Sarah Cook, Guannan Hu, Mike Mosier, Gaspar Porta, Janet Sharp, Jennifer Wagner

Session One: Sarah Cook, Mike Mosier, Janet Sharp and Jennifer Wagner all attended "Welcome to Academic Planning" training sessions with Christina Foreman

Session Two: The group had several email communications regarding academic planning.

1) Desired Navigate changes:
   a. Allow BS students to indicate their discipline of choice for the 20 hour science concentration and have Navigate display these courses.
   b. Incorporate course rotations. For example, if a course only runs every other fall, do not allow a student to add that course to a spring or opposite fall term.
   c. Although not related to the math major, for majors that can take MA 112 to satisfy their Math Requirement have Navigate indicate that MA 112 is the appropriate choice rather than MA 116

2) Updated sample plans: All members of the group worked to update plans for the tracks they teach most frequently in. These are being finalized and will be sent to Michaela to put on our webpage.

3) Approving plan: In discussing the academic plans, we realized that some tracks/degrees will need to take 300 level Gen Ed courses to complete the degree in 120 hours. The group made a list of these courses and their prerequisites to provide to students. This list is on our S drive. We also recognized a need to know the course rotations of the Natural Science Division disciplines to help with advising BS students. Dr. Cook contacted the respective department chairs asking for these. So far two have been received and are now on our S drive.

4) Academic Planning Tool: The lock feature will be useful for our courses that are only offered every other year.

5) Advising meetings: We discussed the importance of making sure students in certain tracks are aware of appropriate times to do standardized testing (SOA exams and Praxis).   These will also be incorporated into our sample plans.   Our major maps are in the process of being updated and will be sent to Michaela to post on our webpage.

Session Three: Our advising checklist has been created and is posted on our S drive in the Advising Information folder.

Advising Checklist
Mathematics and Statistics

- Student Name:_____ WIN: _____

- Degree Track (circle):

    Actuarial Science   Applied Statistics   Pure Math   Secondary Education

- Bachelor Degree options (explain differences and circle student's choice):
    o **Bachelor of Arts:** 15 hours Gen Ed Social Science, 15 hours Gen Ed Humanities (3 hours in AR/MU/TH), 12 hours Gen Ed Natural Science, FL102 course

    o **Bachelor of Science:** 9 hours Gen Ed in each of Social Sciences, Humanities (3 hours in AR/MU/TH), and Natural Sciences.   30 hour Science concentration with 20 hours in one discipline (these can double count with Gen Ed hours)
        ▪ BS in Applied Statistics is recommended to obtain 20 hours in Computer Information Sciences to complete the degree in 120 hours

    o **Bachelor of Education:** 9 hours Gen Ed in each of Social Sciences, Humanities, Natural Science *<u>HIGHLY</u>* recommended for Secondary Education.   BA and BS in Secondary Education can **NOT** be completed in 120 hours.

- Provide student with appropriate Departmental Academic Planning sheet

- Show student how to run a Degree Audit. Use audit to eliminate any transfer credits from the Academic Planning sheet.

- Provide student with course rotation information for Mathematics courses
    o If student is pursuing a BS, provide student with course rotation information for the appropriate 20-hour discipline

- Provide student with list of 300 level General Education courses. Some tracks/degrees will need to take 300 level Gen Ed to finish in 120 hours (see Academic Planning sheet).

- Show student how to set up Academic Plan in Navigate.   Encourage student to complete plan on their own and then review for accuracy.

- Make sure students are aware of testing schedule (SOA for Actuarial Science and Praxis for Secondary Education).

- Discuss internship opportunities with Actuarial Sciences and Applied Statistics tracks

- Encourage participation in Math Club, Kappa Mu Epsilon, Departmental Tutoring

300 level General Education and their Prereqs

Arts and Humanities (GEHU)

Code	Title
AR 301	Ancient Art
AR 306	Development of Modern Art (AR101,102,or 103 of Junior standing)
AR 307	Twentieth Century Art(AR101,102,or 103 of Junior standing)
AR 303	Medieval/Renaissance Art History(AR101,102,or 103 or Junior standing)
AR 309	Art of Africa
AR 310	Art of Asia
CN 341	Persuasive Speaking (CN 150)
CN 351	Interpersonal Communication
EN 332	Literature of American West
Honors	
HN 301	Seminar Humanities Fine Arts (Sophomore standing)
Interdisciplinary Studies	
WG 375	Women and Popular Culture
FR 307	Contemporary French Civilization
FR 308	French Literature in Translation Sophomore standing)
FR 309	French Fiction and Films
GE 307	Contemp German Civilization
GE 308	German Lit in Translation Sophomore standing)
SP 307	Contemporary Hispanic Culture Sophomore standing)
SP 308	Hispanic Narrative in Translation
SP 380	Hispanic Culture thru Film (SP312)
MU 307	Music and the Brain (EN 101 and BI100)
MU 300	Music, Politics, Soc Comment.
PH 313	Professional Ethics (PH 100, 102, 103, 201, 202, or 211)
PH 315	Philosophy of Law (3 credits PH)
TH 306	Contemporary Theatre
Course List	

Natural Sciences, Mathematics and Statistics (GENS)

	Hours
HN 303	Seminar Natural Sciences & Mathematics (Sophomore standing)

Social Sciences (GESS)

Title	Hours
HI 304	American Revolutionary Period, 1763-1789 (3 hours HI)
HI 308	Making of Modern America, 1880-1920(3 hours HI)
HI 326	Anabaptism: The Radical Reformation and Beyond(3 ho
HI 334	Civilization of Ancient Rome(3 hours HI)
HI 338	Victorian Britain, c. 1830-WWI(3 hours HI)
HI 363	Borderlands and Beyond(3 hours HI)
Honors	
HN 302	Seminar in the Social Sciences (Sophomore standing)
KS 340	Kansas Studies
Psychology	
PY 306	Cognition (PY 100)
PY 317	Music and the Brain (EN 101 and BI 100; OR PY 100)

Fall 2020 Faculty Success Group

Adapting General Cell Biology Laboratory (BI 102L) to University COVID-19 Restrictions

Andrew Herbig, Heather Pfannenstiel, Ben Reed, Takrima Sadikot, and Joshua Smith

Department of Biology, Washburn University

Background

General Cellular Biology (BI 102) is a required course for several major degree programs at Washburn including Biology, Biochemistry, Molecular Biology and Biotechnology, Forensic Biology, and Forensic Anthropology. This five-credit hour course includes one, three-hour, laboratory meeting per week. In fall semesters, four sections of lab are offered to accommodate enrollment numbers, while three are offered each spring. Enrollment in each lab section is limited to twenty-four due to seating capacity in the lab space.

In the spring semester of 2020, the COVID-19 pandemic forced the closure of campus and transition of teaching to a fully remote, online format. At that time in the semester, seven cell biology lab exercises remained and had to be modified. Due to the rapid turnaround time required to get the course running again, laboratory instructors resorted to creating videos of pre-lab instruction and demonstrations of lab activities. These videos were primarily narrations of PowerPoint presentations, many of which were produced from scratch. Two lab exams were also administered online through the Desire 2 Learn (D2L) teaching platform, and required the time-consuming process of converting paper exams to a digital format.

During the summer, our group met via Zoom to discuss plans for teaching Cell Lab during the fall 2020 semester. At the time of our meeting, our Department had formulated a plan to "re-open" the department offices and implement the University's teaching modalities and social-distancing policies. One of us (T.S.) completed the Course Delivery Strategy for BI 102L and assigned the lab class to Teaching Modality 2, which required a hybrid strategy of instruction. Our group recognized that this modality brought the following challenges:

1. Deliver a laboratory course with a section enrollment exceeding the maximum number of students allowed in the teaching space.

2. Minimize the handling time of laboratory equipment for student safety considerations.

3. Adjust the laboratory calendar so lab exercises would be complete by November 20, 2020, while also considering a possible move to all remote teaching at some point earlier in the semester.

Here, we describe our plan that reconfigured BI 102 Lab to conform with COVID-19 restrictions while continuing to provide our students with high-quality laboratory instruction during the fall 2020 semester. Reflections on the fall semester and preliminary changes for spring 2021 will also be discussed.

Managing reduced classroom capacity and lab activities

Our group met via Zoom on June 29 and July 13, 2020, to plan for the fall semester. From our conversations, it was clear we would have to change how we normally conduct laboratory

instruction. To accommodate a maximum per section enrollment of twenty-four students in a space restricted by distancing to twelve, we decided to split each 3-hour lab section into two, 75-minute periods. The student roster was divided in two; the first half of the students would attend the first lab period while the remainder would attend the second. A break of 15 minutes was inserted between these mini-sections to allow for resetting of lab materials and disinfection of surfaces and equipment.

Normally, a regular semester consists of eleven three-hour laboratory periods with students completing several experiments each period. Reducing lab time by half required a radical overhaul of the normal teaching curriculum, and it was apparent that some of the lab activities could not be performed in the available time. We divided each week's lab exercises into two groups: hands-on experiments that could be carried out in the time allotment and those that would serve as video-recorded demonstrations that students would view before they attended lab for the week.

A total of 20 laboratory demonstration videos were produced on two occasions (3 and 10 August, 2020) prior to the start of the fall semester. The demos depicted the experimental setup for each exercise and concluded with a scientific "cliffhanger" by promising students they would be presented with results and data during the face-to-face laboratory meeting. Students were encouraged to formulate hypotheses that would be evaluated as a class. Links to each video were posted in the D2L teaching platform.

For most lab weeks, at least one hands-on experiment was scheduled for students to perform during face-to-face sessions. These activities were chosen to be performed by students individually, eliminating group work. However, this plan required preparation of multiples of equipment and reagents per mini-section. The lab syllabus, including the lab schedule, is included at the end of this report.

We were concerned that students would lose valuable laboratory expertise by not performing many of the lab activities. These introductory skills, such as pipetting, microscopy, and spectroscopy, are important in future biology laboratory courses at Washburn. To compensate, we built into the schedule three "instrumentation days" during which students would be able to gain experience using the equipment. Activities performed on these days were newly-designed, basic techniques that could be performed within the allotted time.

Laboratory equipment and student safety considerations

Safety is one of the most important considerations in any laboratory. BI 102L students are informed of all safety policies and procedures at the beginning of the first lab of the semester. The distancing requirements in classrooms meant additional safety measures needed to be implemented. Students were spaced at least six feet from each other and required to wear face masks at all times. Nitrile gloves were worn when performing experiments and handling equipment. Common-use surfaces were disinfected before and after each mini-section. Students were advised to wash their hands before they left lab for the day. Restricting the number of lab activities each week also reduced handling of equipment and supplies, which helped minimize disinfection time between mini-sections.

Adjustments to the lab calendar

We also modified the lab schedule to ensure all face-to-face sessions were complete by November 20. In the event we had to shift to an entirely remote delivery of content, we intentionally scheduled some labs later in the semester for which content could easily be supplied to students online.

Changes to lab assessment

During a normal semester, we require students to take a pre-lab quiz after they have viewed a lecture video describing the background concepts to that week's lab activities. This semester, increased reliance on recorded videos to convey information and demonstrate lab experiments lead our group to require post-lab quizzes for many of the labs. These quizzes provided a measure of student accountability and incentive for watching the weekly videos. All pre- and post-lab quizzes were administered through D2L. In addition, three "quizzes" were assigned to give students opportunities to practice working problems calculating pH, molarity, metric conversions, and identifying phases of mitosis and meiosis. Students were allowed multiple attempts to complete these problems to earn the highest possible score before the due date.

Three lab exams were also required as part of the course assessment. These assessments were administered on D2L and available between 9 am and 9 pm on the scheduled exam day. Converting lab exams from written to digital format was labor intensive as each test normally included a practical portion where students had to answer questions based on observations of experimental results or microscopic specimens arranged as stations in the lab space. This required setting up and taking photographs of many of the stations so images could be imported into D2L during exam builds.

Reflections on the fall 2020 semester and a look ahead to 2021

Adequately delivering lab content to our students with only half of the time available for instruction and experimentation was challenging. We resolved many of our issues by relying on students to preview videos of lab demonstrations in advance of their lab meeting time. Weekly accountability for student preparation was afforded by pre- and post-lab quizzes in D2L. Lab exams were moved entirely online.

One of our major concerns about reformatting the lab curriculum was the students' diminished hands-on experience with lab instruments and equipment such as microscopes and pipettors. As we anticipate the same structure to lab sections in the spring 2021 semester, we have identified a few lab activities that can be restored to hands-on from video demo format and can be accomplished in the allotted time.

Most lab sections were able to complete all of the planned lab exercises within the time period, and 15 minutes was plenty of time between each mini-section. We may be able to reduce this interim time to modestly extend the duration of labs.

We have not yet analyzed the aggregate student perception data from the fall semester, but some of us received verbal feedback from our lab students before classes ended. Most of the students we talked to reported that, despite the format, they understood the lab concepts and felt comfortable with most of the techniques. We look forward to examining the perception survey data and using it to inform any changes to BI 102 lab when it is taught in the spring.

Our committee would like to thank Alex Dory for weekly preparation of lab materials and setting up each lab mini-section.

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Fall 2020 BI 102 Laboratory Schedule

Lab is held in Stoffer Science Building Room 130.

<u>DATE</u>		<u>TOPIC</u>
Aug. 19, 20	Ex. 1	The Microscope
Aug 26, 27		Instrumentation (Pipettes/ pH meter/ Spectrophotometer
Sep. 2, 3	Ex. 2	Acids, Bases and Buffers
Sep. 9, 10	Ex. 3	Diffusion, Osmosis and Dialysis
Sept 16, 17	Ex. 4	ID & Quant. of Organic Molecules
Sept 23, 24	Ex. 8	Isolation of Enzymes
Sept 25-28		**Exam #1 weekend ONLINE (Exam 1 will cover Ex. 1-4)**
Sept 30, Oct. 1		Instrumentation (Carbon dioxide meter/ micropipettes/ gel electrophoresis)
Oct. 7, 8	Ex. 9	Cellular Respiration
Oct. 14,15	Ex. 10	Photosynthesis
Oct. 21, 22	Ex. 11A	DNA Extraction & Electrophoresis
	Ex. 11B	Bacterial Growth Analysis
Oct. 28, 29		Instrumentation (Microscope review)
Oct 30-Nov 2		**Exam #2 weekend ONLINE (Exam 2 will cover Ex. 8-11)**
Nov. 4, 5	Ex. 5	Cells and Tissues
Nov. 11, 12	Ex. 6	Mitosis
Nov. 18, 19	Ex. 7	Meiosis
Nov. 25, 26		NO LAB (THANKSGIVING)
Dec. 3-6		**Exam #3 weekend ONLINE (Exam 3 will cover Ex. 5-7)**

Meeting Times
Laboratory Section L1 meets on Wednesday, 6:00 – 8:50 p.m.
     Instructor: Ms. Heather Pfannenstiel

Laboratory Section L2 meets on Thursday, 9:00 – 11:50 a.m.
     Instructor: Dr. Andrew Herbig

Laboratory Section L3 meets on Thursday, 2:00 – 4:50 p.m.
     Instructor: Dr. Takrima Sadikot

Laboratory Section L4 meets on Thursday, 5:30 – 8:20 p.m.

Instructor: Dr. Joshua Smith

Lab Preparation
Students are expected to view the lab lecture recording, the video demo recordings and read the assigned laboratory exercise prior to each session. Each lab lecture video has an accompanying pre-lab quiz which must be completed within the 48 hours prior to each exercise. Each lab will also have a post-lab quiz with questions that test critical and creative thinking. Please note that Exercises #6 & #7 will only have post-quizzes and no pre-quizzes.

Grading
The laboratory portion of the course is worth 25% of your overall grade. The three lab exams will each be worth 6% of the total grade and the laboratory quizzes (pre and post) will collectively be worth 5% of the total grade. The remaining 2% of the lab grade will be calculated based on class progress (reporting available on D2L) determined by monitoring of how much lab lecture and video content students have viewed in preparation for labs. Students who have viewed 90% or more of the lab lecture and video content will earn these 2% course points (THESE POINTS ARE ALL OR NOTHING POINTS).

The lab grades will be determined from the following:
Lab Exams 1-3	18% of course grade
Pre-Lab Quizzes	5% of the course grade
Course progress	2% of the course grade.

