



## GROWTH Change Team

Unit	FITE Dimension	Professional Development Goals Fall 2020 Spring 2021	Professional Activities Planned
<p style="text-align: center;"><b>COB</b></p> <p>Terry Noel (Assoc Dean)</p> <p>Tina Thompson (TF)</p> <p>Ashley Hicks (Assist to Dean)</p> <p><u>Advisor:</u> Julie-Ann McFann (CTLT)</p>	<p style="text-align: center;">Data Informed Reflection</p> 	<ul style="list-style-type: none"> <li>• Explore students' perceptions &amp; feedback to create, change, or adopt practices that align with those findings &amp; increase student success &amp; retention</li> <li>• Establish research workgroups to engage in and disseminate findings of data-driven inquiry of student success outcomes disaggregated by race/ethnicity</li> <li>• Recognize that day-to-day practices are a primary factor in student success &amp; retention</li> </ul>	<p><b>Fall</b></p> <p>Session 1 topic: Faculty's role in student success &amp; retention (PD Goal 1)</p> <ul style="list-style-type: none"> <li>• <u>Publicity Approach:</u> "Did/Do you know" data-related questions posted on hallway monitors &amp; in department workrooms, mailings</li> <li>• <u>Grab &amp; Go Approach:</u> 1-page handout highlighting faculty's role in student success &amp; retention as it pertains to COB, ISU, and AACSB</li> <li>• <u>In-depth Approach:</u> <u>WORKSHOP</u> – The Survey Says...What the Data Reveals &amp; Why We Should Care: Faculty will create a plan for increasing their knowledge of how faculty contribute to student success and/or a list of activities/ behaviors that can increase their confidence to academically and personally support students from diverse backgrounds in the classroom. Inform faculty that we will have a follow-up workshop in Spring 2021 as well as other PDs in Fall 2020 to help them achieve and report (voluntarily) on their goals. (Note: Time must be provided during the workshop to create these artifacts. We will have a list of resources for faculty to choose from (similarly to what we do in the Reinvent for Diversity workshop).</li> </ul> <p>Session 2 topic: Using teaching to create research outcomes (PD Goal 2)</p> <ul style="list-style-type: none"> <li>• <u>Publicity Approach:</u> Enticing questions about DEI, research collaboration, &amp; productivity posted on hallway monitors &amp; in department workrooms, mailings</li> <li>• <u>Grab &amp; Go Approach:</u> 1-page handout highlighting definition of SoTL, examples of SoTL research in business, how to get started/involved</li> <li>• <u>In-depth Approach:</u> <u>RESEARCH COMMUNITY</u> – Two Birds, One Stone: How to Use Teaching to Create Research Outcomes: The GROWTH COB Research &amp; Writing Group will conduct a SoTL research project and</li> </ul>


Summary – GROWTH College/Units PD Plans

			<p>present the findings in Spring or Fall 2021. This research can be sole-authored or completed with a research group (e.g., representatives from each discipline and COB staff, cross-disciplinary research at ISU). Research goals for Fall 2020 should include a research plan that includes a theoretical framework, research model, data collection survey, and an IRB application.</p> <p>Session 3 topic: Using high-impact practices (HIP) to enhance student engagement, classroom climate &amp; culture (PD Goal 3)</p> <ul style="list-style-type: none"> <li>• <u>Publicity Approach</u>: Thought-provoking questions about revitalizing courses and teaching practices, and examples of HIP posted on hallway monitors &amp; in department workrooms, mailings</li> <li>• <u>Grab &amp; Go Approach</u>: research related resources, tips, and teasers for the 1-page handout to encourage critical reflection on the student experience in the classroom and at ISU overall and NSSE &amp; FSSE and to highlight upcoming lunch &amp; learn discussion</li> <li>• <u>In-depth Approach</u>: LUNCH &amp; LEARN – Ways to Enhance Engagement, Classroom Culture &amp; Climate: Identify 3-5 small practices/habits/exercises/assignments that you can implement in your class in Spring 2021. Inform faculty that we will have a follow-up workshop in Spring 2021 where they can present their experiences using the new techniques. (Note: Time must be provided during the workshop to select the exercises. We will have a list of resources for faculty to choose from (similarly to what we do in the Reinvent for Diversity workshop 1-page handout that summarizes the ideas that were presented in the Lunch &amp; Learn. We will ask the participants to provide a short summary of their idea.</li> </ul> <p><b>Spring</b></p> <p>Session 1: Faculty’s role in student success &amp; retention (PD Goal 1)</p> <ul style="list-style-type: none"> <li>• <u>Follow-up meeting</u> from fall workshop to discuss progress, attitudes, concerns (lunch call). The artifacts for this workshop will be the presentations by the participants in the Fall 2020 workshop (PD1)</li> </ul> <p>Session 2: Using teaching to create research outcomes (PD Goal 2)</p>
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Summary – GROWTH College/Units PD Plans

