

TEACHING & LEARNING **SYMPOSIUM** 2022

SVSU | February 18

MEETING THE CHALLENGE: REMAINING RELEVANT IN A CHANGING WORLD



**SV
SU** **SAGINAW VALLEY**
STATE UNIVERSITY
**CENTER FOR EXCELLENCE
IN TEACHING & LEARNING**

THE CENTER FOR EXCELLENCE IN TEACHING & LEARNING

Dawn Hinton, Ph.D. Director,
Center for Excellence in Teaching & Learning

Erik Trump, Ph.D. Professor, Department of Political Science

Gabrielle Likavec, M.S. Instructional Designer,
Center for Excellence in Teaching & Learning

Anne Huebel, Ph.D. Online/Hybrid Support Specialist,
Center for Excellence in Teaching & Learning

Joseph Weaver, Ph.D. Associate Professor, Dept. of Psychology
CETL Teaching Fellow

Sylvia Fromherz, Ph.D. Associate Professor, Dept. of Biology
CETL Teaching Fellow

Deb Rickert Office Coordinator,
Center for Excellence in Teaching & Learning

Welcome to the Center for Excellence in Teaching & Learning's (CETL's) eighth Annual Teaching and Learning Symposium. The theme for this year's symposium is a reflection of our experience over the last couple of years, which will be remembered as the time that caused us to rethink how we offered instruction. Our theme **“Meeting the Challenge: Remaining Relevant in a Changing World”** represents the work that our faculty have done in meeting the challenge of a COVID-19 educational milieu. We have watched as our colleagues have adjusted their teaching methodologies and modalities to meet the needs of a changing environment. At the same time, we have responded to the various social injustices that have occurred by rethinking how we present our discipline within each of our classrooms.

During this year's symposium we will recognize the various projects undertaken by the 2021 Dow grant recipients, hear from our inaugural Faculty Learning Communities, discuss ways that we can support our adjunct faculty, and engage in conversations with our colleagues about how to best reach our students. This year attendees will also participate in a Digital Adventure, working together to solve puzzles, uncover clues, and crack codes in their quest to learn more about the Center for Excellence in Teaching and Learning.

This year's symposium seeks to celebrate the work that we have done to make sure that we are remaining relevant in this swiftly changing environment. We look forward to collaborating with each of you as we all work to improve our students' experiences in the classroom.

- The CETL Team

PROGRAM

WELCOME

Deb Huntley

OVERVIEW OF SYMPOSIUM

Dawn Hinton

DOW PROFESSOR AND DEPARTMENT INNOVATION GRANT RECIPIENTS

Facilitated by Joe Weaver

SUPPORTING ADJUNCT FACULTY

David Schneider

INTEGRATING CAREER PREPARATION

Jim Dwyer

TITLE III AND DOW FACULTY LEARNING COMMUNITIES

Facilitated by Gabrielle Likavec

BREAK

DISCUSSION GROUPS

Facilitated by Anne Huebel

Upcoming FLCs

Dow Professor and Department Innovation Grants

Lessons Learned from the Pandemic

Supporting Adjunct Faculty

Diversity and Inclusion in the Classroom

UPCOMING CETL PROGRAMS AND DEADLINES

Sylvia Fromherz

CLOSING REMARKS

Dawn Hinton

Please join us for the Upcoming Faculty Fridays:

“Linguistic Justice”

Presented by Dr. April Baker-Bell (Dow Visiting Scholar)

Friday, March 25th

1:00pm

Emeriti Room or Virtual

For more information, see flyer on page 21

“Creating Effective Discussions”

Presented by Dr. Brittany Collins

Friday, April 1st

1:00pm

Emeriti Room or Virtual

Visit svsu.edu/workshops to sign up!

Dow Professor Grant Recipients

Funding for these projects was provided by the Herbert H. and Grace A. Dow Foundation.

Advancing Engineering Ethics Education using Active Learning



Rajani Muraleedharan

**Associate Professor of Electrical and Computer Engineering
Department of Electrical & Computer Engineering**

Rajani Muraleedharan is an associate professor at SVSU. Rajani obtained her MS and PhD in Electrical and Computer Engineering at Syracuse University. Before joining SVSU, Rajani worked as an 3/4 Full-time ECE assistant professor at Rowan University, a postdoctoral research associate at University of Rochester, and a research intern at Mitsubishi Electric Research Lab, MA. Her research interest includes wireless communications, computational intelligence, robotics, mobile-cloud computing, information and network security.