The laboratory is an integral part of this course. Therefore, **your overall course grade cannot be more than one letter grade higher than your lab average**. In keeping with course policy, no student can pass the course having missed a lab exam or taking a score of zero on any exam

Attendance
Given the mandates for social distancing and the overall capacity of the Stoffer 130, students in each lab section will be divided into two groups at the discretion of the lab instructor. Group 1 will attend the first hour and 15 minutes of lab, while group 2 will attend the last one hour and 15 minutes of lab time. While in lab students will be expected to wear a face covering/ masks and gloves for the entire duration of lab time.

Concealed Carry Policy For Lab Courses
Washburn University has regulations and procedures in place to address concealed carry of weapons on campus. Those regulations and procedures can be located at http://www.washburn.edu/concealedcarry. If you intend to carry a concealed weapon in a backpack/purse/handbag, as allowed by the regulations and procedures, it is your responsibility to make arrangements for your concealed weapon in order to remain compliant with the regulations and procedures. There may be times where as part of your class participation, you will be required to leave your seat and you will not be able to have your backpack/purse/handbag with you. Please note that for the Biology Department Laboratory courses, lab safety requirements mandate that you be separated from your backpack/purse/handbag during every class period.

If I observe or if I am informed of any behavior that may be a violation of the concealed carry regulations and procedures, I will notify the Washburn Police.

Listed below are the lab exercises that will be covered during the semester. For Labs 1, 5, 6 and 7 students will work individually using assigned microscopes. Therefore most of those exercises can be carried out in lab following appropriate safety protocols.

NOTE: Any exercises from labs 2, 3, 4, 8, 9, 10 and 11 described in your lab manual but not listed here will not be covered in lab or in the video demos.

LAB EXERCISE	VIDEO DEMO	IN LAB
==Acids, Bases and Buffers==		
2A. Measurement of pH		Hands on
2B. Weak and strong acids	x	
2C. Production of an acid	x	
2D.2. Buffering capacity of amino acids		Lab demo
==Diffusion, Osmosis and Dialysis==		
3A.1. Diffusion in aqueous solutions	x	Hands on
3A.2. Size and concentration of molecules		
3B.1. Potato water content	x	
3B.2. RBC tonicity		Lab demo
3D.2. Permeability of dialysis membrane	x	
==Identification and Quantification of Macromolecules==		
4A.1 Benedict's test	x	
4A.2. Potassium iodide test	x	Hands on
4B. Sudan dye test		Hands on
4C.1. Lowry test	x	
4C.2. Mercuric chloride test		Hands on
4D. Diphenylamine test	x	
==Isolation and Characterization of Enzymes==		
8A. Peroxide extraction	x	
8B. Effect of enzyme concentration	x	
8C. Effect of temperature	x	
8E. Effect of pH	x	
8F. Enzyme inhibition		Hands on

LAB EXERCISE	VIDEO DEMO	IN LAB
Cellular Respiration		
9.1.A Effect of temperature on CO_2	x	
9.1.B CO_2 production		Lab demo
9.1.C Need for oxygen		Lab demo
9.2.A Fermentation	x	
9.2.B Methylene blue reduction		Lab demo
Photosynthesis		
10A. Light requirement		Hands on
10C. Gas requirement		Hands on
10D. Starch synthesis and light		Hands on
10F. Chromatography	x	
DNA Extraction, Electrophoresis and Bacterial Growth Curve		
11A.1 DNA Extraction	x	
11A.2. Gel electrophoresis		Hands on
11B. Bacterial growth curve	x	

Faculty Success Group, Fall 2020: Group 2 (BLM Movement)

<u>Participants</u>

Dr. Alexandra Klales
Dr. Ashley Maxwell
Dr. Jason Miller
Dr. Laura Murphy
Dr. Alex Myers
Dr. Mary Sundal (organizer)

All participants are fulltime faculty in the Department of Sociology and Anthropology. Because our disciplines and classes already cover the social construction of race, we opted to focus on our 100-level, general education courses for the Faculty Success Group. However, much of what we discussed and reflected on can be applied to our upper-division courses as well.

To begin our FSG conversation, we created a table to share how we each teach about race and racism in our various 100-level courses (AN112 Cultural Anthropology, AN113 Linguistic Anthropology, AN114 Introduction to Archaeology, AN116 Biological Anthropology, and SO100 Introduction to Sociology). The table also included existing assignments and assessment activities on the topic of race and any media resources we use in our classes associated with these activities. What we realized from this conversation is that students in our 100-level Anthropology and Sociology courses are exposed to critical conversations on race, yet we had not had department-level, or even course-level, conversations on how and why we teach on the topic of race (i.e., are we discussing how our disciplines contributed to racial categories, are we teaching about the fallacy of biological notions of race, and what are our pedagogical goals regarding how and why we teach about race).

We collectively identified the following ways that we could improve our 100-level courses to make them a site of resistance to white supremacy and anti-Blackness:

- Intentionally incorporate scholars of color into our classes
- Update media resources (most of us use the PBS series *Race the Power of an Illusion* but we identified the need for contemporary, open-access media resources)
- Creating course or program SLOs that explicitly demonstrate how the class or program is a site of resistance to white supremacy and anti-blackness
- Update existing assessment/assignment on race and/or racism to connect explicitly back to make the class a site of resistance of white supremacy or anti-Blackness

Each faculty member then created instructional activities that they will implement in spring 2021 (or the next time they teach the corresponding 100-level class). The activities are listed here according to the course.

AN113 Linguistic Anthropology (Dr. Jason Miller)
- Course SLO linked to race: SLO#3 Demonstrate how social constructs like race, ethnicity, class, and gender affect language.
- Two ethnographies (required readings) have significant sections on race and the topic will be incorporated throughout the semester rather than have only one week dedicated to the topic of race.

- Dr. Miller also discussed how he uses a world map and goes through the PPT slides to ensure diverse representation of cultural groups that students are exposed to throughout the semester. The goal for spring 2021 will be to have greater representation of Africans and African Americans.

AN114 Introduction to Archaeology (Dr. Laura Murphy)
- Course SLO linked to race: SLO#1 Describe what archaeology is and how archaeologists gather and interpret data to create reliable explanations about the human past.
- Creation of new module learning outcome for Week 1: What is Archaeology?: Increase awareness of BIPOC representation in archaeology, and the work archaeologists are doing to shed light on Black history.
  - Will introduce who does archaeology as part of the work to break down the myth of white males as archaeologists, and to introduce BIPOC archaeologists
  - Will discuss the claims made in the required reading (chapter 1) that sates Thomas Jefferson was first "archaeologist" in North America for excavating a Burial Mound; however, an unknown number of slaves actually performed these excavations
  - When introducing archaeological methods, the class will discuss the Tulsa Race Massacre case study. Class material will also incorporate video clips of Black archaeologists working to uncover the past at Tulsa.
  - Resources:
    - Society of Black Archaeologists, https://www.societyofblackarchaeologists.com/
    - 1921 Graves Physical Investigation team https://www.facebook.com/1921Graves
    - #Tulsa Syllabus https://tulsasyllabus.web.unc.edu/
    - Working document "'Archaeology in the Time of Black Lives Matter' Resource List" https://static1.squarespace.com/static/5ba9378ebfba3e7b319e2ce6/t/5f2f05c509e14e53cb898607/1596917190138/Compilation+of+Resources+SBA+2020.pdf

AN116 Biological Anthropology (Dr. Alexandra Klales and Dr. Mary Sundal)
- Course SLOs linked to race (these will be new SLOs starting Fall 2021):
  - SLO#1 Describe the history of and contemporary issues in biological anthropology.
  - SLO#3 Explain how biocultural evolution and adaptations shape contemporary human variation.
- Expand existing course module on Human Variation to more explicitly and thoroughly focus on race
- Pre-class activity options:
  - Students will read Race and Anthropology http://www.anthrocervone.org/PeoplesandCultures/modules/social-relations/race-anthropology/
  - Students will watch Anthropology and the Question of Race https://youtu.be/4EqStqxCvfU
  - Students will read the article "Race is Real, But It's Not Genetic" https://www.sapiens.org/biology/is-race-real/.
  - Students will listen to a podcast on Race and Biology, through the Speaking of Race series (Race and Biology by Speaking of Race). Students will be divided into four groups, each group assigned one podcast. Group member will listen to the podcast and then

collectively create, through D2L, an outline and critical thinking questions for the in-class discussion.

- In-class activities:
  - The class will watch a short film, *The Biology of Skin Color*, and complete associated worksheet, https://teachinglearninganthro.org/?p=160
  - Using the jigsaw model, students will have a small group discussion based on their pre-class activities.
- Discussion questions:
  - How has the racist history of Anthropology impacted the current state of Biological Anthropology?
  - What measures can we as anthropologists take to combat scientific racism?

AN118 Introduction to Forensic Science (Dr. Ashley Maxwell)
- Dedicated assignment on race: review the *Innocence Project* website, https://innocenceproject.org/, and additional resources
- Discussion questions:
  - How has DNA brought to light structural racism in the legal system?
  - What can DNA exonerations tell us about racial differences in wrongful conviction rates?

SO100 Introduction to Sociology (Dr. Alex Myers)
- Focused on updating media resources to compliment or replace the *Race: The Power of an Illusion* series:
  - *The Gene: An Intimate History* (10-minute section at the end explicitly discussed genetics and fallacy of biological race), https://www.pbs.org/kenburns/the-gene/
  - *Anthropology and the Question of Race*, The Great Courses, https://www.youtube.com/watch?v=4EqStqxCvfU&feature=youtu.be
  - *Finding Your Roots* series hosted by Henry Louis Gates, Jr. who talks with celebrities, politicians, and people of note and goes through their family histories to show them where their ancestors came from. One relevant episode comes from 2014's season and goes into the ancestry of Devall Patrick (first Black governor of MA) and Jessica Alba (actress). At a few points they talk directly about how, for example, Jessica Alba, while proud of her Hispanic lineage, also has Sephardic Jewish ancestry. https://www.pbs.org/video/finding-your-roots-decoding-our-past-through-dna/
  - *The Origin of Race in the USA* discusses race as a historical concept and one that was used to justify slavery, exploitation and other various inequities in American history. The host is legit (a postdoc at Northwestern) and the information lines up with what I already know of the history. Note it is focused specifically on the US. https://www.youtube.com/watch?v=CVxAlmAPHec&feature=youtu.be
  - *Separate and Unequal* Continuing with the social aspects of race in the US, this Frontline piece from 2014 discusses the growing re-segregation of American schools and the legacy of Brown vs. Board. Important historical context, especially given our proximity to the case. https://www.pbs.org/wgbh/frontline/film/separate-and-unequal/

Additional shared resources include:

- [Respect Differences? Challenging the Common Guidelines in Social Justice Education (democracyeducationjournal.org)](democracyeducationjournal.org) https://naturalsciences.org/exhibits/featured-exhibitions/race/special-programming
- http://www.anthrocervone.org/PeoplesandCultures/modules/social-relations/race-anthropology/
- https://www.alanalentin.net/2018/08/06/concepts-and-debates-race-as-a-social-construct/
- https://youtu.be/4EqStqxCvfU

Semester: Fall 2020   Course: BI 255

Instructors: Cook, P Wagner and T Wagner

Hypothesis 1: COVID 19 has revolutionized our teaching.

Objectives:

1) Reflect on what is working and not working in our Human Physiology Lectures and Labs this Fall

2) Determine how can we improve our teaching in the COVID teaching environment this spring.

Session One, October, 2020:
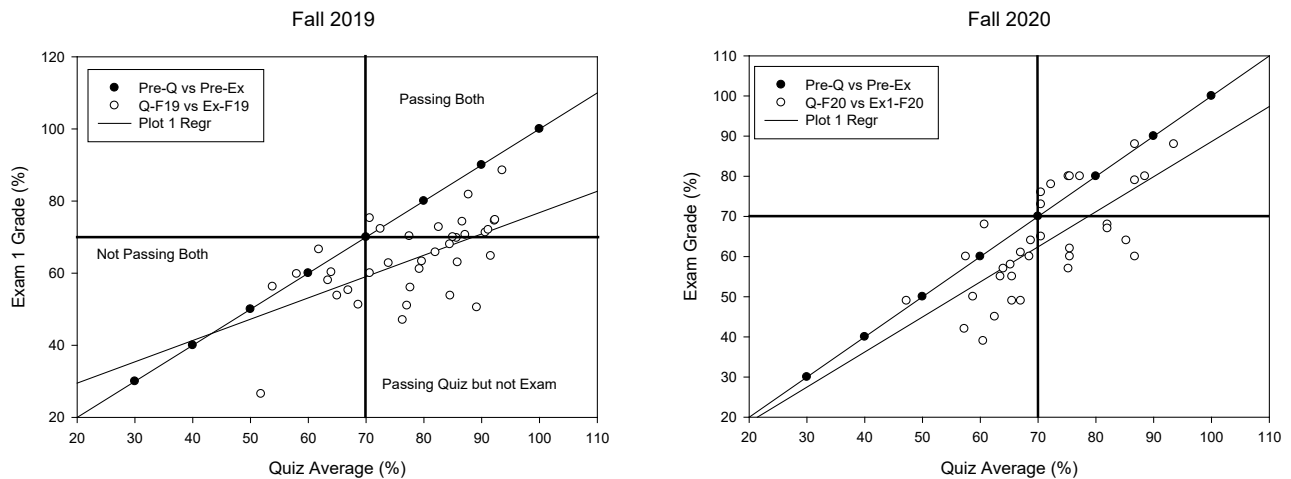
Our first session started with our observation that the correlation between quiz and exam grades had gotten closer (Fall 2019/Pre-COVID vs Fall 2020/COVID) for the lab portion of the course, but that a significant number of students' scores were now in the lower left quadrant. This lower quadrant means the students are neither passing the weekly quizzes nor are they passing the exams. Our hypothesis was that the students were not preparing for the quizzes and not using the in-person class time to clarify concepts and get a better understanding of the material. Our collective experience suggests that this is due to a lack of engagement with the material since the majority of the COVID learning experience is on their own time and requires a bit of discipline. We therefore set out to ask the students by survey why they thought that they were not doing as well.

Session Two, November, 2020: Results of the Surveys

Survey questions were included on both Lecture and Lab exams[1]. The overall sense from the questions was that the students felt that they would do better if they were in the classroom rather than on their own. However, in the lab situation, the students are observing the same thing when they view the video as they would see in class. This leads us to believe that there is more to this than wanting to be in the classroom. The major problem we feel is engagement with the video material/Zoom Lecture. It takes discipline to sit and focus when learning. That is somewhat mandated when you are in a classroom setting, knowing the teacher may ask a question, but is absent when you are alone in your room. Matthew suggested that we may

enhance the engagement of the students by using an application offered on D2L called PlayPosit. This allows the instructor to insert questions at the appropriate time and engage the student in what just happened or also what they think may happen next. He attended a CTEL event demonstrating PlayPosit's features.

We feel that if we can get the students a bit more involved than just passively taking in content, it is possible that we can enhance their knowledge and maybe their participation when we have them in person for a short time. With this in mind, Tracy will get permission to use PlayPosit. This will allow Matthew and Tracy to incorporate a few questions in their last lectures and then survey the students on the final exam as to whether this helped them in anyway. If this is successful then we will implement the PlayPosit applications in the spring semester.

Session Three, December, 2020: Finalize Project and Conclusion

In our final meeting we compared student responses to PlayPosit that we had received before the end of the semester. Almost unanimously, students said they enjoyed videos with PlayPosit much more and felt they helped. Our hope was that PlayPosit would engage the students more (which survey results confirmed), but interestingly many students also chose "more informative" or "more understandable" on Tracy's survey. However, in a follow-up question on the final exam, students commented the reason they liked PlayPosit was because it made them pay attention to the videos because they knew they were going to be quizzed, or that it was more like being in the classroom. A few also stated that it gave them the chance to see if they had understood the material that was being presented right then (vs having to wait several days until an in-class interaction) so they knew if that had to go back over the material again. Based on these student responses, we will implement PlayPosit in Human Physiology next semester. As Matthew pointed out, they may not like it as much once they have to do it all the time, but it appears that at least it will help us respond to some of the biggest challenges our students face during COVID modified teaching situations.

[1] Questions posed on second lab exam:

1) Of the following materials below, _____ helped me the most when learning the lab material.
   a. The lab videos
   b. The homework assignments
   c. The in-class discussions/demos
   d. The worksheet assignments
   e. The study guides
   f. Other

The majority of the students selected C (In-class discussions/demos) or f (Other)

2) Of the answers you did not pick pertaining to the learning material, pick one that you feel helps the least and explain how might we improve it to help you gain more from that material?