			<ul style="list-style-type: none"> <li>• <u>Research community</u>: Spring 2021 goal will be to begin writing the front-end of the paper and collect data.</li> </ul> <p>Session 3: Teaching Moments Lunch &amp; Learn</p> <ul style="list-style-type: none"> <li>• <u>Participation in the Teaching Moments Lunch and Learn</u> where participants present a 3-5 minute overview of the changes they made and their level of success. Faculty who attended the Fall 2020 workshop (Fall 2020 PD3) will be asked to submit information their experiences using the new high impact teaching practices (What did you implement? What was the students response? What did you learn? What would you change for next time?) Faculty who did not attend PD3 will be asked to create a plan to implement some of the ideas that were presented in Spring 2021 (PD3)</li> </ul>
<p><b>CAST</b></p> <p>Cara Rabe-Hemp (Assoc Dean)</p> <p><u>Advisor:</u> Bekky Darner (CeMasT)</p>	 <p>Classroom Climate and Culture</p>	<ul style="list-style-type: none"> <li>• To increase faculty and staff empathy for and understanding of students from different social, cultural or economic backgrounds.</li> <li>• To provide faculty with opportunities to consider how their own teaching practices and biases impact their awareness of their students' individual and collective needs.</li> <li>• To provide faculty and staff with tools to improve their interactions with students in and out of the classroom</li> </ul>	<p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• <u>Workshop</u>: The Power of Empathy and its Impact on Diversity, Equity, and Inclusion (multiple sessions offered during the fall) – This interactive session will explore empathy through a diversity, equity, and inclusion lens. Participants will learn, practice, and be challenged to apply three core empathy skills into their professional and personal lives.</li> <li>• <u>Brown-bag</u>: Professionally and academically supporting students: What we need to know – This session is intended to provide faculty and staff with an overview of resources for students on campus. Invited panel members will share information about how to better to honor student's academic and professional needs.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• <u>Panel</u>: Facilitating Dialogue on Race in CAST disciplines – In this panel discussion participants will learn effective strategies for facilitating dialogues about race that promotes deep understanding empathy and collaboration across CAST disciplines</li> <li>• <u>Brown-bag Q &amp;A</u>: Building student engagement through service learning and research projects – In this brown bag/Q &amp; A session, participants will be presented with the CAST student feedback regarding opportunities for</li> </ul>