Abstract

Ethics is a crucial topic in any engineering program as today's students are tomorrow's leaders and innovators who are expected to behave in an ethical manner. Unlike technical skills, teaching engineering students to develop ethical decision-making skill is a challenge and require non-conventional teaching methods. In this project, active learning strategies (role-playing) are used to teach ethics for electrical engineering students, so they understand ethics violation and the moral responsibilities to seek justice. In this project, engineering students will research on current engineering ethics case studies, review the ethics code by National Society of Professional Engineers (NSPE), and Institute of Electrical and Electronic Engineers (IEEE) code of ethics and bring it to life by collaborating with theatre students to learn cross-disciplinary skills such as skit development, performance, and filming. The project aims at empowering students in any program to positively contribute to ethical responsibility by reevaluating their individual perceptions and embracing new perspectives to make moral judgements.

Enhancement of Student Learning in ME 252 Engineering Dynamics Course by Active Learning Pedagogical Demonstration

AKM Monayem Mazumder

**Assistant Professor of Mechanical Engineering
Department of Mechanical Engineering**

A K M Monayem H. Mazumder received his PhD from the University of Oklahoma. He has been a Postdoctoral Fellow at University of New Mexico. He worked as a visiting assistant professor at Lamar University. Presently, he is working as an assistant professor at Saginaw Valley State University.



Abstract

This project enhances student learning in a gateway engineering dynamics course by modifying the instructional design to incorporate hands-on learning activities. The project targets Mechanical Engineering (ME) undergraduate students, for whom ME 252 Engineering Dynamics is a required foundational course. The project's goal is to improve students' understanding of engineering dynamics principles, increase the pass rate in ME252, and better prepare students for higher-level courses. The funds will be used to purchase and make/assemble pedagogical demonstration materials which students will manipulate in the classroom to solve problems and learn fundamental concepts. In addition, the Socratic app will be used to engage students in post-activity reflection and to analyze the impact of those activities on the students' understanding level. It is anticipated that the use of these pedagogical demonstration materials will improve student success. An analysis of student success data will be shared with the SVSU community and presented at a professional conference.

Worked Examples Video Library to Impact Student Skills in the General Chemistry Sequence



Michael Coote

Assistant Professor of Chemistry
Department of Chemistry

After obtaining his BS (2004) and M.S. (2006) in chemistry, Dr. Michael Coote started at SVSU as an adjunct lecturer in the Chemistry Department in 2007. In 2009 he left to complete a Ph.D. at Oakland University, returning as a full-time lecturer in 2015 and appointed to Assistant Professor in 2019.



Adam Warhausen

Associate Professor of Chemistry
Department of Chemistry

Adam Warhausen, Associate Professor of Chemistry, joined SVSU in the summer of 2013 after receiving his Ph.D. from the University of Oklahoma (2012) in inorganic chemistry. His research focuses on the synthesis and characterization of new transition metal complexes and the evaluation of their redox properties utilizing cyclic voltammetry. He teaches General Chemistry I and II lecture and lab courses, for which he and his colleagues have evaluated changes to the General Chemistry experience.

Abstract

A video library of short, specifically focused walk-throughs of frequently used skills and calculations in general chemistry will be created to assist students in a step-by-step fashion. Because the videos are specific to a single problem type or skill and short in duration (less than 5 minutes) they are more likely to be useful to a student who has become stuck and just needs a gentle nudge to continue. With a voice-over accompanying the walk-through, the students will be able to see in real-time as the example is worked and what the thinking is behind each step in the process.

2021 Digital Media and Composition Institute

Kimberly Lacey

Associate Professor of English
Department of English

Kim Lacey (she/her) is an Associate Professor of English and has been at SVSU since 2011. Dr. Lacey's work has appeared in Rhetoric Society Quarterly, Configurations, Journal of Evolution and Technology, and other journals. Her manuscript, Creative Futures: Robot Picassos, Fake Friends, and other Sneaky Ways Technology Acts Creatively, is under contract with Lexington Books.