There were a range of "leasts" chosen, but the common theme that ran through all of the responses was that students want to know if they are "right" in their thinking (which they can find out by asking questions when they are in person, but not when watching the videos/doing the homework sheets/etc). Some of the suggestions made (just do the

experiments and the whole class will watch on Zoom), sound good BUT they are essentially what is already in the videos and those are shot with cameras closer to the experiment than they would be just using the Zoom camera in the lab. The biggest issue appears to be the lack of engagement/interaction with the material. In person, the faculty member can help keep the students focused a little, but ultimately it is the student who makes the choice to be engaged or not. (We've had students "zone out" during in person classes before and still not learn from the material.)

Question posed on third lab exam:

List one good or bad thing that you feel had the biggest impact on your performance in this course?

- Common answers stated that not being in lab and doing the hand's on work adversely affected their grade. (In other words, they believed they would have done better if they had done the experiments themselves.)

Questions on T. Wagner's and M. Cook's second lecture exam:

1. At this point in the semester, you've probably been exposed to multiple teaching methods as we try to keep everyone safe during the COVID-19 outbreak. Select **ALL** options that you have had in classes.
   a. Face-to-face lecture (normal; always in class)
   b. Whole class remote lecture (over Zoom at specific times)
   c. Recorded lectures to watch on your own time (asynchronous Remote)
   d. Class rotates in-person and remote (Zoom) days
   e. Recorded lectures and face-to-face time with the instructor in smaller groups

   T Wagner's Class: *The class as a whole marked several of these options, with the most common being B, C, and D. Interestingly, a large portion of the class did not choose E, despite the fact that this is the way our lectures were being organized.*

   M Cook's Class: *The class as a whole marked primarily A-D, with 95% of the class choosing A. I did expect A to be the single most chosen option, because my class was offered face-to-face for the majority of the semester. Paradoxically, only 50% of the class attended regularly, the other 50% chose to mostly attend via the synchronous zoom.*

2. Which of these methods below do you think <u>would</u> work best for this class?
   a. Whole class remote lecture (over Zoom at specific times)
   b. Recorded lectures to watch on your own time (asynchronous Remote)
   c. Class rotates in-person and remote (Zoom) days
   d. Recorded lectures and face-to-face time with the instructor in smaller groups

   T Wagner's Class: *There were a range of responses for this question, but many students chose D (which is what we are doing) or C (which is what Matthew Cook's class started out doing). In a discussion when we were going over the exam, almost all the student said if method C or D was being used that they preferred to have assigned days that didn't change. They felt like this was less confusing/more routine. (Based on previous conversations, I suspect some of them also used this time to work.) A few said having the whole class on Zoom at specific times. HOWEVER, based on feedback from other colleagues, this resulted in many fewer people actually being in class.*

   Cook's Class: *The majority of the class (54%) chose A, while (32%) chose D. Interestingly, the ones that chose A were the students who almost always attended the class*

face-to-face. Those that chose D, attended the in-person lecture rarely. Those that attended face-to-face achieved an overall average of 82%, while those that did not averaged 69%. Anecdotally, after I started to offer pre-recorded lectures in October lecture attendance dropped 50%. Students that achieved higher marks in lecture, came to class, and used the videos as intended, aka supplements. For the rest of the semester, I felt that offering both synchronous lecture and asynchronous videos may have perpetuated the tendency to "put off" studing the material.

3. In this class, select **ALL** options that have been beneficial to your learning processes.
    a. Recorded lectures (which you can pause or re-watch portions of)
    b. Recitation
    c. Extra Help Mondays
    d. Mastering A and P
    e. Review Sessions

In T Wagner's class the most commonly chosen options were B (recitation) and E (review sessions). Some people made a note that they should have come to "Extra Help Mondays." Option D (Mastering A and P) was rated the lowest, but its purpose is to increase the number of times that students come in contact with basic terms/concepts, so they may not realize how much it's benefiting them (or their grade). Matthew's class did not have recitation/Extra Help Mondays because he offered the in-class lecture.

4. Rank your struggles (1=biggest issue, 5=least important) for this course.
    ___ Making sure I reserve time to watch videos/complete the work on time

    ___ Staying focused while watching recorded lectures

    ___ Remembering questions to ask when we do meet in small groups

    ___ Feeling connected to the class/professor

    ___ Technological issues (computer access, reliable internet)

Wagner's Class: *In general, students' top concerns were staying focused while watching recorded lectures and feeling connected to the class/professor. Close behind those were reserving time and asking questions. By far the least concern chosen was Technological issues (and one student specifically commented that Washburn had helped with this.)*

Cook's Class: *The number one concern for the students was staying focused while watching zoom or recorded lectures; closely followed by making sure to watch the videos on time. In general, I believe these are the primary difficulties online courses face. I believe without scheduled times and set dates, students tend to "put stuff off" and then rush to get everything done. Granted this is not every student, but I felt that many of my students had a hard time managing their time and staying engaged. Therefore, PlayPosit may help with both of these issues. For 1) it will require them to stay focused as they answer questions throughout the video and 2) each unit has multiple videos and I will set successive due dates on all the individual videos to simulate a scheduled class.*

Faculty Success Group Fall 2020

Members: Tracy Routsong, Jim Schnoebelen, Carson Kay, Kai Xu

Prompt: **How can you best connect your program's curricula and pedagogies to support the Black Lives Matter Movement and the work of antiracism?**

Resources: see the end of this document

Plan: CN 101 is a general education course for the university, as well as the entry course to our major. Therefore, it was deemed the course most appropriate to begin connecting anti-racist pedagogies and materials in support of the Black Lives Matter (BLM) movement. Our overall plan was to develop a CN 101 Developmental Course Shell in D2L with modules built for each of our core areas of teaching. The initial module will be designed with an introduction to the purpose, overall course objectives, and basic faculty materials for those who might not be familiar with the goal. These basic faculty materials include an introductory video and basic readings.

While this shell was designed from the Success group, we have decided to build out other aspects of diversity, as well, currently including LGBTQA+ and disability/different-ability literature. Thus far, within the module regarding race, we added materials that instructors can pick and choose to add to their courses. When the faculty all meet together in January, we will decide which of the materials should be part of the mandatory core curriculum. We will continue to add activities and assessment features that align with CN 101 course modules, including identities and perceptions, verbal/nonverbal communication, listening, and history of communication, as well as a variety of contexts within our discipline (e.g., health, family, teams, conflict, persuasion, etc.). Faculty will be strongly encouraged to incorporate additional materials regarding anti-racism and BLM into each contextual area. It is the hope of this group that by adding materials to each unit, the shell will eschew treating anti-racism as a one-and-done conversation and instead initiate a continued commitment to examining how race impacts all aspects of communication.

Additionally, we have a faculty resource area that will help educate our faculty on various aspects of anti-racism to help make sure everyone is using similar terminology. The faculty resource area has a combination of short articles, academic repositories, and a Ted Talk.

The materials will be evaluated annually by a departmental subcommittee, with materials updated as needed.

Resources: (Some overlap)

Faculty Guide

⸬ FACULTY GUIDE

Anti-Racism Videos for School Staff - I particularly like the video: Why do Educators Need Anti-Racist Training?

Teaching Race - Course Design, Pedagogy, and Definitions: Includes citations and activities

Faculty to Faculty - Tips for Framing Brave Conversations: Very short tips for faculty that are not comfortable, or new, to talking about racial issues

Chronicle of Higher Education: Talking with Students about Racism

The National Communication Association has put together a set of resources - journal articles, videos, etc. It might be helpful for us to go through these materials for this section.

Communications Workers of America - repository

10 Keys to Everyday Anti-racism - Provides several definitions and references to books and articles.

6 Ways to be Anti-racist - Clear article, probably best for faculty to gain insight mor read with students (very basic definitions and easy to read materials)

Ted Talk - Ibram X. Kendi - Anti-racism (A little long - but could work well for a class to watch and discuss)

Racial Equity - Whiteness and White Privilege Repository

Racism in the English Language - short PDF excerpt that discusses racist language in basic terms

Essential Partners: Fostering Dialogue Across Divides - PDF guide to planning and facilitating conversations about contentious social issues, including race

Zinn Education Project - Lesson plans and resources for teaching students about the histories of marginalized people

Links:

https://www.weareteachers.com/anti-racism-videos-for-school/

https://cft.vanderbilt.edu/guides-sub-pages/teaching-race/

https://www.teacher2teacher.education/2020/06/03/9-tips-for-framing-brave-conversations-about-race-and-ethnicity/

https://www.chronicle.com/newsletter/teaching/2020-06-18

https://www.natcom.org/advocacy-public-engagement/nca-anti-racism-resource-bank **(This is the National Communication Association. It has its own resource bank that has numerous materials.)**

https://cwa-union.org/anti-racism-resources **(Another resource bank)**
https://greatergood.berkeley.edu/article/item/ten_keys_to_everyday_anti_racism
https://mashable.com/article/how-to-be-antiracist/ **(Not very academic source, but clear introductory insights)**
https://www.ted.com/talks/ibram_x_kendi_the_difference_between_being_not_racist_and_antiracist
https://www.racialequitytools.org/act/communicating/whiteness-and-white-privilege
https://www.pcc.edu/illumination/wp-content/uploads/sites/54/2018/05/racism-in-the-english-language.pdf
https://www.zinnedproject.org/teaching-materials/explore-by-theme

Potential Core Article and Activity for All CN 101 (needs faculty approval)

Chapter Reading: https://link.springer.com/chapter/10.1057%2F9781137531070_8

Discussion based on: https://www.nytimes.com/2013/01/05/world/europe/05iht-letter05.html

History of Communication

Origin of Race in the U.S.A. https://www.pbs.org/video/the-origin-of-race-in-the-usa-wbm41s/

Precious Knowledge Dictionary**:** Here's a link to the PBS site, which provides several clips from the film: https://www.pbs.org/independentlens/films/precious-knowledge/ *We probably need permission to screen it across multiple sections, but if anyone wants to watch it themselves, I'm happy to lend my DVD copy.

Race Equity Tools – Timeline: https://www.racialequitytools.org/fundamentals/history-of-racism-and-movements/overview-and-timeline1

Primary Source for Social Justice: http://www.sojust.net/

Lesson Idea: https://www.facinghistory.org/topics/race-us-history?f%5B0%5D=fh_search_api_search_type%3Acontent

Identity and Perception Unit

Implicit Bias: https://www.adl.org/education/resources/tools-and-strategies/table-talk/race-perception-and-implicit-bias

PEW data article for discussion on race and perception (2016): https://www.pewsocialtrends.org/2016/06/27/on-views-of-race-and-inequality-blacks-and-whites-are-worlds-apart/

PEW Black Identity Research: https://www.pewresearch.org/fact-tank/2020/02/05/most-black-adults-say-race-is-central-to-their-identity-and-feel-connected-to-a-broader-black-community/

Verbal/Non-verbal Communication

⠿ The Case for Black English - The New Yorker ⌄
   🗎 PDF document

⠿ Does Your Language Shape How You Think, ⌄
   NYTimes
   🗎 PDF document

⠿ Hidden Brain Podcast: The Power Of Language ⌄
   To Shape How We View The World
   🔗 Link

⠿ How to deconstruct racism, one headline at a ⌄
   time | Baratunde Thurston
   🎥 Video

⠿ Language of Racism - podcast and short ⌄
   description
   🔗 Link

⠿ Verbal and Nonverbal Differences at the End ⌄
   of Life - race
   🔗 Link

⠿ Nonverbal Bias Research Article ⌄
   🔗 Link

Nonverbal Bias Research Article link:
   http://faculty.haas.berkeley.edu/dana_carney/bias.contagion_finalpublished.OBHDP.pdf

Listening

Listening ⌄   🖨 Print   ⚙ Settings

Add dates and restrictions...   👁

How to Begin Support Listening Sessions - Could be a great unit on listening - 2 page summary (

Call to Listen More - Discusses aspects of listening with definitions

[Upload / Create ⌄]   [Existing Activities ⌄]   [✏ Bulk Edit]

⠿ How to Begin Support Listening Sessions ⌄   ✓
   🔗 Link

⠿ The Call to Listen More - Higher Ed ⌄   ✓
   🔗 Link

Introduction to Health Communication

Anti-Racist Approach to Communication - very short, clear definitions with an example (case study of sorts) about racism in practice - Might be good for discussion

Differences in Physicians' Verbal and Nonverbal Communication With Black and White Patients at the End of Life - This is a research article

Upload / Create ∨   Existing Activities ∨   ✎ Bulk Edit

⠿ Differences in Physicians' Verbal and Nonverbal Communication With Black and White Patients at the End of Life
   🔗 Link   ∨   ✓

⠿ Anti-Racist Approach to Communication (Nursing example)
   🔗 Link   ∨   ✓

⠿ Dorn et al._COVID-19 exacerbating inequalities in the US
   📄 PDF document   ∨   ✓

⠿ Fortuna et al._Inequity and the Disproportionate Impact of COVID-19 on Communities of Color in the United States
   📄 PDF document   ∨   ✓

Links:

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4698224/

https://pressbooks.library.ryerson.ca/communicationnursing/chapter/anti-racist-communication/

Lancet article about Covid-19: https://pubmed.ncbi.nlm.nih.gov/32305087/

CITATION
Fortuna, L. R., Tolou-Shams, M., Robles-Ramamurthy, B., & Porche, M. V. (2020, June 1). Inequity and the Disproportionate Impact of COVID-19 on Communities of Color in the United States: The Need for a Trauma-Informed Social Justice Response. *Psychological Trauma: Theory, Research, Practice, and Policy*. Advance online publication. http://dx.doi.org/10.1037/tra0000889

Introduction to Conflict (Image only)

⠿ Atlantic Article_Could Black English Mean a
Prison Sentence   ⌄
  🖹 PDF document

⠿ Charlottesville: Race and Terror – VICE News
Tonight (HBO)   ⌄
  📹 Video

⠿ Los Angeles Times_LivingWhileBlack_911 Calls   ⌄
  🖹 PDF document

⠿ Lowery_Introduction_They Can't Kill Us All   ⌄
  🖹 PDF document

⠿ MACKLEMORE & RYAN LEWIS FEAT. JAMILA
WOODS - WHITE PRIVILEGE II   ⌄
  📹 Video

  http://whiteprivilege2.com/

⠿ White Privilege II Lyrics   ⌄
  🖹 PDF document

⠿ NBC News_#LivingWhileBlack Experiences   ⌄
  🖹 PDF document

Introduction to Gender Communication

https://www.americanprogress.org/issues/women/news/2019/08/22/473775/racism-sexism-combine-shortchange-working-black-women/

https://www.cfw.org/?news=women-of-color-statement-on-anti-black-racism

Introduction to New Media

Nakayama_What's next for whiteness and the
Internet   `

Introduction to Intercultural Communication

⠿ Cadogan, Walking While Black _ Literary Hub   ⌄
  🖹 PDF document

⠿ Chawla_Between Solids   ⌄
  🖹 PDF document

⠿ McIntosh_Unpacking the Invisible Knapsack   ⌄
  🖹 PDF document

⠿ What I Told My White Friend When He Asked
For My Black Opinion On White Privilege _
HuffPost   ⌄
  🖹 PDF document

Introduction to Persuasion

2007 article: https://www.hbs.edu/faculty/Publication%20Files/07-103.pdf

Building an anti-racist communications strategy: http://www.njjn.org/article/resources-for-building-an-anti-racism-communications-strategy-

Introduction to Family Communication
- Repeat resources from the Communications Workers of America – videos, podcasts, etc.