Summary – GROWTH College/Units PD Plans

			<p>service learning and research projects and be provided with information about how to utilize these opportunities with students in their disciplines.</p> <p><b>Throughout the year:</b> <a href="#">CAST First Year Faculty Mentoring Program</a></p>
<p><b>COE</b></p> <p>Stacey Jones-Bock (Int Assoc Dean)</p> <p>Tara Kaczorowski (TTF)</p> <p>Shamaine Bertrand (TTF)</p> <p>Linsay DeMartino (TTF)</p> <p><u>Advisor:</u> Mayuko Nakamura (CTLT)</p>	 <p>Classroom Climate and Culture</p>	<ul style="list-style-type: none"> <li>• Build shared understandings and language around issues related to diversity, equity, and inclusion.</li> <li>• Share ideas and resources for building an inclusive classroom climate and culture.</li> <li>• Evaluate and revise course materials (e.g., syllabus, reading lists, topical outlines) so diverse views are embraced and course policies and assessment methods are equitable and inclusive.</li> <li>• Increase faculty and staff knowledge of resources/supports around campus that promote diversity, equity, and inclusion.</li> <li>• Identify next steps and objectives for activism and advocacy at the college, unit, and individual levels.</li> </ul>	<p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• <u>Asynchronous preparation:</u> Team will ask faculty to review readings, podcasts, videos, etc. to stimulate discussion during the open forum/discussion around key issues related to DEI</li> <li>• <u>Open-forum/discussion:</u> Participate in an open dialogue meeting to discuss ideas, build common understandings and language, and share ways in which faculty aim to establish an inclusive culture in the college</li> <li>• <u>Creation of a bank of resources to create an inclusive classroom culture:</u> Faculty and staff will be asked to share the resources they use to guide their own practice as well as resources they give to their students (e.g., readings, videos). Team will compile a list/summary of these resources and ideas for their use to post to the Teams site.</li> <li>• <u>Working groups meetings:</u> faculty will be invited to participate in working groups to evaluate course materials and procedural documents to reflect on the inclusivity and the extent to which diverse views are represented and make suggestions for improvement. Individual units/programs may choose to utilize this resource in curriculum mapping efforts to vary and scaffold how these are utilized across courses.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• <u>Panel</u> to increase awareness of campus resources and supports</li> <li>• <u>Activism and advocacy (Part 1)</u>- want to connect to civic engagement.</li> <li>• <u>Activism and advocacy (Part 2)</u> Connection to Scholarship and how to align scholarship efforts with DEI goals.</li> </ul>


Summary – GROWTH College/Units PD Plans

<p><b>MCN</b></p> <p>Seon Yoon Chung (Assoc Dean)</p> <p>Cindy Kerber (TF)</p> <p><u>Advisor:</u> Dana Karraker (CTLT)</p>	 <p>Classroom Climate and Culture</p>  <p>Evidence - based Pedagogy</p>	<ul style="list-style-type: none"> <li>• Create a positive learning environment</li> <li>• Create a culturally responsive learning environment</li> <li>• Integrate synchronous teaching tools (zoom, skype, etc.)</li> <li>• Develop clear expectation, guidance or mentorship for navigating college</li> </ul>	<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>• <u>Asynchronous modules:</u> Creating robust learning experiences students in both hybrid and online formats</li> <li>• <u>Workshop:</u> Design a nimble course: Small changes for any course (F2F, online, or hybrid) to improve student learning and engagement</li> </ul> <p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• <u>Workshop:</u> Microaggressions and the Impact on Student Learning and Emotional Well Being Professional Development workshop: This is a session offered from the Provost's Office on Microaggressions and the Impact on Student Learning and Emotional Well-being. Goals of the session include -Enhance faculty and staff' empathy building and perspective-taking. -Provide concrete strategies for handling these situations to maintain a positive learning environment in the classroom for all our students. -Discuss the associated social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and emotional well-being.</li> <li>• <u>Workshop:</u> Critical Cultural Competency and the Introduction to Systemic Racism</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• <u>Workshop:</u> CTLT modules (self-paced online modules)</li> <li>• <u>Workshop –</u>Implicit bias is our unconscious tendency to judge people based on past experiences. Even when we're mindful of diversity and inclusion, it is hard for us to notice our implicit bias until we encounter the situations where it is activated. In this workshop, explore the nature of implicit bias and discover strategies to minimize bias in the classroom and in the workplace</li> <li>• <u>Workshop:</u> Fostering student motivation and Facilitate a metacognitive approach to teaching and learning to facilitate increases in students': Motivation; empowerment; and academic achievement</li> </ul>
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Summary – GROWTH College/Units PD Plans