Abstract

I am requesting funding to support my attendance at the 2021 Digital Media and Composition Institute (DMAC). Attending DMAC supports my pedagogical and research goals of interdisciplinary studies in the areas of digital media and composition. Rather than writing towards an imagined audience, as students often do in typical composition classrooms, developing digital texts with various tools speaks directly to the emphasis on multimodal texts in the field of composition. Based on what I learn at DMAC, I will create and implement new assignments in ENGL 111 and 212 and assist my colleagues, in and beyond my department, do the same by creating workshops.

Supporting Student Success and Retention in ECE 235 Circuit Theory by Creating an Archive of Videotaped Problem Solving Demonstrations



Mohammad Khan

Assistant Professor of Electrical & Computer Engineering
Department of Electrical & Computer Engineering
I, M. Ashraf Khan, have earned my doctoral degree from University of Notre Dame. The area of focus was microelectronics and microelectronic reliability. After graduation, I joined as a visiting Assistant Professor in Electrical and Computer Engineering, ECE, department at Jackson State University. Since Fall 2019, I started serving as an Assistant Professor in ECE department at Saginaw Valley State University.



Yu Zou

Associate Professor of Electrical and Computer Engineering
Department of Electrical and Computer Engineering
Yu Zou joined SVSU ECE department in 2012 and has been teaching and conducting research in power electronics area since then. As the instructor of Circuits I (ECE235) in Spring semester, Dr. Zou, in this project, is helping develop problem-solving videos as additional learning resources for ECE students.

Abstract

ECE235 Circuit Theory is a required freshman gate-keeper course in the Electrical and Computer Engineering department and is a cross-listed course for the Mechanical Engineering and the Engineering and Technology Management programs. An understanding of circuit theory is crucial for the future success of Electrical Engineering students, and it is important for ME and ETM students too. However, the students from all the programs face various degree of challenges mastering Circuit Theory, as both our experiences and research show. Ideally, students learn various techniques to solve circuit problems; it is especially important that they develop the capability to decide which technique will be more efficient or appropriate for a given circuit problem. The goal of this project is to support student success and retention in ECE235 by creating an archive of videotaped problem solving demonstrations. Since the instructors usually present and explain the problem solutions in the lectures, a student will be hired in this project to develop the proposed demonstration videos to provide future students with students' angle of understandings. The expected outcome is that this resource will, in the long run, help students learn multiple ways to understand, explain and solve problems, thus fostering their success and improve the ECE program retention rate.

Department Grant Recipients

Physics Lab Curriculum Reform for Flexible Instruction Targeting Skills

Department of Physics

Chris Nakamura
Marian Shih
Kavindya Senanayake
Matthew Vannette

Abstract

The department has long agreed that our introductory laboratory curriculum needs revision to meet our pedagogical goals. Recently, the American Association of Physics Teachers (AAPT) recommended labs focus on development of experimental and critical thinking skills over physics content. This emphasis is in line with our goals. Our innovative COVID-19 response, achieved without additional funds, produced labs amenable to fully remote instruction. Our flexible, kit-based labs allow students to work on-campus or at home, or a blend of both. They also present a shift towards emphasis on skills over content. This achievement is just the beginning of what we can and should do. The requested funds will support our introductory lab curriculum redesign across the 3 introductory physics levels. Our goal is three sets of flexible experiments, written instructional materials, video support and course designs that we can use on-campus or online to provide the best possible introductory physics laboratory instruction.



Experiential Learning with Community Service: Creating a Community Research Lab

Department of Sociology

Warren Fincher
Rosina Hassoun

Abstract

Prompted by an external review, the department wishes to establish an ongoing research forum – a “community research lab” — that will link local nonprofits in need of research assistance with faculty and students in the Sociology Department. We believe that this will be beneficial both to the community partners by providing them with needed research resources and to mid-program and advanced sociology students, who stand to gain practical research skills and consequently bolster their graduate school and employment prospects. As this program is only getting started, awarded funds will help establish the research lab as a community resource. The goals for the first year include completing a research project for a local community group (qualitative and/or quantitative in nature), involving at least five sociology majors or minors, from the early stages of the project formation through to delivery of final research results.



Open Education Resource (OER) Grant Recipients

Funding for these programs were provided by a Strengthening Institutions Program, Title III, from the U. S. Department of Education awarded to Saginaw Valley State University 2017-2022.