Introduction to Crisis Communication/Strategic Communication
https://www.jdsupra.com/legalnews/creating-an-anti-racism-plan-80211/

Supplemental Activities and Assessment

A. 6 Classroom Activities: 1. Harvard implicit bias quiz, 2. Sneetches... maybe with a great discussion, 3. (racist) Ads and discussion, 4. Microaggression Activity, 5. Film Festival- with an exercise on privilege and playlist, 6. Labels - would have to be done very carefully as it is asking people to label pictures and discuss bias

B. National Classroom Resources and Links - including some activities from the 1619 project

C. List of College Activities about Prejudice and

D. Breaking Prejudice - College activities (including one about meme creation)

E. SJSU - With a link to Diversity

F. Zinn Education Project: Teaching Activities - Links to activities about the histories and inequities experienced by racially marginalized communities

G. Essential Partners: Questions for Divisive Issues - Sample questions that facilitators have used to encourage discussion about contentious topics

H. Essential Partners: *Fostering Dialogue Across Divides* - A field guide to help beginners plan and facilitate conversations in their communities (PDF download is free)

A. https://inservice.ascd.org/six-classroom-activities-to-spark-discussion-of-racism-and-privilege/
B. https://blogs.edweek.org/teachers/teaching_now/2020/06/15_classroom_resources_for_discussing_racism_policing_and_protest.html
C. https://secure.understandingprejudice.org/teach/highact.htm
D. https://www.weareteachers.com/anti-racism-videos-for-school/
E. https://www.sjsu.edu/cfd/docs/integrated_faculty_toolkit.pdf
F. Zinn – "The Zinn Education Project provides free teaching activities and resources to help educators teach students about the histories of marginalized people. To access the PDFs of the lesson plans, you will need to sign up for a free account on the website. Here are a few sets of teaching activities that might be of particular interest.
   Black Experiences
   "Riots," Racism, and the Police: Students Explore a Century of Police Conduct and Racial Violence

Burned Out of Homes and History: Unearthing the Silenced Voices of the Tulsa Massacre
COINTELPRO: Teaching the FBI's War on the Black Freedom Movement
What We Don't Learn About the Black Panther Party — but Should
'What We Want, What We Believe': Teaching with the Black Panthers' Ten Point Program
Asian American Experiences
Learning About the Unfairgrounds: A 4th-Grade Teacher Introduces Her Students to Executive Order 9066
A Lesson on the Japanese American Internment
The Other Internment: Teaching the Hidden Story of Japanese Latin Americans During WWII
Latinx Experiences
Stealing Home: Eminent Domain, Urban Renewal, and the Loss of Community
The History All Around Us: Roosevelt High School and the 1968 Eastside Blowouts
Pump Up the Blowouts: Reflections on the 40th Anniversary of the Chicano/a School Blowouts
Deportations on Trial: Mexican Americans During the Great Depression
Native American Experiences
Andrew Jackson and the "Children of the Forest"
Dirty Oil and Shovel-Ready Jobs: A Role Play on Tar Sands and the Keystone XL Pipeline
'Don't Take Our Voices Away': A Role Play on the Indigenous Peoples' Global Summit on Climate Change
Standing with Standing Rock: A Role Play on the Dakota Access Pipeline
Teaching Climate Disobedience: Using the Film Necessity in the Classroom
Pacific Islander Experiences
What the Tour Guide Didn't Tell Me: Tourism, Colonialism, and Resistance in Hawai'i
Civil Rights Movement (click for list of activities)
Reparations
How to Make Amends: A Lesson on ReparationsHow to Make Amends: A Lesson on Reparations
The Red Dot of Environmental Racism
Racism and Inequities
Constitution Role Play: Whose "More Perfect Union"? and The Constitutional Convention: Who Really Won?
Who's to Blame? A People's Tribunal on the Coronavirus Pandemic
Reconstructing Race: A Teacher Introduces His Students to the Slippery Concept of Race
Teaching Sacrifice Zones

G. https://whatisessential.org/sites/default/files/resource/file/2020-06/Questions%20for%20Divisive%20Issues.pdf
H. https://whatisessential.org/fostering-dialogue-across-divides-download

Option One: Drs. Steffen, Douglass and Lutz – Dept of Education

Reflect on what is working and not working in your program's classes and modalities this fall and how you can improve your teaching in the COVID teaching environment this spring.

Session ONE: Reflect & Discuss

Reflect on how the fall semester is going so far and discuss with your group the pedagogies and assignments that have worked for you in the COVID teaching environment this fall and those that have not. What do you want to improve upon for the spring? Cultivating a sense of community? Utilizing new technologies? Trying out new assessment techniques?

- What has worked: managing to maintain face to face, in a safe space with masks and distancing. Continuing to do what we have done in past, but with small changes: i.e. buying more robots so each student has access to their own, doing projects together but at a safe distance, as well as providing goggles for field experiences.
- Students want to experience learning face to face; the few times we meet via Zoom, they are unengaged, and participate less in discussions and activitiesparticipation.
- We will review what we have done in the fall, andfall and may make changes in procedures of how certain project-based classes are organized. Assessments are 80% individual, which are submitted via D2L, so those do not need to change. The group assessments are easily done in small groups, which are distanced or are working online together.
- In certain courses, students will be encouraged to take required licensure tests as part of their final and to complete course exams collaboratively.
- Classes taught via Zoom have started to use more breakout sessions to give students an opportunity to work collaboratively. Also, since some of our classes are team taught, students have the opportunity to work with faculty in smaller groups.

Session TWO: Review C-TEL Resources & Develop a Plan

Identify resources that are useful to the specific ways you want to improve your courses for the spring and create a plan to incorporate these ideas with your group. Resources and trouble-shooting strategies for each modality are available on D2L here. Recorded C-TEL sessions on a wide range of topics are available here.

- Students successfully FaceTime or Zoom during class when unable to attend.
- Adding 'voice clips' on slides in Power Points for students to 'listen to' if they are unable to attend class has been an effective way to promote the learning process.
- Providing links to locations we were unable to attend this semester, such as the TSCPL (Topeka and Shawnee County Public Library), has enabled students to experience community resources in a safe setting.
- Offering Zoom meetings to students who need academic or emotional assistance have been available.

- Using simulated robotics (i.e. for Dash and rollercoasters) to help teach basics before using in class have allowed for safe alternative ways to learn.
- For the "lecture" portion of class, meetings via Zoom. "Hands-on" portions done in small sections (split the class in half and meet twice).
- Students have had the opportunity to record presentations (because class is split in two) to allow half of the class, that is not present, to experience peers' presentations.
- Field Supervisors have had the option to ask students to record lessons taught in lieu of in-class visits.

Session THREE: Finalize Project
"Finalize" is probably too strong of a word here given the rapidly changing environment of the pandemic. But prepare a plan for how you will incorporate changes to improve your teaching in the spring.

- In order to improve teaching as we enter the next semester and beyond, we will share with department faculty the information collected during this success group. This will allow others to be aware of various adjustments, techniques, and resources currently being utilized that promote student learning and engagement during the health crisis.

- We will also encourage department members to collaborate via FaceTime, Zoom, or Skype in order to build a community that shares new ideas and strategies as we walk through the health crisis.

- Continuing to incorporate techniques that are working will be key, along with expanding practices in order to grow as we navigate constraints of the health crisis.

- Syllabi will be reviewed to determine additional ways to provide additional parts of the classes via remote options.

- Purchase additional Swivls to assure that every student has the option to record lessons for observation.

- Follow up with supervisors and partner schools to assure that we are providing the best possible experience for our students and for the students in the field.

Faculty Success Group, CAS, Fall 2020
Group Report

Group Members:
Karen Barron
Mary Sheldon
Muffy Walter
Department:
English

<u>Option Two</u>: The importance of the Black Lives Matter Movement and antiracism has moved to the forefront during the pandemic. **How can you best connect your program's curricula and pedagogies to support the Black Lives Matter Movement and the work of antiracism?**

<u>Session ONE</u>: **Identify and Review Resources**
Educate yourself on ways you make your classroom a site of resistance to white supremacy and anti-Blackness as well as a site where all students can thrive.

In our first session Mary, Karen, and I (Muffy) shared the Spring 2021 courses we are planning to further develop with a focus on antiracist pedagogy with some content connected explicitly to the Black Lives Matter Movement. We agreed to look, individually, at texts and videos outside of, and in addition to, suggested sources from CAS for Option Two. We agreed to have draft syllabi to share with each other in November for Session Two.
Some of the sources we looked at are:
How to Have Difficult Conversations about Race by Glenn Singleton
Dr. Amanda Kemp's work on antiracism
White Fragility by Robin DiAngelo
PBS video on the Olympic 1969 Black Power Salute photo

<u>Session TWO</u>: **Develop a Plan**
Discuss and reflect with your group members about what you have learned. Why do you think this work is important? Identify 1–3 specific ways that you will begin to incorporate what you have learned into your teaching practices.

All three of us believe that as teachers at a PWI we have an obligation, and strong desire, to teach students about issues of racism and strive to bring conversations about race to the forefront of our classes. One of the topics we discussed this session was grammar and authentic voice and how to teach "formal writing" vs. an imagined, universal "proper English." We addressed the influence of racist language rules and how we can acknowledge those in our English yet also insist on the importance of context when writing any text.

<u>Session THREE</u>: **Implement and Reflect**
Implement at least one of the strategies from your plan (above) and reflect on how it went. What else do you want to work on in the future? Identify some additional resources you will seek out to continue your learning on this topic.

Karen Barron has students write about and discuss race in her online English 101 First-Year Writing class. She has been thinking through how to make revisions for teaching the same material in a face-to-face classroom while maintaining some of the anonymity of writing assignments shared with the class for further discussion. Additionally, Dr. Barron developed her current course plans to share with the English department for their own use. Both Dr. Sheldon and I plan to implement some of these activities into our English 300 and 101 classes.

Mary Sheldon created the unit "Systemic Racism, Black Lives Matter, and American Sports" for her English 110 Multicultural American Literature course. Before delving into the literature, students will learn about the Black Lives Matter through texts and video. Following this, students will engage with a variety or texts (fiction and nonfiction) to think through racist practices in American sports throughout sports history. Dr. Sheldon has included The Kansas City Chiefs in her unit and the ways a "local" professional sports team fights racism demonstrating a relevance to students' lives they might not otherwise see as clearly.

I, Muffy Walter, looked at my English 192/399 #blacklivesmatter in Literature & Film class for this project. While the course content clearly focuses on the Black Lives Matter, I have committed more fully to antiracist pedagogy through this group work. Students will be required to sign the Four Agreements from Singleton's book, collaboratively create the guidelines for class discussion, and explore trigger warnings in connection with racial trauma. I hope to broaden students' knowledge of Black Lives Matter as a movement but also as a concept represented in literature and film from past decades up to the present.

All three members of our group gained valuable insight our teaching, ideas for course content, and ways to continue growing in our antiracist commitment in the classroom.

English Department Faculty Success Group
Option 1: Reflect on what is working and not working in our modalities' classes this fall and how we can improve our classes in the spring Covid teaching environment.

Fall, 2020

Group Members:
Kara Kendall-Morwick
Louise Krug
Erin Chamberlain
Melanie Burdick

Meeting Dates: October 8; October 27; November 19

Topic	Challenges	Goals	Suggested Strategies or Practices
Small Groups on Zoom	One or two students doing all the work	Shared accountability	• Create specific roles for each group member. • Create large enough groups to allow for the possibility of ghosting • Check in regularly with groups to make sure everyone is participating fully.
Small Groups on Zoom	Students feel disconnected from the class	Community and connection	• Create tasks that are low stakes and community building • Allow groups to name themselves • Allow groups to assign roles for each member
Small Groups on Zoom	Fair and authentic grading	Peer assessment of learning	• Make sure task is clear and broken into steps • Group and individual self-assessment • Break grades into individual and group grades • Make group assignments worth fewer points and for lower stakes assessments • Contract Grading
Small Groups on Zoom	Assignments appropriate for group work	Collaborative Assessment	• Similar to activities that would be done in a face to face classroom, but structured differently. • Think, pair, share • Jigsaw

			• 2-part test or quiz: allow students to complete part of the quiz independently and another part with a group. • If a larger project – make it something that can have a real-world (beyond the classroom) audience.
Small Groups on Zoom	How to effectively use breakout rooms	Engagement and accountability	• Adapt time and size of groups • Consider how to communicate with and observe groups while in breakout rooms (visit rooms; have students work on completing a shared document)
Assessment Methods	Using different methods other than the Discussion Board	Variety and accountability	• Try Flipgrid, an online video discussion platform
Assessment Methods	Using different methods other than the Discussion Board	Variety and accountability	• Utilize the polling feature on Zoom to see if students understand key points from reading
Assessment Methods	Using different methods other than the Discussion Board	Variety and accountability	• Use self-assessment questions • Students can email their answers directly to you (examples: What was the best part of the piece? What questions do you have? What interested you the most?)
Assessment Methods	Using different methods other than the Discussion Board	Variety and accountability	• Offer a short, 3-question quiz on the reading assignment
Assessment Methods for Peer Review	Using different methods other than the Discussion Board	Variety and accountability	• Use Flipgrid to have students read their own drafts aloud, then guided by course rubric/specific prompts for feedback, partner(s) view and respond on Flipgrid.
Asynchronous Discussion Boards	Majority of students waiting until shortly before deadline to post	Authentic discussion and engagement	• Assign students to distinct roles—e.g. "starters" and "wrappers" whose roles are to begin and wrap-up discussion, respectively—with different deadlines for each role.
Asynchronous Discussion Boards	Students not responding to each other's posts	Authentic discussion and engagement	▪ Create a two-part discussion board assignment. In the first assignment, students share their own responses. The second assignment would be a "response" discussion board that examines classmates' posts from the first assignment.

			▪ Respond to posts in synchronous settings (hybrid classes)-- small or large group
Asynchronous Discussion Boards	Students writing posts that only superficially agree with or repeat what others have said	Authentic, respectful discussion that includes a variety of perspectives	• Create clear guidelines for discussion posts. Provide a rubric and examples. • Make discussion posts a portion of the course grade. • Encourage student ownership of discussion, for example by gradually decreasing your involvement as facilitator and/or having students create discussion questions or give examples.
Asynchronous Discussion Boards	Student reluctance to discuss sensitive topics with peers they don't know well	Authentic, respectful discussion that includes a variety of perspectives	• Use settings to allow students to post anonymously where appropriate. • Add moderation to prevent abuse of anonymity.
Synchronous Discussion	Student engagement with the instructor and classmates	Authentic, thoughtful discussion	▪ Utilize the chat for students unable/unwilling to speak up verbally ▪ Prepare students with questions in advance of class ▪ Email select students before class and let them know you would like to call on them and have them respond to a specific topic they may already have an interest in
Synchronous Discussion	Students asking questions about assignments or other content if they're not comfortable sharing with the whole group	Learn what students understand (or don't) without a more formal evaluation (paper, exam)	▪ Encourage students to send private chat messages through Zoom, then address responses to the whole class without identifying the student ▪ Set up individual conferences on Zoom with students either during class time (or before or after)
Synchronous Discussion	Instructor dominating the discussion too much with little input from students	Student-centered discussions with the instructor in a facilitator role	▪ Small group work to prepare questions and topics for the class

Resources

Inside Higher Ed. "Eight Ways to Improve Group Work Online"
https://www.insidehighered.com/advice/2020/10/28/advice-how-successfully-guide-students-group-work-online-opinion?utm_source=Inside+Higher+Ed&utm_campaign=a2e5fdfb55-DNU_2020_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-a2e5fdfb55-199580777&mc_cid=a2e5fdfb55&mc_eid=1911849536

How to Share Content on Zoom in Breakout Rooms https://www.youtube.com/watch?v=G7fybuBNZQQ

PrawfsBlawg "Preparing for fall teaching – Group work in physically distanced, hybrid, and remote courses"
https://prawfsblawg.blogs.com/prawfsblawg/2020/07/preparing-for-fall-teaching-group-work-in-physically-distanced-hybrid-and-remote-courses.html

Stanford University's Teaching Commons "Small group activities for Zoom breakout rooms"
https://teachingcommons.stanford.edu/news/small-group-activities-zoom-breakout-rooms

Stanford University's Teaching Commons "Successful breakout rooms in Zoom"
https://teachingcommons.stanford.edu/news/successful-breakout-rooms-zoom

Teaching Effectively with Zoom by Dan Levy; Chapter 6, "Work in Groups" pp70-92

University of Waterloo Centre for Teaching Excellence https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/discussions/online-discussions-tips-for-instructors

<p style="text-align:center"><u>Faculty Success Groups, CAS, Fall 2020</u>
History Department
Tom Prasch, Kim Morse, & Kelly Erby</p>

<p style="text-align:center"><u>Option One:</u>
Reflect on what is working and not working in your program's classes and modalities this fall and how you can improve your teaching in the Covid teaching environment this spring.</p>

<u>Session ONE:</u> Reflect & Discuss

The group discussed various challenges and successes of the fall semester. Each participant was teaching classes involving a combination of in-person and remote learning.

Each participant shared successes with cultivating classroom community and encouraging student engagement but all agreed they wanted to continue to focus on this and improve upon it in the spring.

Success in this regard included the following:

Prasch: D2L discussion boards going really for some students but less well for others. Liked approach of silent movie nights and wonders how it could be used in classroom. Also reported making assessment adjustments as he went; for example, he realized students were really behind at one point and so he changed test date, etc. Making more accommodations for students based on extraordinary circumstances of the semester.