			<ul style="list-style-type: none"> <li>• <u>Workshop</u>: Intentionality and communication with clarity to help student engagement and motivation.</li> </ul>
<p><b>WKCF A</b></p> <p>Sara Semonis (Assoc Dean)</p> <p>Kristin Carlson (TTF)</p> <p><u>Advisor</u>: Katy Strzepek (CeSL)</p>	 <p>Classroom Climate and Culture</p>	<ul style="list-style-type: none"> <li>• Awareness of privilege and power distributions</li> <li>• Alignment of faculty perspectives against student perspectives</li> <li>• Interactions, discussions, awareness of students' experiences, sociopolitical consciousness</li> </ul>	<p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• <u>Webinar</u>: Employing Equity-Minded &amp; Culturally-Affirming teaching Practices in Virtual Learning Communities – Webinar featuring Frank Harris III and J. Luke Wood from San Diego State University, as the presenters. This session will be communicated via email to School Directors with the intent for all college faculty to complete viewing on their own schedule. We would ask Directors to announce and encourage this webinar as part of course preparation for the fall semester and to facilitate a discussion within the first school faculty meeting to discuss the importance of the information and how it will impact the unit's online presence in the upcoming school year (both hybrid and remote delivery methods). Post session reflection/ questionnaire should be completed by first School faculty meeting, discussed as a faculty, and summaries of discussion shared with WKCF A.</li> <li>• <u>Training</u>: CTLT Microaggression training (rescheduled for those units that had to cancel last spring due to COVID-19 and university closure.)</li> <li>• <u>Conferences</u>: Attend the CRCC (at ISU) or Town of Normal's "Daring Diversity" – Post session questionnaire/ reflection should be completed by the next School faculty meeting after the CRCC, discussed as a faculty, and summaries of discussion shared with WKCF A.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• <u>Workshop</u>: Healing-Centered/Trauma-Informed Pedagogical Practices – Online Zoom Workshop sponsored by the WK CFA. After the workshop each unit will use an upcoming school faculty meeting to discuss and create plans/benchmarks for incorporating this work into future pedagogical practices.</li> <li>• <u>Webinar</u>: Equity toolkit (Creating and Maintaining a Culturally Relevant Classroom Community) – Instructors should strive to create and maintain learning environments where community is created for students to</li> </ul>

Summary – GROWTH College/Units PD Plans

			<p>engage as their holistic and authentic selves - and where students feel valued and welcomed to participate in the learning process (Paulo Freire, 1970). Learn techniques for how to develop classrooms that value and respect multiple perspectives and varied experiences, with an emphasis on being more inclusive of racially minoritized students.</p> <ul style="list-style-type: none"> <li>• <u>Discussion</u>: Talking about Classroom Climate and Culture and Healing-Centered/Trauma-Informed Pedagogical Practices - A discussion time for those that have participated in the Microaggressions Training Sessions in the fall and the professional development sessions during the spring semester. This session would promote productive conversations and share experiences and information gathered during the past year.</li> <li>• <u>Workshop</u>: CTLT: Reinvent Your Course for Diversity – This session would be specifically for WK CFA faculty, tailored to the needs within the areas and disciplines they teach.</li> </ul>
<p>CAS</p> <p>Linda Clemmons (TF)</p> <p>Scott Jordan (C)</p> <p>Jeff Barrett (TF)</p> <p>Heidi Verticchio (Advisor)</p> <p><u>Advisors:</u></p>	 <p>Classroom Climate and Culture</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for faculty to consider ways in which empathy might impact classroom climate and culture.</li> <li>• Provide opportunities for faculty and administration to understand diverse identities and experiences.</li> <li>• Invite chairs/directors to participate in discussions centered on revising ASPT process, documents, and policies with an equity-minded lens.</li> <li>• Provide faculty with the opportunity to engage in reflective practice to better</li> </ul>	<p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• <u>Extension of the Empathy Project (8 synchronous sessions)</u>: Faculty and graduate-student collaborators will be invited to give one-hour ZOOM colloquia on the topic of Extending Empathy, as part of The Extending Empathy Project. Specifically, the speakers use the platform as a means of expressing the ways in which their scholarly expertise informs the notion of Extending Empathy. Contributors will speak for 45 minutes in front of a live, ZOOM audience, followed by a 15-minute Q &amp; A. The colloquium will be recorded and then posted on “The Extending Empathy Channel” on YouTube, where the conversation can continue with the world.</li> <li>• <u>ASPT process discussion (synchronous discussion)</u>: The DFSC and faculty of the Department of Psychology recently underwent a year-long process of explicitly including and defining Diversity, Inclusion, and Safe Environment efforts in all three evaluation areas of the department’s ASPT document (i.e., Teaching, Research, and Service). Dr. J. Scott Jordan, Chair of the Department of Psychology, would be more than happy to share these policies with Chairs and Directors in the College of Arts and Sciences. He would also be willing to ask his DFSC to visit other departments in order to address questions regarding the process.</li> </ul>