Grace McClurkin

Assistant Professor of Mathematical Science
Extend, FLC Member

Grace McClurkin is an Assistant Professor of Mathematics. Her work with CETL focuses on creating OER for General Education Statistics courses, specifically a collection of note-taking guides, videos, and associated quizzes. More broadly, she is interested in using active learning and alternative assessment to foster students' mathematical identity.



OER Statistics

This project focuses on extending the work done in a previous OER grant, by creating OER associated with several topics that were not addressed in the original course design, specifically topics surrounding scatterplots and paired data analysis. The OER will be compiled and added to the shared course on Canvas Commons course, which is shared with the university for other instructors to use and incorporate into their courses at their discretion. The topics addressed in the new sections created with the support of the extension grant will allow more faculty to utilize the OER by providing broader content coverage, thus allowing them to more fully adapt the materials to their course objectives.

Monika Dix

Professor of Modern Foreign Languages
Adopt

Monika Dix is Professor of Japanese language, literature and culture and Chair in the Department of Modern Foreign Languages at Saginaw Valley State University. She has published various articles and book chapters on Japanese language and literature, both in English and Japanese.



ENG/MFL 205 & GER 111/112

This project will support adopting and curating existing OER materials across 3 classes: MFL 205, GER 111, and GER 112. These efforts will allow the courses to be updated, while decreasing the cost to students and potentially boosting enrollments. Because open materials are fully revisable and remixable, they can be customized to fit the way an instructor wants to teach a course.



James Hitt

Associate Professor of Philosophy
Create & Share, FLC Member

"Hired in 2009, it has been a wonderful ride so far. I was hired, who really knows why, because of my experience with medical ethics. The bulk of my teaching, writing, and community work surrounds bioethics. When I teach well, I learn too. Not so much for death.

Abstract

The goal of this project is to create materials in the language and framework of the profession which address applied health care ethics. This will allow for new formative and summative assessments which go beyond the traditional CANVAS quiz and promote critical thinking in students.

Kellie Konsor

Associate Professor of Economics
Adapt, FLC Member

Kellie Konsor has been teaching at SVSU since 2016 and holds a Ph.D. in Economics from Purdue University. She teaches introductory economics and statistics courses where she uses simulations and experiments to illustrate difficult concepts.



Abstract

My goal for this project is to reduce the financial strain for students, enhance student engagement while increasing instructional flexibility. By incorporating OER I am able to reduce student cost and further explore experiential learning specific to my course objectives.



Emily Beard-Bohn

Associate Professor of English
Adapt, FLC Member

Emily Beard-Bohn is an Associate Professor in the English Dept. She has taught at SVSU for 11 years. She teaches First Year Writing and English 212 that focuses on censorship and fake news. She also teaches for the Honors program.

Abstract

I will expand the use of OER in my course by incorporating additional supplemental materials with class discussion on the issues/themes in current times.



Kavindya Senanayake

Assistant Professor of Physics
Adopt, FLC Member

Kavi Senanayake is an assistant professor of Physics. She earned her bachelor's degree from the University of Peradeniya in Sri Lanka and afterward pursued both Master's in Science and Ph.D. from Wayne State University. Her primary teaching focus is learning new teaching tools to introduce active learning sessions in class.

Abstract

In this project I will design and develop interactive group and individual activities that align with the topics covered in the General Physics 1 course using PHET simulations.

Bob Lane

Professor of Political Science
Adopt

I have wanted to be a teacher since I was thirteen, and upon graduating from the U of Northern Colorado in 1976, for nine years I taught 6-12 grade English/Social Studies. Upon concluding the Political Science Ph.D program at the UW-Madison campus, I came to SVSU in the Fall of 1991.



Abstract

Updating the course I have taught for 30 years to incorporate OER allows me to precisely tailor the course content to what is best suited for my students while reducing the cost. I will utilize OER textbooks along with current film and news story to engage my students in active learning.



Helen Raica-Klotz

Lecturer, Department of English
Adapt

Helen Raica-Klotz is a lecturer in the English department, where she teaches composition and general education literature courses. Her past roles include the SVSU Writing Center Director, Community Writing Center Director, and Saginaw Bay Writing Project Director.

Abstract

I will be incorporating free and open educational resources into my ENG 212 course on the immigrant experience. These resources will allow my students to access a more robust selection of materials.