Morse: Great success using chat feature in D2L. Breaks students into groups and provides each group primary sources and then has each group utilize the chat to talk about their source. Chat has the great benefit of leaving a record of what each student contributed to discussion and thus helps to hold students accountable for their individual contributions. Morse also reported making her classes more "flipped" than ever before. Rewrote tests so they were more driven by the primary sources discussed in class.

Erby: Success in using Zoom breakout rooms to discuss previously posted reading questions, complete jigsaw activities, and collectively analyze Hypothes.is-enabled primary sources. Incorporated many low-stakes assignments throughout the semester. Also did a few week-long in-class group projects based on the database *Slave Voyages*. Really tried to build a sense of classroom community using collaborative in-class assignments, polls, and Padlet discussion questions.

All participants reported a problem with some students "going missing" during the semester. Agreed that continuing to improve upon virtual and remote classroom community was something they wanted to strive for in the spring.

<u>Session TWO</u>: Review C-TEL Resources & Develop a Plan

All participants identified the collaborative annotation tool Hypothes.is as something they wanted to explore for the spring.

Participants attended C-TEL workshop on Hypothes.is on 12/7/20 to learn more about this tool.

Also discussed methods of tracking down "lost" students using Navigate and other tools such as the app GroupMe.

<u>Session THREE</u>: Finalize Project

Each participant developed their own unique plan or cultivating community in their spring classes based on the unique requirements of their classes and students.

Erby: Plans to ask HI 395 students to sign up for at least 1 GroupMe. This will enable her to text students reminders and encouragement throughout the semester without sharing her personal phone number or requiring students to share their numbers. Will also encourage students to form their own independent GroupMe for support, or possibly utilize StudyBuddies through Navigate. Erby plans to use Hypothes.is extensively for annotating readings and drafts. Will continue to use breakout rooms and shared collaborative documents for discussion and collaborative learning.

Morse: Plans to incorporate Hypothes.is into HI102 (Honors and WUmester) and HI361 Colonial Latin America for scholarly articles, primary sources, and other sources that are easy to convert into pdfs. Students will read three historical monographs in HI361, so Hypothes.is will not work as well in that format. She will create discussion forums to serve as collective notetaking/annotation/question space for reading assignments associated with the monographs. As needed, she will continue to use D2L Chat in both courses, but presumes she will use less as she is assigned rooms that can accommodate all enrolled students. Chat was a lifesaver for group discussions especially in courses that had students face-to-face and remote at the same time.

Prasch: Plans to find ways of integrating Hypothesis into existing assignments on primary sources; attending CTEL workshop on the software to facilitate that. Will explore new options in Navigate and perhaps GroupMe to try to deal better with disappearing students. Will remain more than usually flexible (on deadlines especially) to facilitate students for whom pandemic conditions have been especially stressful.

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Faculty Success Group: Option Two, "Black Lives Matter"

Bruce Mactavish (History), Avantika Ramekar (Geography), and Rachel Goossen (History)

Fall 2020

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Dr. Bruce Mactavish:

The origins of the "Black Lives Matter" can be traced to Alicia Garza's social media post in July 2013. She called her post "a love letter to black people" and concluded, in reference to the acquittal of the killer of Travon Martin, "I continue to be surprised at how little Black lives matter….stop giving up on black life….Our lives matter." Garza's plea clearly influenced the social justice movements and protests of this past Summer. Careful consideration of "Black Lives Matter" has influenced my teaching and community engagement this semester.

I have been more intentional in constructing assignments for students to analyze and interpret primary source documents reflecting the lived experiences of Black Americans at key moments in history. For example, in my United States history survey classes students compare competing visions of the place for Blacks Americans as found in the 1865 "Address from the colored citizens of Norfolk, Va to the people of the United States" and "The Black Code of St. Landry's Parish, 1865." From Virginia Blacks: "Resolved, That personal servitude having been abolished in Virginia, it behooves us, and is demanded by us, by every consideration of right and duty, to speak and act as freemen, and as such to claim and insist upon equality before the law, and equal rights of suffrage at the 'ballot box.'" That same year Whites in Louisiana wrote into statutes designed to dominate and control the lives of Blacks: "Be it further ordained, That every negro is required to be in regular service of some white person, or former owner, who shall be responsible for the conduct of said negro" and "it shall be the duty of every [White] citizen to act as a police officer for the detection of offences and apprehension of offenders…."

Our discussion focused on considering which vision America most closely followed in the decades since 1865.

My community engagements are influenced by the activism of Black Lives Matter. I was invited to join a community planning committee at the Seaman School District. The result was "Race, Equity, and Moving Forward Together" a YouTube community conversation dedicated to hearing from students of color about their educational experiences. I participated in this discussion and provided historical context. I am also working with student journalists and Capital-Journal reporters to investigate the Ku Klux Klan activities of Fred Seaman, the founder of USD 345.

Dr. Avantika Ramekar:

My training in human geography, has prepared me to practice critical reflexivity. I remember being a graduate student on campus during the week of 2016 election results. Unknowingly, critical reflection has become a habit in daily life. Therefore, I was aware of my identity as a female brown international individual. However, it was during data collection in Trump era, that I noticed sharp trends in how people perceived me. Suddenly, the strength of my racial identity, my gender, my age was stronger than my identity as a researcher. A few responders refused to participate in my study based on the assumptions associated with my identity, even though all ethical research protocol had been followed and shared with the participant.

On college campuses, sometimes it is difficult for us to discuss racial topics in classrooms. Personally, I have struggled to discuss racial topics with my students. In the beginning, I did not know how to start the conversation or what were the appropriate terms to use. Moreover, my identity as an international immigrant played a big role in adding to my discomfort. On one occasion, while traveling to present my research at an academic conference, a fellow passenger asked me if I had a valid visa to be on the plane. In the last four years, I feared that politically charged views about immigrants and race may deviate the discussion. So, I turned to articles and TedTalk to help me discuss about race in class. Here I will give two examples of how I handle these topics in my World Regional Geography class and suggest ways in which the strategy may be extended to discuss sensitive issues.

I teach World Regional Geography where we discuss different realms over the semester. After personal experiences, I decided to introduce Multiculturalism and its challenges to discuss racial and ethnic tensions in different places of the world. In the beginning of class, we read an article from Times Australia (2008) called "Many Faces of Europe" by Jumana Farouky. Further in class, we watch a TedTalk called "The Dangers of a Single Story" by Novelist Chimamanda Adichie.

I adopted Farouky's (2008) article from a former colleague's, Reader in Geography. In this first article, students are exposed to the problem of integration of multiple cultures in Europe. They begin to think about why this is happening (historical context) and what can be done to deal with the problem. The real task begins when they critic the suggested solutions. I sometimes ask them to think about the United States and if there are issues of racial integration in modern America. In my experience, several students fail to recognize the issues in the USA in current times. Sometimes, a student will identify such issues or at least mention it tangentially. It is alarming to see this trend in a generation who has so much information at its fingertips.

The TedTalk, "The Dangers of a Single Story" was introduced to me by my Nigerian friend during a discussion about how to make students more aware of their bias and stereotypes of unfamiliar places. This is a common issue I have seen with students especially those who are not exposed to multicultural environment. Stereotyping is seen with half-baked information from different sources. Through this talk, students are asked to identify a "single story" they have been subjected to. Additionally, they are asked about steps they take to process information from media (both social and mainstream) to avoid stereotyping. In my experience, students connect to this talk more than the article. There may be two reasons for it. One, students are still "green" to discuss Farouky's (2008) article's implications early in the semester. Second, by the time we see the TedTalk, we are halfway into the semester where classroom dynamics are better established, and we reach a state where students are comfortable to voice their opinions to the instructor and to their peers.

So then, how can I make the classroom more inclusive to have difficult conversation? There is no simple answer to this question. I see two ways of possibly dealing with this issue. First on the educators' side and second between teacher and student.

On the educators' side, recognizing self-obstacles and overcoming them is needed. Although educators may be aware of their obstacles, training on how to conduct discussions on difficult topics, which resources are available and how to use them effectively is needed. And on the teacher and student side, the first step towards open conversations is to admit the challenge to discuss racially sensitive issues. Next, recognizing and disclosing emotions about such topics opens door to have frank and honest discussion. And last, giving the topic an historical context can help understand the gravity of the topic. Here the resources and training that teachers have received can help lead discussions. The time in the semester during which the topic is discussed can be an important factor in its impact. I strongly suggest having these discussions in the middle of the semester. Not only are students ready to share their thoughts with peers but also establish a working relationship with their instructor.

However, this is purely from social science classroom point of view.

Dr. Rachel Goossen:

My participation this semester in the "Black Lives Matter" Faculty Success initiative was spurred by the remarkable summer of protests following the murder of George Floyd in Minneapolis. On June, 5, I took part in the Zoom presentation, "Black Lives Matter: A WU Virtual Student Forum on Police Brutality and Structural Racism," a partnership between the Faculty Diversity Council, Center for Student Success, and Office of Diversity and Inclusion. As the students offered their perspectives, I was intrigued to note that the discussion included how Washburn University offered history classes on Black lives. One of the student participants noted that the courses offered in my department are offered by white professors. Given that I, a white professor, was preparing to teach a brand-new Fall semester upper-division course offering on "Social and Political Movements of the 1960s," I felt compelled to redouble my efforts in this class, in particular, to be relevant for students engaged in the ongoing contemporary Black Lives Matter protests and broader justice initiatives for people of color. The language of the Course Success initiative is to "educate yourself on ways to make your classroom a site of resistance to white supremacy and anti-Blackness as well as a site where all students can thrive." This seemed a timely challenge and opportunity.

As someone who was quite new to the D2L platform and who was designing my "Social Movements" class in a virtual environment, I was not sure how my teaching engagement with students around BLM would play out. However, the class attracted 21 students, with a higher percentage of Black and Latinx students than I have typically taught in Washburn's history classes. In the first two weeks of class, we focused on the life, contributions, and recent death of Congressman John Lewis, icon of the Civil Rights Movement and relatively recent visitor to the Washburn campus. Students were also invited to share how the ongoing, mostly nonviolent, protests had affected them and their families and friends. We also engaged in a robust online discussion of the students' own participation and involvement in BLM and other protest movements throughout the

preceding summer months. Students who had not participated in any protests were invited to reflect on why they had not, and to contribute to discussions of other ways (beyond publicly demonstrating) to contribute to the movement. The discussion yielded detailed and rich posts by students who had been directly involved in protests in Wichita, Topeka, Kansas City, St. Louis, and one or two smaller Midwestern communities. Interestingly, a few of my students had also taken their own young children to the protests, and this sparked a lively exchange in which students debated the ethics of involving young children in the earlier Civil Rights movement in the 1960s at very tense sites in Alabama and elsewhere.

A number of students in the class had not participated in Summer 2020 protests because of safety concerns related to the Covid pandemic, but several provided specific and useful information to the rest of the class about other forms of support that they had provided: i.e., creating signs, patronizing Black-owned businesses, and contributing financially to local and community justice initiatives. This series of discussions set the tone for the rest of the semester, throughout which I was constantly humbled and inspired by my students' deep engagement and respect for each other's perspectives and passions around the class's historical and contemporary subject matter.

Black Lives Matter as a movement reverberated in this class in at least one other productive way before the semester ended. As a final project, students had an opportunity to identify a "Mover & Shaker" from the 1960s era, to research that person, and to share what they had learned about the individual's struggles and contributions in historical context. More than half of the students chose people of color as their subjects, including Delores Huerta, Gordon Parks, Fannie Lou Hamer, Thurgood Marshall, Huey Newton, Harry Bellefonte, Cesar Chavez, Muhammed Ali, Stokely Carmichael, Malcolm X, and others. In their reflections, nearly all of the students made connections between these historical figures and ongoing efforts for justice in many areas of contemporary American life, including the arts, economics, political culture, the criminal justice system, sports, and more. I plan to use this project again, adapted for other history courses, based on the success we experienced collectively in this HI 300 topics course.

During our Faculty Success Group's conversation around BLM, it is clear that the ideas for resources listed provide an ongoing source of ideas for classroom innovation and thought-provoking course assignments. In particular, the links for "Racial Justice Syllabus from Duke University Press" and "How Higher Ed Can Fight Racism: Speak Up When It's Hard," helped me to think through BLM-related ideas for future classes where the subject matter at hand may not be quite so dramatically relevant than what my students and I experienced this semester in the HI 300 "Social Movements" class.

I am interested in bringing resistance to white supremacy and anti-Blackness to an education methods class that I teach annually, ED 366, "Methods for Secondary Education in History." This is a class designed for pre-service teachers who are given field experience opportunities in local middle schools and high schools, and who are preparing for their student teaching semester. This semester, our guest speakers included both Black and Latinx teachers and administrators from public schools in Lawrence and Ottawa, as well as white teachers from the Topeka USD 501 district whose students live in, for the most part, minority communities. We also viewed films that underscored and provided fodder for discussions about racially-diverse classroom settings and school culture. But I'm determined to do more, the next time I teach this course, to design research and reflective

assignments requiring my students to probe how they can engage in an ongoing way in making their classrooms, in grades six through twelve, "a site of resistance to white supremacy and anti-Blackness as well as a site where all students can thrive."

Finally, I am appreciative that the Faculty Success initiative prompts us to engage in this kind of critical thinking and innovation in the context of conversations with colleagues from a variety of disciplines across the college. In Fall 2020, this included learning with and from both new and longtime colleagues in Geography and History, to our mutual benefit.

Faculty Success Group Option Two (David Snyder and Angela Crumer, Math Dept.):
How can you best connect your program's curricula and pedagogies to support the Black Lives Matter Movement and the work of antiracism?

For our faculty Success Group, we focused on ways to make our Fundamental Math courses more accessible and equitable for students of color. During our first meeting, we recognized that it would be difficult to implement some of the more substantial changes that we had in mind in one semester because many of the changes need to occur at the departmental level. To create a more equitable classroom there needs to be changes to the curriculum and assessment, and because of the standardized pathways in Mathematics, and the way courses explicitly build off of concepts in previous classes, changes are hard to implement without wholesale buy-in.

After tackling our initial readings, and doing some additional research on our own, we realized that we need to offer mathematical content that is relevant for learners from different backgrounds and with different goals. We also recognized that the emerging structure of the Contemporary College Mathematics (and corequisite course) is heading in the right direction. We are focusing our efforts to support students coming to college level mathematics from varying backgrounds by offering just-in-time remediation for students lacking some basic skills, and the content of these courses is more focused on data, logic, and statistics, rather than Algebra, which we believe allows students to "see themselves" and their own lives reflected in the curriculum and assessment. One important resource that we came across also, which drove some of our thinking related to this topic outside of the suggest readings, was the work of Rochelle Gutierrez, and specifically her talk on "Rehumanizing Mathematics" . For this project, we focused on our Fundamental Math courses, specifically MA 090 and MA 112, and broke down the ways that we could work to proliferate anti-racist policies and curricula on a classroom level, content level, and assessment level.

Classroom Level:

In the classroom we must create a safe space where learners can interact without judgement. Creating this safe space is the product of hundreds of small interactions that are framed on centering the students, and inviting engagement without fear. For example, instead of asking "Are there any questions", stating "What kinds of questions do you have" makes the base assumption that students aren't immediately able to grasp concepts, and invites dialogue and discussion. Many of our students come into our classrooms with significant residual trauma from previous math courses in high school. Reducing this trauma and anxiety is a major goal of creating a more equitable math classroom. Because these core-curriculum, high DFW rate, introductory courses have been shown to disparetly negatively impact minority students, it is essential that teachers in these courses are proactive in recognizing how their daily interactions affect the classroom environment. Recently, it has been shown that peer-to-peer interaction, and direct reflection about why students are taking this course have positively impacted student success and persistence in these types of courses. In our own classrooms, we have seen that formal student introductions, reflections, and group work, have positively impacted our students this semester, and will seek to bolster these types of student interaction in the future.

Content Level:

Ultimately, because of the scaffolded nature of mathematics curriculum, and the centuries-long stasis of math content, this is the area where supporting anti-racism and Black Lives Matter takes the most institutional pushback. In most classes, Math teachers are subject to teaching very specific skills that will prepare students for the next class, which they won't teach, and don't have control over. The new MA 112 track pushes against this quite a bit, because often it is a terminal Math class for many students. Because of this, in our MA 112 curriculum, we can push against this re-traumitization of students by centering their experience through word-problems and examples that focus on issues of equity, and by trying to ask open ended "how" and "why" questions. Centering the students' experience in interpretation, and recognizing that all students understand mathematical concepts differently, can open the door for the students to explain how they may have learned or understood the concepts, and validates their individual method of understanding. Overall, in our discussions this semester, we've come to the conclusion that the more all students (and especially students of color) are able to center the content in real-world experiences, the more successful they are able to be.