Summary – GROWTH College/Units PD Plans

<p>Jennifer Friberg (CTLT/SoTL)</p> <p>Gina Hunter (Office Student Research)</p> <p>Bekky Darner (CeMasT)</p>		<p>understand student perspectives, experiences, and needs.</p>	<ul style="list-style-type: none"> <li>• <u>Knowing Your Students (webinar)</u>: Video from NFO with the student panel</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• <u>Choir, Allies, Resisters, Oblivious, Defiant (synchronous workshop)</u></li> <li>• <u>Student Success (synchronous presentation/Q&amp;A)</u></li> </ul>
<p><b>Milner</b></p> <p>Sue Franzen (TF)</p> <p><u>Advisor:</u> Linda Summer (CTLT)</p>	 <p>Classroom Climate and Culture</p>  <p>Science of Learning</p>	<ul style="list-style-type: none"> <li>• Learn how to avoid and intervene when microaggressions occur</li> <li>• Reflect on implicit biases and how these biases might affect interactions with students in and out of the classroom.</li> <li>• Recognize one's own privileges and mitigate the power dynamic in working with students</li> <li>• Utilize active learning pedagogies to allow students hands-on experiences with information fluency</li> <li>• Know about what resources are available on campus for student support</li> </ul>	<p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• <u>Microaggressions and the Impact on Student Learning and Emotional Well Being Professional Development workshop:</u> This is a session offered from the Provost's Office on Microaggressions and the Impact on Student Learning and Emotional Well-being. Goals of the session include -Enhance faculty and staff' empathy building and perspective-taking. -Provide concrete strategies for handling these situations to maintain a positive learning environment in the classroom for all our students. -Discuss the associated social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and emotional well-being.</li> <li>• <u>Implicit Bias Workshop:</u> Implicit bias is our unconscious tendency to judge people based on past experiences. Even when we're mindful of diversity and inclusion, it is hard for us to notice our implicit bias until we encounter the situations where it is activated. In this workshop, explore the nature of implicit bias and discover strategies to minimize bias in the classroom and in the workplace</li> <li>• <u>Power &amp; Privilege Workshop:</u></li> </ul>





			<p>Participants in the seminar will better understand their own multiple identities and the presence and absence of privileges based on those identities.</p> <ul style="list-style-type: none"> <li>• <u>Cultural Humility &amp; Implicit Bias Webinar</u> Participants will watch the webinar, which will be followed by a conversation about the points discussed. Webinar outcomes Participants will be able to: -Define implicit bias and cultural humility -Recognize their own implicit biases and learn strategies to mitigate them -Understand why teaching and learning are worthwhile -Incorporate strategies in this session into their own information literacy classes.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• <u>Panel: Resources on ISU Campus to support all students</u> Invite representatives from different offices around campus to discuss resources for students as well as student success initiatives.</li> <li>• <u>Yosso’s Cultural Wealth Workshop:</u> Session will focus on how students learn through the lens of Yosso's Cultural Wealth model.</li> <li>• <u>Active Learning Workshop:</u> This session will focus on learning about and applying different evidence-based approaches related to active learning; Redesign library instruction session to make active.</li> <li>• <u>Students' perceptions of Information Literacy Journal Club:</u> Article: Kirker, M. J., &amp; Stonebraker, I. (2019). Architects, renovators, builders, and fragmenters: A model for first year students’ self perceptions and perceptions of information literacy. Journal of Academic Librarianship, 45(1), 1–8. <a href="https://doiorg.libproxy.lib.ilstu.edu/10.1016/j.acalib.2018.10.009">https://doiorg.libproxy.lib.ilstu.edu/10.1016/j.acalib.2018.10.009</a> Session will include discussion of article and possible applications of evidence and author recommendations to future library instruction sessions.</li> </ul>
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Summary – GROWTH College/Units PD Plans