Travis Pashak

Associate Professor of Psychology
Adopt

Travis J. Pashak is a clinical psychologist in the Department of Psychology, currently serving as department chair. He teaches courses ranging from introductory psych to advanced undergraduate seminars on mental health conceptualization, assessment, and treatment. He is interested in OER resources for their collaborative nature and student cost-savings.

Abstract

In this project I will do an overhaul of my PSYC-100 General Psychology course to use OER materials rather than relying on a traditional textbook. I anticipate teaching 2 sections of General Psychology per year with the potential to impact 100-120 students. This will allow me to reduce costs to students and also revise my instruction away from a traditional textbook.

Katherine Cottrell-Donahue

Lecturer of Biology
Adopt, Create & Share

Katie Cottrell-Donahue is a lecturer in the Department of Biology at SVSU. She received her Bachelor's and Master's of Science Degrees from Central Michigan University.



BIOL 105A & BIO 105C

This project incorporates Open Educational Resources into 2 classes: Biol 105 A & 105 C. Biol 105A has traditional topic coverage and large enrollment making it ideal to implement an existing OER text to provide financial relief to students. In 105C, materials will be created and/or curated to provide the necessary science in an engaging, level appropriate way which helps students realize the importance of science in their every day life. These changes compliment previous efforts to create Open Education Resources labs to reduce the cost of material to students while aligning instruction more closely to course objectives.



Julie Keil

Associate Professor of Political Science
FLC Member

Julie Keil is an associate professor who teaches political science, runs the SVSU moot court program and is the prelaw adviser. She is deeply involved in OER projects and has written an OER textbook on world politics, several world politics articles and is a member of the OER faculty learning community.

Joshua Mike

Assistant Professor of Mathematical Sciences
FLC Member

Joshua Mike is an assistant professor of Mathematics at SVSU. His research seeks to develop new data science methods using topological tools. He is working this semester to create an OER-based, active-learning centered discrete mathematics course which emphasizes the relationships between formal logic, set theory, and proof.



Tommy Wedge

Assistant Professor of Theatre
FLC Member

Tommy Wedge, Assistant Professor of Theatre, has been active in teaching, directing, and stage combat. He is the recipient of three Open Education Resource Grants. His current creative project is directing Caryl Churchill's play Top Girls which runs April 6-10 at SVSU.

Funding for these programs were provided by a Strengthening Institutions Program, Title III, from the U. S. Department of Education awarded to Saginaw Valley State University 2017-2022.

Dow Senior/Mid-Career Faculty Learning Community

Funding for these projects was provided by the Herbert H. and Grace A. Dow Foundation.



Sheruni Ratnabalasuriar
Associate Professor of Criminal Justice

Sher Ratnabalasuriar is an Associate Professor in the Department of Criminal Justice. Her teaching and research interests focus on justice, conflict resolution, active listening skills in inter/intra-group dialogues, as well as exploring popular culture depictions of justice concepts in mediums such as video games and social media.

Warren Fincher
Associate Professor of Sociology

Warren Fincher is an Associate Professor of Sociology who also teaches in Gender Studies, Leadership & Service, and the Honors program. He emphasizes experiential learning in his classes with real-world social research, historical simulations, creative design projects, and study abroad adventures.



Kenneth Jolly
Professor of History

Kenneth Jolly is a Professor of History and the Coordinator for the Black Studies program at SVSU. His research examines Black Liberation movements and he teaches courses in Black Studies, African American History, the Black Power and Civil Rights Movements, the History of the African Diaspora, and U.S. History.



Stacie Krupp
Associate Professor of Accounting

Stacie Krupp is an Associate Professor of Accounting in the Accounting, Law & Finance Department of SVSU. She teaches accounting and tax courses with an emphasis on experiential learning activities to prepare students for the accounting profession. Prior to coming to SVSU, Ms. Krupp worked in public accounting for over 20 years as a tax specialist. She is a certified public accountant and earned her Masters in Taxation from the University of Tulsa.

Julie Lynch
Associate Professor of Psychology

Julie Lynch has been a faculty member in the SVSU Psychology Department since 2002. She specializes in educational and developmental psychology, with research focusing on the development of reading and writing skills. She enjoys mentoring students as they explore psychological research and career paths.