Assessment Level:

We believe that Assessment is perhaps the place where the most significant changes can happen to create equitable classrooms that support the work of anti-racism and Black Lives Matter. Assessment methods in Mathematics Classrooms (for the most part) have not changed significantly in decades or centuries. Students are required to sit quietly, with arbitrarily limited resources (calculator, pencil), in a monitored environment, and complete questions set out by their instructor in a specific amount of time. For many classes, these assessments constitute 80% of a student's grade for the semester. We spent time in our discussions reflecting on how little that assessment method reflects learning goals that focus on fostering creative and critical thinking skills. For the Spring and going forward, we as a group are going to push for alternative assessment methods that allow students to tackle quantitative problems of their own choosing, and that are a significant portion of their overall grade in the course. This assessment would ideally take the form of a data analysis project where students are able to choose their data set and topic. Mathematics might be the most difficult subject area for instructors to get their students to "see themselves" in the curriculum, but we think this could be a positive step forward for our department.

Mass Media Department Faculty Success Group Fall 2020
Report Submitted December 15, 2020

The COVID-19 pandemic has revolutionized the approach to and delivery of courses in higher education. Terms and phrases such "Zoom", "hybrid", "you're on mute", and "remote learning" have now truly been normalized for all connected to university life. Although faced with numerous challenges, we as educators have embraced the opportunities that have come with this pandemic. For the Fall 2020 Faculty Success Group, we at the Mass Media Department decided to tackle Option One, which states:

> ***Reflect on what is working and not working in your program's classes and modalities this fall and how you can improve your teaching in the COVID-19 teaching environment this spring.***

In order to address the task at hand, the faculty of the department held three meetings dedicated to the pertinent success group activities dictated through Option One. Each faculty member discussed the major challenges faced in this teaching environment, presented the techniques that were effective in delivering their course objectives, and evaluated individual problematic areas that must be addressed for the spring 2021 semester. Each faculty member then reviewed a variety of professional development resources available that could potentially assist in mitigating those identified problematic areas. Finally, the group whittled down the choices and each faculty member selected a professional development resource to explore, notate, and present to the department at our department's retreat scheduled for January 12, 2021.

Session ONE: Reflect & Discuss
Reflect on how the fall semester is going so far and discuss with your group the pedagogies and assignments that have worked for you in the COVID-19 teaching environment this fall and those that have not. What do you want to improve upon for the spring? Cultivating a sense of community? Utilizing new technologies? Trying out new assessment techniques?

In the department's first meeting (Monday, October 24th, 2:30-4:30 p.m.), each faculty member first identified the pedagogies and assignments that worked well during the fall 2020 semester. The following tactics were discussed in this part of the session:

- Instituted a peer evaluation review system for all group assignments and projects.
- Moved traditional in-class quizzes to end-of-the-week, digital quizzes.
- Paid particular attention to maintaining a balance between group and individual assignments.
- Implemented discussion board material that connected with the students on a personal level and went beyond just material comprehension.
- Utilized group feedback workshops, which was found to be a more effective way to provide feedback on screenwriting projects. This also replicated what students would face in their professional careers, as it prepared them to withstand constructive

criticism in a group setting. Finally, it created a better sense of community within the course.

- Stronger emphasis was placed on virtual group work to normalize what students will face as professionals. Also, the use of various means of assessing group participation, such as photographic evidence of attending group meetings, was introduced to hold students accountable to their teams.
- Introduced technological simulation for camera and lens work through the Elixxier set.a.light 3D software program.
- Conducted one-on-one meetings that focused attention on the students and allowed them to profit from individualized interaction.

Next, each faculty member discussed what was not working as well as anticipated and considered possible solutions to those issues:

- An overreliance on written assignments in certain classes had overwhelmed some students.
- The feeling that students were trying to balance too many assignments that, in the past, might have been in-class group exercises, but were now individual assignments.
- Boosting participation in a hybrid class.
- Balancing and understanding the deficiencies that some first-year and first-generation students have that are now exacerbated with the hybrid format.
- Engaging with students on a one-on-one basis.
- Balancing material and deciding what is truly essential that needs to be covered without overburdening students.
- Making sure students knew that the instructor was available for assistance, as many were not as eager to seek that assistance and feedback as they were in previous semesters.
  - The use of iterative assignments helped to show that students were learning, even if they were not vocal about it.

Finally, each faculty member divulged to the group an area that he/she wanted to improve upon for the spring 2021 semester:

- Have a greater variety in the types of assignments assigned in the courses, so that a variety of talents that the students possess can be highlighted.
- Get students who are comfortable being on screen to be more active and engaged, as well as getting students who are attending class remotely, who might not be as comfortable on screen, to engage in class discussions more frequently.
- Create one-on-one time with the students, especially those that the instructor is not as familiar with or might not have had in some of the prerequisite courses.
- Improve community fostering so that the output from group projects will improve.
- Multitasking in a hybrid format, which includes a better balancing of Zoom and its features such as Chat and screensharing.

Session TWO: Review C-TEL Resources & Develop a Plan
Identify resources that are useful to the specific ways you want to improve your courses for the spring and create a plan to incorporate these ideas with your group. Resources and trouble-shooting strategies for each modality are available on D2L. Recorded C-TEL sessions on a wide range of topics are available. There is also relevant content through Academic Impressions.

The department's second meeting was held on Monday, November 9th from 2:30-4:30 p.m. In this session, each faculty member presented a number of resources that could assist in the improvement of teaching for the spring 2021 semester that were identified in the previous session. Below is the list that was compiled during the meeting:

- C-TEL Recorded Sessions
    - "Advising Best Practices: 1st Generation & Underrepresented Students"
    - "Who's There? Attendance in the Age of COVID and Zoom"
    - "Best Practices: Creating Videos for D2L"
    - "A Walk-Through of Modality 2: Examples and Resources"
    - "Adding Learning Games and Flash Cards Online Using StudyMate Campus"
    - "Shining the Spotlight on Instructor Presence"
    - "Creating a Tidy Online Course"
    - "Difficult Conversations with Students"
- Academic Impressions
    - "Creating Agile Courses for Uncertain Times"
- Books
    - *33 Simple Strategies for Faculty: A Week-By-Week Resource for Teaching First-Year and First-Generation Students* by Lisa M. Nunn
- Online Resources
    - "How I Would Approach Fall Semester: A Personal Zoomflex-Based View" by Mike Caulfied (https://www.youtube.com/watch?v=C7VScPdhMvY&feature=youtu.be)
- Conference Resources
    - College Media Association and Associated Collegiate Press

Session THREE: Finalize Project
"Finalize" is probably too strong of a word here given the rapidly changing environment of the pandemic. But prepare a plan for how you will incorporate changes to improve your teaching in the spring.

The department's final meeting was held on Monday, December 7th from 1:00-3:00 p.m. In this session, each faculty member chose one of the resources identified in the previous session to engage with, notate, and present to the group. Each faculty member will present the findings from each chosen resource and deliver his/her report to the department during our retreat on January 12, 2021. Below are the assigned resources for each faculty member in the department:

- **Andrew Anglin** – "Who's There? Attendance in the Age of COVID and Zoom" (C-TEL Recorded Session)
- **Regina Cassell** – *33 Simple Strategies for Faculty: A Week-By-Week Resource for Teaching First-Year and First-Generation Students* by Lisa M. Nunn (Book)
- **Sam Finch** – "Creating a Tidy Online Course" (C-TEL Recorded Session)
- **Kristen Grimmer** – "Difficult Conversations with Students" (C-TEL Recorded Session)
- **Matthew Nyquist** – "How I Would Approach Fall Semester: A Personal Zoomflex-Based View" by Mike Caulfied (Online Resource = https://www.youtube.com/watch?v=C7VScPdhMvY&feature=youtu.be
- **Maria Stover** – "Creating Agile Courses for Uncertain Times" (Academic Impressions)

This Faculty Success Group project proved to be very insightful. Not only did it allow us as a department to share our experiences in teaching during this environment, but it allowed us to better understand the challenges that we are all facing. It also illuminated the areas that we as a department have identified for improvement for spring 2021 and assisted us in creating a plan to address these important concerns. This will help us better meet the needs of our students and deliver a high-quality educational experience.

Modern Languages Faculty Success Group 2020 Report

Team: Dr. Courtney Sullivan, Dr. Michael O'Brien, Mrs. Helene Perriguely-Keene, & Mrs. Georgina Tenny.

Group Leader: Mrs. Georgina Tenny

The year 2020 will certainly go down as one of the most challenging years for instructors in all of history! The limitations that the virus Covid-19 has imposed on our teaching are tremendous, and the negative emotional effect on faculty and students is simply unchartered. New approaches to teaching will have to be implemented in the coming months to enhance the learning/teaching experience and to give us all a chance at success.

In an effort to be better prepared for the coming semester, our group has:

1. met to discuss our main struggles this semester.

2. has done research on what help is available to us through C-Tel and,

3. has come up with some approaches to help our students excel in this new educational environment.

The main stumbling blocks to our success were identified as: failed communication efforts, lack of attendance, lack of participation, the challenge of teaching to blank screens and an unprecedented amount of cheating.

As a group, we visited the C-Tel webinar archives in search of discussions that dealt with the problems we are facing. Once we had identified the most useful topics to our research, we divided the selected webinars among the four members of our team. On our second meeting we discussed our findings and on the third we chose the approaches we felt would best serve our students. Using these webinars gave us the opportunity to hear the struggles our colleagues were facing last spring when the virus first surfaced, and to hear the possible solutions they were considering. Not all of their ideas applied to us, but many served as a springboard to solutions that would work well for teaching in our discipline.

Our first challenge was clear communication between students and faculty. We all felt that despite all our efforts to communicate with our students via email, posting on D2L, sharing our syllabi, preparing a calendar of assignment due dates, and speaking to them directly, many of our students seemed lost, and were unable to keep up with the classes. The result were many missed assignments and a constant stream of students asking to make up missed work.

 More than one of the webinars we watched expressed that submitting information to the students via video announcements, rather than in written form, made a huge difference. We determined to adopt this approach for the Spring of 2021. We will replace our email messages with detailed video announcements that they can easily watch and re-watch in a fraction of the time. Another benefit to this approach is the fact that students will be able to see our faces and hear our tones as we deliver the announcements. We hope that this will clarify what is meant and expected, as most of communication is actually not oral but corporal, and a video would allow the students to read our body language. Finally, a third benefit is that seeing us will help the students feel more connected to us, professors and hopefully this will help us create a human connection with the students even if we have to teach remotely.

Another solution we learned about was the ability to have our messages be sent as texts directly to the students' phones! This possibility is available through the Bright Space Plus App on D2L or via Navigate. While these messages would be written, the students would be notified on their phones every time we send a message and the communication would be immediate!

Our second issue was lack of attendance. While this may not be a major issue for some disciplines, attendance is huge to a second language learner. It is in class that students will hear the professor use the language and where their ears will be trained to recognize the words they are leaning in their textbook when they hear them. It is in class that they have the opportunity to speak to their professors and fellow classmates and receive feedback on the accurateness of their communication in the foreign language. And it is as a class that we learn about and experience the cultures that go with the languages they are learning. So, if our students sign up for a remote learning or face to face class, we were insistent that they attend the class they signed up for. However, our efforts did not bear any fruit. Our classes were significantly smaller than they usually are. Students chose to "watch the recordings" of our classes or join via Zoom, rather than attend the classes. Members of our group are considering several solutions. One is to create a course where physical attendance would be optional, but participation weather in person or via Zoom would be expected. Another is to create a hybrid course where physical attendance is required half the time and the other half, the class will be taught remotely via. And the final approach would be to teach face to face half the time and have students work on assignments and projects independently the other half. All three approaches would guarantee some real time connection with the students and would alleviate the stress of having to come to class daily in our current circumstances. Of course, all courses will also be prepared to move to remote learning if it becomes necessary for safety.

Stumbling block number four is lack of participation. Even when the students do show up to class, there is an uncharacteristic lack of excitement in our students. They are there physically, but not mentally and they decline invitations to participate. To remedy that, we will strive to make the class more interesting by utilizing creative approaches to teaching that can be done while keeping a safe distance or even while we are learning remotely. We will incorporate activities using Zoom Polls, Kahoots, Quizlets, StudyMate, share documents, and D2L to create both fun interactive activities, and effective assessment tools that we hope will keep our students alert and engaged.

Perhaps the most challenging of our current struggles is the fact that students are cheating so often in their assignments. When you teach a language, it is really not that difficult to ascertain your students' level of competence in the language. So, when they turn in an assignment in a beginning Spanish or French class and their writing level rivals that of a PhD holder, you know they found some help somewhere! In order to help our students resist the temptation to cheat we will:

1. Ask students sign an honesty contract.
2. Request that only material covered thus far in class is acceptable for assignments.
3. Stablish clear rules around cheating in our syllabi. 1st offence: zero on that assignment, 2nd offence reported to the University, and so forth.
4. Put Tests and Quizzes on D2L when possible.
5. Vary tests / quizzes per row. Vary order of questions.
6. Request Access to Respondus, so students can be monitored while taking our tests.

Hopefully with all these preventive measures in place our students will choose to do their own work and take the opportunity to actually learn the language.

Finally, something that has been very difficult for instructors to deal with is the fact that students prefer not to broadcast their image on Zoom during class. This often results in a class where only the instructor is visible and everybody else is just a blank screen. This is a lonely way to teach that has taken a toll on the psyche of many an instructor. We recognize that students may have good reasons for not wanting to be seen on camera, so we will not demand that they show their faces if that makes them uncomfortable, but we will ask that they at least post a picture of themselves or better yet, to change their picture on class day to something related to the topic we are learning. That way, the picture we get to see will demonstrate in and of itself a measure of engagement.

In conclusion, I believe our findings can be summed up by saying that we need a more fluid and dynamic mode of teaching. One that can easily move from face to face to remote but can still be engaging and even fun. We are hoping to connect with our students even when we are not able to learn together in our classrooms. We want our classes to be nurturing but we still want to receive the amount of respect we are due from our students. We want them to participate and learn and we will continue to strive to find the most effective ways of teaching and inspiring through this challenging and ever-changing times!

POLITICAL SCIENCE FACULTY SUCCESS WORKING GROUP REPORT

Meeting dates: October 5; October 26; November 23

Members: Dr. Bob Beatty; Dr. Amber Dickinson; Dr. Linsey Moddelmog; Dr. Grant Armstrong

Content of the Report: (1) Synopsis; (2) First Meeting; (3) Second Meeting; (4) Third Meeting; (5) Conclusion

(1) SYNOPSIS: OPTION ONE: COVID-19 has presented unprecedented challenges to instructors (at least in this generation of education). Our department has encouraged flexibility, innovation, and patience. We are aware that this semester, and possibly Spring 2021, will thrust great anxiety and uncertainty upon both students and instructors. In our meetings we discussed both the successes and struggles with online and in-person classes, as well as possible improvements for the upcoming semester. We recognize the need to be malleable without undermining academic integrity. We discussed different instructional methods and ways to keep students engaged. We believe we have a strong and effective plan moving forward into an uncertain Spring semester, including adopting new pedagogical methods.

(2) First Meeting Compendium: Based on our discussion, all faculty seemed to have a healthy blend of modalities. (The resources offered by the university are helpful.) Each instructor taught different types of classes and this facilitated a positive learning experience for us as a group. We discussed embedding videos within PowerPoints, the necessary length of PowerPoints, the amount of time students could remain attentive via Zoom, and incorporating relevant articles and current events. While we all seemed to present exams in a different fashion, we still were able to determine we were successfully testing students on the material they needed to know. Every activity we used, of course, encouraged critical thinking. Some of us employed timed exams; others allowed students to complete assignments at their own pace. We all agreed that we still needed to maintain the focus of teaching students to become active citizens. This is a university, but these times are unpredictable, and, therefore, accommodation is necessary. Requiring students to complete a reading assignment or watch a video one day and then to discuss said assignment/video the next seemed to be a viable and successful alternative to constant and incessant Zoom meetings. The quality of the class certainly trumps the quantity of information learned. Now, more than ever, it is imperative for instructors to determine the essentials and not become obsessed with the amount of content covered if such amount would overwhelm students. Greater class involvement and participation is paramount. This is what we all attempted to achieve.