<p><b>EMAS</b></p> <p>Stacy Ramsey (Assoc Dir)</p> <p>Corey Burgess (Advisor)</p> <p><u>Advisor:</u> Yojanna Cuenca-Carlino (Provost)</p>	 <p>Classroom Climate and Culture</p> <p><b>Service and Support; Leadership and Mentoring; Collaboration and Teamwork; Climate and Culture</b></p>	<ul style="list-style-type: none"> <li>• Increase understanding of the different needs of our diverse students.</li> <li>• Increase staff confidence to have brave conversations.</li> <li>• Tie in our previous micro-aggressions training and continue progress in inclusive and equitable behaviors, policies, and procedures.</li> <li>• Increase ability to assist students who are struggling.</li> <li>• Implement cross-unit solutions.</li> </ul>	<p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• <u>Kick-Off:</u> Goals, initiatives, FISE introduction, professional development expectations – This session will outline our goals and objectives for the year for recruitment and student success. New initiatives will be discussed. This session will also introduce our FISE and our expectations of professional development for the year.</li> <li>• <u>Workshop:</u> Inclusivity and Supporting Students in Unsettling Times – Dr. Pina will present about supporting our students in unsettling times with a focus on diversity, equity, and inclusion.</li> <li>• <u>Coffee Connection:</u> Motivation and Self-Care – This session will focus on self-care and motivation for our staff. It will also tie in to how our lack of self-care and motivation impacts our colleagues and our students we work and interact with.</li> <li>• <u>Lunch and Learn:</u> Student Mental Health – Student Counseling Services will present on how to support our students with mental health concerns and the resource we have available to us and to our students.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• <u>Workshop:</u> Diversity, Inclusion, and Equity in Planning Goals – Session will include an overview and break-out activity by unit to work on building goals and strategies for the next cycle with attention to diversity, inclusion, and equity.</li> <li>• <u>Lunch and Learn:</u> Student Accommodations – Student Accommodations will present on how to best serve our students with disabilities and what resources are available to our students.</li> <li>• <u>Workshop:</u> Empathy in Our Work – Session attendees will watch the Empathy video prior to the session then we will have a discussion on how to incorporate empathy in our service and support.</li> <li>• <u>Coffee Connection:</u> Thinking Creatively About Leadership – This session will include leaders at various levels to discuss how they define leadership in their role, how they seek out opportunities that build their leadership skills, and how they mentor other staff and students.</li> </ul>
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Summary – GROWTH College/Units PD Plans

<p><b>GRAD School</b></p> <p>Noel Selkow (Int Dir)</p> <p>Eike Schmedt (Staff)</p> <p><u>Advisor:</u> Yojanna Cuenca-Carlino (Provost)</p>	 <p>Classroom Climate and culture</p>  <p>Data Informed Reflection</p>	<ul style="list-style-type: none"> <li>• Reflect on teaching practice and the classroom climate type the instructor promotes.</li> <li>• Identify and plan strategies instructors can implement to establish and manage an inclusive and positive course climate.</li> <li>• Reflect on implicit biases and how these biases might affect interactions with students in and outside of the classroom.</li> <li>• Engage in reflective practice to examine the wide range of perspectives and identities represented in classrooms, including the instructor's own identity, and how those identities impact the learning experiences of our students.</li> </ul>	<ul style="list-style-type: none"> <li>• This would be a 3 part series offered every other week. The students would work through the virtual Kognito sessions together on feedback of the system and if it pertains to GTAs. The last sessions would be discussion and what future resources may be needed.</li> </ul>
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