Jennifer Chaytor
Associate Professor of Chemistry

Jennifer Chaytor is a Professor of Chemistry and has been teaching at SVSU since 2012. Her main teaching responsibilities are organic chemistry lectures and laboratories and a biochemistry survey course. Jennifer has developed an active undergraduate research program at SVSU studying both synthetic bioorganic chemistry and chemistry education.

Kimberly Lacey
Associate Professor of English

Kim Lacey (she/her) is an Associate Professor of English and has been at SVSU since 2011. Dr. Lacey's work has appeared in Rhetoric Society Quarterly, Configurations, Journal of Evolution and Technology, and other journals. Her manuscript, Creative Futures: Robot Picassos, Fake Friends, and other Sneaky Ways Technology Acts Creatively, is under contract with Lexington Books.





Veronika Drake
Associate Professor of English

Veronika Drake is an Associate Professor of English. She loves all things language and teaches linguistics courses, trying to raise students' awareness about linguistic bias and discrimination. Her research focusses on linguistic formats such as or-final questions (Are you gonna go out or..) and their interactional functions.

Sherrin Frances
Professor of English

Sherrin Frances is Professor of English at Saginaw Valley State University in Michigan where she teaches rhetoric and writing courses. Her research focuses on outsider libraries and the material culture of the book. Her book *Libraries amid Protest: Books, Organizing, and Global Activism* appeared in 2020.



Shaun Bangert
Professor of Art

Shaun Bangert is a Professor of Art and Chair of the Art Department at SVSU. She has a BFA from Siena Heights University, and an MFA from the University of Michigan. She presently teaches courses in Graphic Design and Art History.

David Rzeszutek
Professor of Theatre

David Rzeszutek, Theatre Professor, has been teaching at SVSU since 2009. He is currently the Chair of the Theatre Department, and has directed approximately 25 plays at the university. His primary teaching specialty is acting for the stage.



Catherine Macomber
Associate Professor of Social Work

Catherine A. Macomber is a Licensed Social Worker with a PhD and Master's degree in Social Work and a Certificate in Public Health from Michigan State University. She has expertise in interprofessional ethics, curriculum design, research, and policy, and has used this with Federal and State grant funded programs.

Gary Lange
Professor of Biology

Gary M. Lange is a Professor in the Department of Biology. He has been a member of the Department for 27+ years. He is a physiologist specializing in Developmental Neuroendocrinology. His research explores the effects of endocrine disrupting pollutants in the environment on the growth, development, and physiology of organisms. His work with the FLC includes designing a semester-long laboratory project for his Developmental Biology class to have students design, conduct, and report on an individual research project.



Ranjana Dutta
Professor of Psychology

Ranjana Dutta is a Professor of Psychology at SVSU. She has taught courses in cultural, lifespan, and adult psychology and nonexperimental methods. She has received the Landee Award for Excellence in Teaching and the House Family Award for Teacher Impact. She is always seeking to better engage students in class and research.

Stephanie Brouet
Professor of Chemistry

Stephanie Brouet is a professor in the department of chemistry, having joined in 2010. She previously graduated from the University of Michigan-Dearborn in 2001 and Wayne State University in 2006. She mainly teaches organic chemistry and is conducting a project for FLC about plastics and polymers.





M. Patricia Cavanaugh

Professor of English

M. Patricia Cavanaugh is a professor in the English Department and has been at SVSU for just over twenty years. She has received the Braun Award for Research, the Landee Award for Teaching, and several Undergraduate Research Awards. She has also received two Dow Visiting Artists Grants, the Innovative Teaching with Writing Award and last year was awarded a National Education Association Grant. She currently holds a Community Engagement Grant.

Daniel Gates

Associate Professor of English

Dan Gates, associate professor of English, mostly teaches courses in literature, with an emphasis on Shakespeare, other early modern writers, and the adaptation of literature to film.



Funding for these projects was provided by the Herbert H. and Grace A. Dow Foundation.



“Linguistic Justice: Black Language, Literacy, Identity & Pedagogy”

DR. APRIL BAKER-BELL

1-2 p.m. | Friday, March 25 | Emeriti Room

In this workshop, faculty will have an opportunity to engage in more intimate conversations about Anti-Black Linguistic Racism and how they can implement Antiracist Language Pedagogies in their respective courses. Participants will also have opportunities to ask specific questions about their teaching philosophies of language, language policies, curriculum, practices, syllabi, writing assignments, etc. Baker-Bell will share sample syllabi, assignments, and activities.