(3) Second Meeting Compendium: It is of the utmost importance to communicate regularly with students. While this is done in a typical semester, the need is greater now. We also discussed the need to ensure that students who were ill or in quarantine did not fall behind. Making special

accommodations is particularly important this semester and likely will be next semester as well. Regarding the rotation of students, not all of us had this challenge. The faculty that did, however, managed it in a seemingly ideal fashion. For example, if a class met on Monday, Wednesday, and Friday, one group would meet on Monday, the other on Wednesday, and then an assignment would be sent to students on Friday. We also recognized the need to mark all emails sent from D2L as "high priority." This was done to ensure students would actually read them. Constant communication is also incredibly important to maintain student morale and interest. Thus, we typically contacted students --- either with a short video or through email --- once or twice a week. We also realized that students taking traditional online classes might differ from students who have taken such classes in the past. This requires greater perspicacity from the instructors.

(4) Third Meeting Compendium: Because of the fluid nature of the COVID-19 situation and the current rise in cases, we discussed the possibility of having to go remote for the spring semester, along with the general successes we have experienced the past few months. We fear that students will find it difficult to remain engaged in classes if everything is virtual. Of course, this makes it much more difficult to develop and cultivate rapport with students. We also discussed the possibility of a drop in enrollment and what that might mean for our course offerings. If everything goes virtual, there are certain actions that might be appropriate: 1) checking in with students through short videos and emails a couple times each week 2) explicitly stating in our syllabi what we expect over Zoom (e.g. seeing students' screens,) 3) understanding that not every student might want to share their background, therefore allowing virtual backgrounds 4) increasing the number of critical thinking activities for students instead of meeting every class period, and typically reserving Zoom meetings for discussions 5) perhaps rotating students in Zoom meetings where one group meets Monday, the other Wednesday, and they all convene Friday 6) having more detailed PowerPoints and a short video recap at the end 7) continuing our multifaceted approach, but accommodating an all-virtual setting (e.g. more simulations, more outside articles, utilizing more AI driven software for discussion boards, and bringing in special guest speakers) As we all know, Zoom fatigue is very real.

(5) CONCLUSION: As a department, we feel comfortable with the adversity we have faced and potentially will continue to face moving forward. Maintaining student engagement and morale is paramount. This means greater flexibility and patience for us as instructors. We recognize not all students have the same access, resources, etc. as others. We need to be able to accommodate those students when appropriate. We believe, through these meetings, that we have developed a better multifarious approach that appeals to all students, regardless of the nature of our courses.

Final Project Report for Option Four: How are the resources available on Academic Impressions relevant to you and your teaching, research, and career aspirations?

Group Members: Angela Duncan, Cindy Turk, Linzi Gibson, Michael McGuire, and Mike Russell

For our first session, we logged into Academic Impressions and identified professional development opportunities associated with the following topical areas: Academic Leadership; Diversity, Equity, & Inclusion; Faculty Success; Student Success; Title IX & Compliance; and Women's Leadership. In addition to these areas, some faculty searched for resources aimed specifically at online teaching as well as assessment.

For our second session, we took turns sharing notes over resources we selected which included blog posts, recorded webcasts, and short lessons. In addition to reviewing these resources with one another, we also indicated what we planned to do with information from these resources as well as potential ways to implement the use of Academic Impressions in the future.

For our third session, we again took turns sharing notes over additional resources we were able to review with emphasis on how to apply takeaway points. Some of the resources discussed did not seem as helpful as other resources. Of the more helpful resources, some of the takeaways could be applied immediately whereas others would take more time to implement. As in the previous session, we also discussed how best to use Academic Impressions moving forward. One idea was to designate a day of the month for reviewing resources. Another suggestion to help motivate faculty was to incentivize reviewing resources. Perhaps faculty could receive CTEL badges for viewing resources on the website. And, finally, another major takeaway included scaling back course work and preparation.

Here is a listing of resources reviewed with brief takeaways where applicable:

- 9 Formative Assessment Techniques for Online Courses
    - Use minute paper assignments
    - Use muddiest point prompt
    - Formative assessments need not take long or be worth many points
- A Simple Way to Make Your Classes More Interactive
    - Keep slide presentations fairly simple (i.e., one idea per slide, 2-3 bullets, same font styles)
    - Provide interactive PPT presentations in which students click on answers and receive immediate feedback
- Assessing Incoming Student Readiness for Online Learning
    - Recommend stakeholders to look into a screening tool – perhaps online learning committee could look into this
- Building Inclusive Pedagogy Online
    - Use of a wellness check-in
    - Be willing to show students you are a learner too and exhibit humility
- Courses with No Syllabi: A Unique Instructional Model at LDS Business College

- - Consider building or modifying courses to reflect what the real world would be like (or is)
  - Allow for more student-centered course practices such as freedom for students to weigh in on course assignments and ways to meet course outcomes
- Developing a Consistent and Productive Writing Practice
  - Establish a writing routine in which you schedule time on a daily basis
  - Hold yourself accountable to others (publicly or privately)
- Emotional Intelligence as a Key Driver for Advancing Women Leaders
- Gamification: Practical Strategies for Your Course
- Get Started Building Interactive eLearning PowerPoint
  - Incorporate animation using "triggers" in PPT tools – allows for nonlinear animation reveals
  - Use shapes and label shapes to facilitate animation effects in PPT presentations
- How You Approach the Last Day of Class is More Important Now than Ever
  - Keep course running as usual – be consistent
  - Make the last class period count – don't throw it away
  - Have students offer "gifts" in the form of sharing a positive quote or image
- How to Manage Stress Stress as A Faculty Member During Uncertain Times
  - Need to scale back expectations to "good enough"
  - Take care of ourselves and have compassion for ourselves
  - Keep what works and change what doesn't
- Instructional Strategies for Blended Learning
  - Look into seeing whether a stakeholder might consider covering the cost of a survey assessing students' use of time
- Learning About Online Mental Health Tools
  - Encourage students to look into TalkLive and 7Cups, two cost-free applications to facilitate peer interactions
- Likeability: The 8th Deadly Sin
- Making Your Online Courses More Experiential
  - Make use of polls during class
  - Request student input on assignments
  - Review job sites to understand more the overlap between competencies employers look for and competencies required in courses
- Online Learning Related (based one major takeaways from the following resources: Making Online Courses More Experiential, Building Inclusive Pedagogy Online, and 9 Formative Assessment Techniques)
  - Establish norms and agreements
  - Use of two classroom assessment techniques
    - Background and knowledge probe
    - Student generated test questions
- Strategies to Create More Engaging Online Courses
- Supporting Faculty Transitions to Teaching Online: A Discussion for Academic Leaders
  - Creating best practices based on success and failures at levels of the university, unit, and department

- Create dynamic, robust learning experiences to keep students engaged
- We Need to Value How Women Use Vision and Conceptual Thinking to Lead

Faculty Success Group

Theatre: Julie Noonan, Sharon Sullivan and Ted Shonka

Option 3: Navigate

We worked through a plan to use Navigate and looked at the things we would like it to do better. The plan for using it is in our check list. Here's a summary of some items we would like it to do better:

1) correct info for the degree plans----we've updated/changed some of our degees and Navigate is a bit behind. We've corrected most items, but we have a new degree option coming; we need to make sure to check on it's correctness when it gets uploaded in the system.

2) we would also like to be able to list the kind of course rotation information that some departments have. Or, at least to give guidelines of rotation. For example, some courses are only offered in spring semesters, or this course is in a two-year rotation, please consult department for next offering. We can't see what is offered in the semester we're working on so it's a bit clunky there.

3) I would like Navigate to correctly count variable credit courses---for example, I have a student who is getting a degree credit for a 0 credit class right now(as it appear on Navigate---but they shouldn't be---it's misleading to students—and advisors in a hurry)…Students need 4 credits (1 cr each) of TH 100 or 300: Theatre Practicum and it is counting one that was taken for 0 credits.

Degree plans: We updated the 4 year degree plans; I included the rough copies here. We're in the process of making them look prettier to go on the website.

Checklist: We created an advising checklist that has steps for advisors and for students

Bonus items: In the process we also updated our Major Map and are updating our portfolio review process for our majors. We're scheduling portfolio reviews for our majors in a rollout this spring.

Advising checklist

Each semester:
- ⇒ Send Reminders for advising and enrollment week
- ⇒ Set advising appointments with Advisee

Before-advising appointment
- ▪ Student should refer to 4 year plan for their degree option
- ▪ Student should make plan in Navigate- done with WU101, but should refer to it each semester prior to advising appointment---remind
- ▪ Student should review course schedules for potential courses for a semester---should come with a list or recommendations in Navigate

  - ⇒ Advisor reviews Navigate plan for student
  - ⇒ Advisor checks plan against degree audit
  - ⇒ Key items to check:
    - -Math course placement and semester timing
    - -Science courses
    - -Language requirement for B.A. students
    - -Theatre rotation courses
  - ⇒ Advisor reviews Course success markers
    - : General Acting I (C or below); Theatre History (below C); Design course (below C)
    - : MT—all of above and Music Theory (below C); Piano (below) MT performance I (C or below); MT students have yearly review to stay in program

Advising appointments:
- ⇒ Discussion points:
  - • Career Goals—courses in upcoming semesters to be aware
  - • Production Goals:
  - • Portfolio building and review
- ⇒ Review Courses for semester selection—based on above and degree plans---Navigate
- ⇒ PIN for registration to Advisee
- ⇒ Enroll in Practicum
- ⇒ Workshops and Other opportunities in area
- ⇒ Other items to discuss in advising appointments
  - • Internship applications
  - • Portfolio process documents
  - • Sign up for portfolio review date: spring

BACHELOR OF ARTS – THEATRE
2020-2021 Catalog Requirements

This worksheet does not replace processing a degree audit, which illustrates the completion of specific degree requirements on an individual basis.

University graduation requirements to note: 120 minimum credits; 45 Upper Division Credits; 80 Non-Major credits

College of Liberal Arts and Sciences: Cumulative GPA of 2.0 or better; 45 hrs. in Upper Division work (17 hrs. of major in Upper Division) - General Education Requirements for a BA – Of the last 45 hours earned 30 must be from Washburn.

Course	University Core Requirements	Hrs.
WU 101	Washburn Experience	(3)
EN 101	Freshman Composition	(3)
EN 300	Advanced Composition	(3)
MA 112 or MA 116	Essential Mathematics or College Algebra	(3)

LANGUAGE REQUIREMENT: BA requires a student to complete the 102 level or equivalent in one language offered by the Dept. of Modern Languages - - Core and Language courses cannot be applied to Gen Ed Requirements.

GENERAL EDUCATION REQUIREMENTS:
Humanities – 15 hours – 3 of those-Creative/Performing Arts – remaining 12 in at least two other disciplines.
Natural Science/Math – 12 hours - courses from at least two disciplines other than Math.
 Social Sciences – 15 hours.
General Education requirements – No more than 6 hours in any one discipline (8 hours in Mathematics, Biology, Chemistry, Physics)

THEATRE Major Requirements

The BA in Theatre consists of a total of 40 Credit Hours in Theatre

25 Hours are in required theatre classes and 15 Hours of Theatre Electives. (17 hours in the major must be taken at the upper division level. To count for a Major or Minor work must be of C grade or better.

Course #	Course Name	Hours
TH 100 - #1	Theatre Practicum #1 (Students must take 4 Practicum courses for credit - 1 hr. each) but them may take additional practicums for 0 hrs. credit)	1
TH 100 - #2	Theatre Practicum #2	1
TH 103	Voice, Diction and Interpretation	3
TH 202	Acting I	3
TH 206	Early Theatre History	3
TH 207	Late Theatre History	3
TH 300 #3	Theatre Practicum #3	1
TH 300 #4	Theatre Practicum #4	1
TH 311	Stagecraft	3
TH 315 TH316 or Th 307	One additional Tech Class: Choose from TH 315 Set/Prop Construction, TH 316 Costume Construction or TH 317 Lighting & Sound Production	3
TH 401	Analysis and Directing	3
	Total of above courses	25
	Theatre Electives (15 Hours Required) only 6 total Practicum credits can be counted toward the major requirements	
	total	40

Four Year Course Suggestion: B.A. in Theatre

Fall 1 Courses	Cr		Spring 1 Courses	Cr
WU 101	3		MA 112/116 Math Requirement	3
EN 101	3		TH 103: Voice, Diction and Interpretation	3
TH 202: Acting I	3		Non TH-Elective*	3
Gen Ed: Art/Humanities—non music/th/art	3		Gen Ed: Social Science	3
TH Elective I	3		TH 100 Practicum	1
			TH Elective II	3
Semester Total	15		Semester Total	16
Fall 2 Courses	**Cr**		**Spring 2 Courses**	**Cr**
TH 206: Early Theatre History	3		TH 207: Late Theatre History	3
TH 311: Stagecraft	3		TH: 315/316/317/319* Tech production course	3
TH 100: Practicum	1		Language Core requirement	3
TH Elective III	3		Gen Ed: Social Science	3
Gen Ed: Nat Sci/Math/Stats	3		Gen Ed: Nat Sci/Math/Stats,	3
Language/elective**	3			
Semester Total	16		Semester Total	15
Fall 3 Courses	**Cr**		**Spring 3 Courses**	**Cr**
EN 300	3		TH 300: Practicum	1
Non TH-Elective*	3		Gen Ed: Nat Sci/Math/Stats	3
Gen Ed: Social Science	3		Gen Ed: Social Science	3
TH 401: Analysis and Directing	3		Non TH-Elective*	3
Gen Ed: Art/Humanities: non TH	3		Non TH-Elective*	3
			TH Elective IV	3
Semester Total	15		Semester Total	16
Fall 4 Courses	**Cr**		**Spring 4 Courses**	**Cr**
Non TH-Elective*	3		TH Elective V	3
Gen Ed Art/Humanities : non TH	3		Gen Ed: Art/Humanities: non TH	3
Gen Ed: Social Science	3		Gen Ed: Art/Humanities non mu/th/art	3
Non TH-Elective*	3		Gen Ed: Nat Sci/Math/Stats	3
TH 300 Practicum	1		Non TH-Elective*	2
Semester Total	13		Semester Total	14
			OVERALL CREDIT TOTAL	120**
*check on upper level elective options and number of credits outside of major			** The 2nd level of language is required, students may test out of level 1	

BACHELOR OF ARTS – Musical Theatre
2021 Catalog Requirements

This worksheet does not replace processing a degree audit, which illustrates the completion of specific degree requirements on an individual basis.

University graduation requirements to note: 120 minimum credits; 45 Upper Division Credits; 80 Non-Major credits

College of Liberal Arts and Sciences: Cumulative GPA of 2.0 or better; 45 hrs. in Upper Division work (17 hrs. of major in Upper Division) - General Education Requirements for a BA – Of the last 45 hours earned 30 must be from Washburn.

Course	University Core Requirements	Hrs.
WU 101	Washburn Experience	(3)
EN 101	Freshman Composition	(3)
EN 300	Advanced Composition	(3)
MA 112 or MA 116	Essential Mathematics or College Algebra	(3)

LANGUAGE REQUIREMENT: BA requires a student to complete the 102 level or equivalent in one language offered by the Dept. of Modern Languages - - Core and Language courses cannot be applied to Gen Ed Requirements.