**Co-sponsored by the
Dow Visiting Scholars & Artists
Program and the Center for
Excellence in Teaching & Learning**

**To participate virtually in this
workshop, register at
svsu.edu/workshops.**

For more information on the workshop,
contact CETL at ctl@svsu.edu.

Saginaw Valley State University is committed to providing work and learning opportunities without regard to age, color, disability, gender identity, genetic information, height, marital status, national origin, race, religion, sex (including pregnancy), sexual orientation, veteran status, weight, or on any other basis protected by state, federal, or other applicable law, and to achieving its objectives in compliance with applicable federal, state and local laws and regulations that prohibit discrimination.

Dr. April Baker-Bell is an award-winning transdisciplinary teacher-researcher-activist and associate professor of language, literacy, and English education in the Department of English and Department of African American and African Studies at Michigan State University. Baker-Bell is an international leader in conversations on Black Language education, and her research interrogates the intersections of Black Language and literacies, anti-Black racism, and antiracist pedagogies. Her award-winning book, *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*, brings together theory, research, and practice to dismantle Anti-Black Linguistic Racism (a term Baker-Bell coined) and white linguistic supremacy. Baker-Bell is the recipient of many awards and fellowships, including the 2021 Coalition for Community Writing Outstanding Book Award, the 2021 Andrew W. Mellon Foundation's New Directions Fellowship, the 2021 Michigan State University's Community Engagement Scholarship Award and the 2021 Distinguished Partnership Award for Community-Engaged Creative Activity, the 2020 NCTE George Orwell Award for Distinguished Contribution to Honesty and Clarity in Public Language, the 2020 Theory Into Practice Article of the Year Award, the 2019 Michigan State University Alumni Award for Innovation & Leadership in Teaching and Learning, and the 2018 AERA Language and Social Processes Early Career Scholar Award.

How CETL Supports Faculty

TEACHING

- Course Design
- Best Practices
- Online Course Design
- 1-on-1 Consultations

SCHOLARLY & CREATIVE ACTIVITIES (SOTL)

SOTL is a scholarly inquiry into student learning which advances the practice of teaching by making inquiry findings public

Faculty Learning Communities

Facilitate discussions, lead workshops, & present/share innovative ideas

Funding Opportunities that Support All Three Areas

- Dow Professor Awards
- CETL Department Innovation Awards

Funding Opportunities

The Center for Excellence in Teaching and Learning offers different funding opportunities to support innovations in teaching and learning.

Dow Professor Grants

Funded by the Herbert H. and Grace A. Dow foundation, these grants provide funding for innovative teaching projects to support thoughtful pedagogical experimentation. The grants support the work of individual tenure-track faculty, and teams of faculty for academic and pedagogical innovation projects that enhance student learning. Up to 6 projects will be funded for up to \$5,500 per project. Applications are due by March 15th, 4:30 p.m.

Department Innovation Grants

The purpose of these grants is to support innovative department projects that will improve teaching or other department practices related to student learning and success. The project should be tied to an area of need identified in a recent five-year review, accreditation report, or annual departmental planning report. Up to three awards are provided for \$5,000 each. Applications are due by March 15th, 4:30 p.m.

Faculty Learning Communities

Sponsored by the Herbert H. and Grace A. Dow Foundation and the Office of Career Services, CETL will be forming 3 faculty learning communities (FLC) in the 2022-2023 academic year. One FLC will work with the Office of Career Preparation to integrate career readiness into academic courses and programs. One FLC will focus on study abroad opportunities. There will also be a Midcareer/Senior FLC focused on DE&I in the classroom. final topic will be a pedagogical topic suggested and facilitated by a member of the SVSU faculty. FLC participation is open to all full-time faculty. Applications are due by April 15th, 4:30 PM .

Open Education Resource Grants

Funded by a Title III grant, the Center provides grant opportunities for full-time faculty who are interested in reducing the cost of textbooks in general education and developmental education courses while applying high-impact teaching practices. There are several options for engagement including participation in a faculty learning community, adoption of existing OER materials or creation new OER course materials. Funding amount: \$750 to \$4,500. Proposals are due by 4:30 p.m. on April 15

To apply, visit the Office of Sponsored Programs website at svsu.edu/sponsoredprograms



www.svsu.edu/CETL