GENERAL EDUCATION REQUIREMENTS:
Humanities – 15 hours – 3 of those-Creative/Performing Arts – remaining 12 in at least two other disciplines.
Natural Science/Math – 12 hours - courses from at least two disciplines other than Math.
 Social Sciences – 15 hours.
General Education requirements – No more than 6 hours in any one discipline (8 hours in Mathematics, Biology, Chemistry, Physics)
                Note: CORE/Gen Ed= 57 credits before electives and pre-reqs

	Music Theatre B.A. courses	Cr hours	
TH 100/300	Practicum	4	Taken in 4 different semesters
TH 202	Acting I	3	
TH 206	Early Theatre History	3	
TH 207	Late Theatre History	3	
TH 311	Stagecraft	3	
TH315 or316 or317 or319	Tech Production class	3	TH 315 (Set and Props), TH 316(Light/Sound), TH 317 (Costume), TH 319 (Makeup)
TH 104	Dance I	3	
TH 204	Dance II	3	
TH 304	Dance III	3	
TH 209	MT Performance I	3	
TH 309	MT performance II	3	
TH 409	MT performance III	3	
TH 406	America Musical Theatre History	3	
TH 401	Analysis and Directing	3	
	Correlate Courses		
MU 109	Piano for Beginners	2	MU 109
MU 215	Music Theory I	3	MU 215 and 217 usually taken concurrently
MU 217	Aural Comprehension	1	
MU 275	Voice lessons	4	= Four semesters Applied lessons @ 1each: MU 275 (See Music faculty for assignment)

MU	Music Ensemble	4	= Four semesters of ensemble @ 1 each: Chosen in consultation/audition with Music Faculty: Washburn Choir, Washburn Singers, etc
	MT coursework=	57	
	Gen Ed and university req=	57	
	Non TH Electives=	9	
		123	

Four Year Course Suggestion: B.A. in Musical Theatre

Fall 1 Courses	Cr		Spring 1 Courses	Cr
WU 101	3		MA 112/116 Math Requirement	3
EN 101	3		TH209:Musical Theatre Performance I	3
TH 202: Acting I	3		MU 275 –Voice Lesson II*	1
TH104: Dance I	3		MU-- Ensemble*	1
MU 109: Piano for Beginners	2		TH 100: Practicum	1
MU Voice lesson I *	1		Gen Ed: Social Science	3
MU Ensemble *	1		TH 204: Dance II	3
Semester Total	16		Semester Total	15
Fall 2 Courses	Cr		Spring 2 Courses	Cr
MU215: Music Theory and Aural Skills	3		TH 304: Dance III	3
MU217: Aural Skills	1		TH: 315/316/317/319* Tech production course	3
TH 311: Stagecraft	3		TH309: MT Performance II	3
TH 100: Practicum	1		Gen Ed: Social Science	3
Gen Ed: Nat Sci/Math/Stats	3		Gen Ed: Nat Sci/Math/Stats,	3
Gen Ed: Art/Humanities—non music/th/art	3		MU275: Voice Lesson*	1
MU275: Voice Lesson*	1		MU: Ensemble*	1
MU: Ensemble*	1			
Semester Total	16		Semester Total	17
Fall 3 Courses	Cr		Spring 3 Courses	Cr
EN 300	3		Gen Ed: Nat Sci/Math/Stats	3
Language/elective**	3		Gen Ed: Social Science	3
TH 206: Early Theatre History	3		TH 207: Late Theatre History	3
TH 401: Analysis and Directing	3		TH 300: Practicum	1
Gen Ed: Art/Humanities: non TH	3		Language Core requirement	3
			Elective: non TH	3
Semester Total	15		Semester Total	16
9			12	
Fall 4 Courses	Cr		Spring 4 Courses	Cr
TH 406: Musical Theatre History	3		TH409: MT Performance III	3
Gen Ed Art/Humanities : non TH	3		Gen Ed: Art/Humanities: non TH	3
Gen Ed: Social Science	3		Gen Ed: Art/Humanities non mu/th/art	3
Elective: non TH	3		Gen Ed: Nat Sci/Math/Stats	3

TH 300 Practicum	1		Gen Ed: Social Science	3
Semester Total	13		Semester Total	15
			OVERALL CREDIT TOTAL	123**
Note: summer courses may be recommended to ease credit load in year 2			* see advisor for recommended courses. Music ensembles require audition with music faculty representative ** The 2nd level of language is required, students may test out of level 1	

Washburn University Theatre

THEATRE Major	1st Year	2nd Year	3rd Year	4th Year	Career paths with a Theatre Degree
Courses	Explore theatre as a force in and on the world around you with Introductory courses: Intro to Theatre, Acting I. General Education courses will help to position yourself within your Washburn Community and the world that surrounds you.	Take core courses in Theatre History or start Theatre production courses in Costumes, Lights/Sound, Set/Props and Makeup. Develop performance skills in Dance/Movement and vocal training sequences.	Take advanced performance classes in Acting, Production and Directing. Take electives in film and mass media and business to prepare for mediums beyond the stage.	Finish advanced level coursework. Take Special Project courses to receive credit for mainstage directing or designing as appropriate.	**Performance and Production Careers:** Actor/Actress Voice over artist Director Scenic Artist Scenic Designer, Construction Lighting Designer, Electrician Costume Designer, Stitcher, Hair/Makeup Designer, Sound Designer, Engineer Cutter/Draper Property Designer Special Effects technician Stage Manager Dramaturg Technical director Artist-in-Residence Playwright Arts Administration & Advocacy Choreographer Media Relations Development director Drama therapy Dramaturgy Educational Outreach Producer **Careers outside of traditional Theatre venues:** Real Estate Sales Event Planning Human Resources Recruiting Administrative Assistant Tour Guide Simulations Training Customer Experience Consulting Project Management Escape Room Entertainment Creation Personal Assistant Medical Training Simulation TV/Radio broadcasting
Experiences	Audition for department productions. Assist backstage with run crews and production crews on set, lights, costumes, props and sound. Participate in the end-of-semester showcases to add to performance practice.	Take on larger roles in departmental productions on stage and in production crews. Audition for student film projects in Mass Media. Learn building techniques on Costume and Set crews. Submit suggestions to play selection committee for future productions.	Apply for Directing and Design opportunities for Student Driven productions. Work as assistant designer, assistant director and stage manager on departmental productions.	Direct, Design, Perform in Student Driven mainstage productions. Manage Front-of-House	
Community	Get involved in Washburn Players; going to see plays in the area and planning and participating in guest workshops.	Participate in a Washburn Transformational Experience. Work with community theatres as an actor, technician, or business office volunteer.	Present playwriting and performance work at Aperion. Take Leadership courses and challenges to prepare you for career environments.	Participate in fundraising events; connect with local arts organizations	
Globally	Attend lectures/talks at the International house; learn about the opportunities available for Study Abroad for your next semesters. Inquire about Edinburgh Fringe Festival during your 4 year rotation.	Take language courses that prepare you for Study Abroad opportunities you are considering in your next few years.	Apply for Washburn Transformational Experience opportunities. Build performance experiences for international travel.	Participate in Study Abroad or International Festival opportunity.	
Career Prep	Attend KCACTF Regional Festival. Take workshops from professionals and network with students and professionals in the region. Start portfolio building for end-of-year major review.	Audition at KCACTF for Summer Stock and Professional companies. Submit design, playwriting and auditions for evaluation at festival. Add to portfolio for end of year major review. Start looking for internships at area theatres for junior year summer opportunities.	In fall/winter apply for summer internships at area professional and community theatres. Submit work for evaluation at KCACTF. Submit portfolio for mid-year and end of year review.	Prepare for Graduate school, portfolio, interviews and auditions. Participate in regional auditions or interviews for professional companies and graduate schools.	

Washburn University Theatre

				Vocal Coach **Potential employers:** Theatre Production Companies Community Organizations Educational/Cultural institutions, Fundraising firms, Television, radio, film production Colleges, Universities, Schools Theatre Touring Companies Arts councils Libraries Amusement and Theme Parks

Dear Kelly,

Thanks for sponsoring our Faculty Success Group Project, Fall 2020. Please find, below, a summary of our activities; and our best-practices advising checklist (separate attachment).

Faculty success group members: Rik Hine, Chris Jones, Justin Moss.

Our project focused on option three: What are your department's best practices for incorporating Navigate into your advising practices?

Session One, Oct 12, 2020: Attending a "Welcome to Academic Planning" Training Session.

The first session involved attending a "Welcome to Academic Planning" training session, wherein we were provided with the basics of advising, utilizing the Navigate academic planning tool. Only one of us had any prior experience with Navigate for such purposes. Christina Foreman followed-up with a "how to" document she created for the academic planner. Both the session, itself, and the document, provided excellent introductions and directions.

Session Two, December 4, 2020: Develop a Plan.

Chris Jones, who has the most advising experience of our group, produced the lion's share of the detail, here. He provided an outstanding advising checklist, and further discussion points based on those provided by the project. This provided the foundation for our final report. The assignment was to develop a checklist for approving students' academic plans.

1) What do you think are some of the benefits Navigate's academic planning, both for students and for your department? Do you have any concerns, or what would you like to know more about? Is there something you would like for Navigate to do that doesn't currently seem possible?

Benefits of using Navigate:

- 'Drag-and-drop' functionality of 'My Academic Plan' is user friendly.

- Navigate is superior to Degree Works for *visualizing* what courses are needed to complete degrees.
- It allows students to produce and share their own plans. This has three potential benefits:

  I. It can increase students' engagement in their own progress.

  II. Relatedly, it also provides a useful 'window' into the preferences/interests of students.

  III. It potentially reduces the burden on advisors during advising time.

- The text function, only available for Chairs this semester, is an excellent tool. It should be rolled-out for all advisors immediately. It can be used as:

  I. A reminder to attend advising sessions, and

  II. To enroll in relevant courses afterwards.

Potential challenges and recommendations

- The lack of integration between Degree Works and Navigate is highly problematic. As it currently stands, advisors have to learn another system, which adds to the number of steps necessary to advise. That a 'Degree Audit' button is included in Navigate suggests that this is not an unfounded concern.
  - At the very least, clicking on the 'degree audit' button should take one straight to the relevant student's Degree Works page. Currently, one has to reenter the student's name or WU number.
- The lack of synchronous information about course scheduling (time/day/modality/semester) makes Navigate difficult to use for actual advising. Once again, this increases the number of steps an advisor has to take to provide good advice. Creating less work, not more, should be the aim, here.
  - It would be major improvement if Navigate allowed one to see:

- When a course is offered – under what modality – and
- If a student's projected schedule were visible in the 'My Academic Plan' window.

- The inability to accurately represent dual-degree and double-major students is a serious drawback; the lack of accurate information negates the benefits of letting students see their degree progress in the first instance.

- It should be possible to integrate the four-year degree plan with My Academic Planner. Currently, students (and advisors) have to switch between Navigate and a PDF linked to departmental home pages.

- Student use of Navigate is currently uneven; many students have no familiarity with it. This will likely change as new students replace those that graduate. However, as noted above, student uptake will likely increase if all the tools they need are integrated (Degree Works, four-year degree plans, etc.)

- The "minor requirement" section in Navigate is highly unhelpful. The screenshot, below, is taken from a current PH minor's academic plan. The student in question has, in fact, fulfilled all PH minor requirements. However, one would never know this utilizing Navigate. Instead, the system is merely directing the student to complete a minor. If one didn't know that the PH minor requirement is 15 credit hours, then the student's plan in Navigate might make one think that it was 21 or 24 credit hours. Indeed, in this instance, there were many messages directing advisor/advisee to search for a course to complete the minor requirements. (Only two such messages are shown in the screenshot, below. Note, also, that these messages do not even indicate what the minor is!) In this way, Degree Works is much clearer. Once again, better integration and/or smoother transitions between the systems would be major improvements.

-
My Planner
CJ: Law Enforcement BCJ

▶ CJ323 Serial Killers Criminal Justice Elective	Completed
▶ CJ401 Criminal Justice Ethics Criminal Justice Elective	Completed

▼ **Minor Requirement**

Students must complete a minor. Minors can vary in credit hours. Please consult your minor advisor when selecting this course.

Find a course

▼ **Minor Requirement**

Students must complete a minor. Minors can vary in credit hours. Please consult your minor advisor when selecting this course.

Find a course

2) Review the sample 4-year degree plan posted on your department's webpage. Is it accurate? If it isn't, what changes are needed to make it accurate and useful to your students? (Remember, students will use your posted sample degree plans in building their own academic plans.) Department chairs may send updated degree plans to Michaela Saunders at michaela.saunders@washburn.edu and request that they be posted on departmental webpages.

- The Religious Studies degree plan is not accurate:
  https://washburn.edu/academics/college-schools/arts-sciences/departments/philosophy-religious-studies/Religious-Studies-Degree-Plan.html

- The Philosophy requirements need to be updated. We now require:
  - 3 credits in PH 100, PH 201, or PH 203.
  - 3 credits in PH 301.

- The Philosophy degree plan needs to be updated to reflect a change in course status/number:

  https://washburn.edu/academics/college-schools/arts-sciences/departments/philosophy-religious-studies/Philosophy-Degree-Plan.html
    - PH201 has been changed from a 200 to 300-level course, and is now designated as PH301.

3) What are the steps you will take in approving a student's academic plan? For example, you will likely need to consult their degree audit. You will likely want to compare the student's academic plan to your department's sample degree plan. Has the student planned to take courses in the proper sequence? Have they planned to take balanced combinations of courses in each semester? Are students taking math and English courses appropriate to their ACT or Pearson MyMathLab scores? Create a checklist of best practices in approving a student's academic plan. Remember, too, that students' academic plans can always be revised.

Academic Plan approval checklist:

- Will the plan meet all numerical degree requirements (credit hours, upper division hours, hours outside the department, hours in CAS, etc.)?
- Will the plan fulfill departmental requirements when courses are offered (e.g., RG 331 is only offered every other fall)?
- Will students need to take MA 090 or FL 101 courses to get ready for required core courses?
- If students are double majors, or have a minor, are they factoring in the impact on gen ed credit? Are they double-dipping where appropriate?
- Are there potential problem semesters (e.g., too many difficult courses)?

4) The academic planning tool features several unique features available to faculty advisors, including the ability to "lock" courses in a given semester for a student to take, the ability to "flag" courses, and the ability to suggest different courses. When, if ever, do you think it would be appropriate to use these features?

- The lock feature is useful for courses that are offered sporadically (especially when they are required as part of the major).

- Flagging would be helpful for potential 'roadblock' courses, e.g. the Math requirement, language requirement, EN 300, etc.

- Suggesting different courses is good for potential overload semesters, or to help students identify electives outside of their major.

5) Once a good academic plan is in place for a student, time during advising sessions that was once utilized in creating a course schedule should be freed up for other discussions. What other topics should faculty advisors address with students during academic advising (e.g. holds on their accounts, the value of general education, career plans, graduate school, internships, extra-curricular opportunities, referrals to campus resources, etc.) Are you utilizing and updating your department's "major map"?

    - Check-in with students about their campus involvement, their immediate post-graduation plans, potential internships, networking, and grad school preparations (GRE, LSAT, etc.).

    - Check-in with students about their overall well-being. What's going well? What challenges are you facing? Any new challenges? Any changes in your plans?

    - There are obvious privacy concerns involved in directly asking about financial stability, food (in)security, mental health crises, etc., but a thorough, well-organized advising session should give students time to talk about their well-being. This gives faculty the option to note potential warning signs, and to plan for following-up, or other appropriate actions.

Session Three, December, 2020: Finalize Project

Create an advising checklist and/or best practices for approving a student's academic plan and providing advising in your discipline that incorporates these new tools and strategies. Share this plan with everyone in your department. (Please note that you will only need to turn in this finalized project to receive compensation from CAS.)

See separate attachment.

Advising checklist

Stage 1: Before the advising appointment

- Prior to course schedule release, ensure that all advisees' in-house four year plan sheets (attached) are up to date. (In-house degree plan is necessary because Navigate cannot currently accurately accommodate double majors and dual degree students.)
- When course schedules are released, use Navigate's Campaign functionality to contact all program majors about academic advising. Attach current four-year plan sheet.
- In the advising email, instruct students to consult their academic plans in Navigate, choose some potential courses for the upcoming term(s), and send the plan to advisor for suggestions/approval
- Check suggestions against degree audit to make sure that:
  - All suggested courses fulfill specific requirements
  - No major/minor double-dips
  - No repeat courses (especially transfer credits)
  - No third gen eds in a single area
  - On track for enough upper division credits
- (In all likelihood, no plan is settled before meeting, but this way students have thought about what they'd like to take before meeting with advisor)
- Instruct students (in advising email) to schedule appointment in Navigate
- Check-in with students' double-major and minor advisors about degree plans

Stage 2: During academic advising

- Begin with a general well-ness check-in.

- How are you doing?
- How is your semester going? What's going well? What are you enjoying and feeling good about?
- What challenges are you facing? Any new challenges?
- (Listen for warning signs of financial strain, food/housing insecurity, personal safety concerns, mental/physical health crisis, and be prepared to suggest resources for referral)

- Check in about future plans
  - Still happy with major(s) and minor(s)?
  - Any new career path ideas? Plans after graduation?
  - Check major map for suggestions about involvement, internship, networking, employment, and grad school prep

- Academic advising
  - Go over My Academic Plan in Navigate, and check it against degree audit
  - Discuss possibilities and settle on specific courses
    - Make sure to talk about students' preferences for times, days, and modalities
    - Consider students' work schedules and other commitments (child/elder care, extracurriculars and co-curriculars)
  - Once a plan is agreed upon, send it to students with their PIN

Stage 3: After academic advising

- Immediately afterwards, update in-house degree plan
- Share degree plan with double-major and/or minor advisors

- By the end of the semester, verify that all advisees have enrolled, and check their enrollment against their degree audit to make sure everything counts the way that it should