WELCOME BACK

Beginning the new academic year, each of us is immersed once again in the challenges and joys of teaching. Brand new teachers and seasoned veterans alike are always looking for ways to do a better job helping their students learn—to get students motivated, keep them intellectually engaged, push them to do their best work. You may also be thinking about problems you’ve had in the past, or innovative ideas you want to implement this year. At the Office of Instructional Development, our job is to support you in all your teaching-related efforts. How do we do that? Any way we can—just ask! But you’ll also find information on the formal programs we offer in this issue of On Teaching.

INTEGRATING MULTILINGUAL STUDENTS
Anne Walker, Teaching and Learning

Last spring a group of faculty and staff read and discussed the book *Integrating Multilingual Students into College Classrooms: Practical Advice for Faculty*. The Faculty Study Seminar was co-led by Dr. Anne Walker, Professor in Teaching and Learning, and Kathleen Vacek, University Writing Program Coordinator. Both are experts in TESOL, the specialized field of teaching English to speakers of other languages.

The book prompted deep conversation about how to best help the growing number of multilingual students here at UND; faculty participating in the group highly recommended the book for anyone working with international or U.S.-born English language learners on campus.

The short and reader-friendly book is written for faculty in all disciplines and provides practical advice for supporting students whose native language is not English. Currently over 20% of K-12 grade students in the U.S. speak a language other than English, and as these students increasingly matriculate into higher education, “a new vision of, and new strategies for, integrating multilingual students into the academy must emerge” (pg. 1).

The book is divided into two sections; the first discusses why college students with developing English skills often struggle in college, despite having graduated from U.S. high schools or having passing scores on the Test of English as a Foreign Language (TOEFL) exam. The second half of the book provides a wealth of practical strategies and suggestions for helping these students succeed with the language and academic demands of the college classroom.

“Self-study, self-exploration, self-empowerment — these are the virtues of a great education.”

— Shimon Schocken

oid.UND.edu
It can be difficult to determine why a multilingual student is struggling in a college course, especially since their spoken English often appears fluent. Faculty may not even be aware that a student has limited English skills, especially if they have graduated from a U.S. high school.

Another issue that faculty need to understand is the growing international acceptance of world Englishes. For example, English is the native language for many students from India, but because Indian English contains a slightly different grammar, vocabulary and accent than American English, these students are often penalized in U.S. classrooms. The book encourages faculty and departments to discuss these issues and how to best approach them.

For example, writing is typically the last English language skill to fluently develop, and faculty may inadvertently focus too heavily on grammatical errors. Using an assessment rubric that prioritizes content over conventional correctness can help both faculty and students; referring students to the UND Writing Center, where consultants have been trained to help multilingual writers, is another strategy.

For students who struggle with listening to lectures where the instructor speaks quickly and the information is decontextualized, incorporating more visuals and providing notes or PowerPoint slides on Blackboard prior to class can greatly help all students better follow a lecture.

It is also important to understand that students may also experience different difficulties depending on their language background and culture. In many Asian classrooms, for example, students are expected to listen quietly and respectfully to the instructor without asking questions or engaging in class discussion. In a U.S. college classroom, these students may be misconstrued as shy and may lose participation points for not speaking in class. Faculty can support these students by incorporating more small group discussion, even a simple “partner talk” where students turn to the student next to them for a brief conversation.

The book offers numerous tips, not just on how to adjust teaching and instruction for multilingual students, but also on how to advise multilingual students about strategies for better coping with the academic and language demands of college work. As the authors state,

Many students with emerging English are extremely bright, well-read in their native language and excellent critical thinkers….Given sufficient support in mastering the language and navigating the college environment, they may well become some of our most outstanding students. (pg. 3)

As was discussed in the book group, multilingual students do not expect special favors or easier assignments. Rather, there are simple ways faculty can help these students better succeed, ways that in fact will help all students better succeed.


Learn more! Come to the On Teaching Seminar on What International Students Would Like Their Professors to Know on September 25 (see sidebar this page) or join the Faculty Learning Community on Diversity, Isms, and Otherness beginning September 16 (see page 5).
LEVERAGING THE EFFECTS OF CAMPUS-WIDE INITIATIVES IN YOUR CLASSROOM
Anne Kelsch, Director of Instructional Development

We tend to approach our teaching as distinct, managing the work we do in our classrooms and labs as an isolated effort. Yet we know multiple external factors, most of which we cannot control, affect student learning in our classes. We all hope that one of the positive impacts is what students are learning from our colleagues in other classes. Ideally programs and departments align what takes place in various courses, scaffolding student learning to ensure that students have what they need to succeed at each stage: e.g., making sure that they have knowledge of research methods and practice with them at the two- and three-hundred level before taking a capstone which requires them to do a research project. Unfortunately many of us rarely get the time to have those curricular conversations either within or outside the discipline. It is not uncommon to hear laments — “what are they teaching students in that intro course anyway?”—that students don’t know what we expect them to know having passed said course.

Greater alignment can result in increased opportunities to enhance student learning. Some departments have developed a common assignment that is easy to adapt to the content of a specific course while remaining consistent across all the courses offered at a particular level. So when students get to that senior level course, faculty can be assured that they all have had practice with and feedback on the outcome that assignment targeted. This approach can be helpful in terms of pedagogy as well. Students who get significant practice with a specific approach to learning—perhaps team-based or collaborative work—in one course will take those communication and collaboration skills to other classes. Faculty aware of one another’s approaches can intentionally use the same language and grading criteria to help students recognize they are building a valuable skill set and become more articulate about it.

Several teaching initiatives at UND have a broad impact, potentially affecting students in your classes, and you may have the opportunity to build on the resulting learning. Large enrollments in the new SCALE-UP classroom, which focuses on student-centered active learning, mean that its impact is extensive. In the first semester of its use (fall 2012), 8 classes in the room totaled 1,208 seats. In the spring of 2013, eleven classes generated 1,489 seats. This fall eleven more sections are scheduled with a total of 1,354 seats taken as of the first day of classes. Given seating for 180, many of these courses are at the introductory level (including courses in Biology, History, Chemistry, and Physics) and are commonly taken by first and second year students to meet Essential Studies requirements. Students taking SCALE-UP courses are typically asked to take more responsibility for their own learning than they might in a large enrollment lecture and SCALE-UP teaching typically involves peer-to-peer work and the development of critical thinking and communication skills.

This fall there will be an opportunity to take part in a teaching and learning demonstration in the SCALE-UP classroom (soon to be announced), and faculty teaching in the room are open to having visitors as well. I hope you will take the

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AWARDS

Outstanding Faculty Awards Nominations Due October 11

Each year at the UND Founders Day Banquet, individual faculty and departments are honored for their outstanding teaching, advising, research and service. The Outstanding Advisor Award is coordinated by the Academic Advising Committee and research awards are coordinated by RD&C.

The remaining seven awards come under the auspices of the Outstanding Faculty Awards Committee (OFAC), appointed by the Provost and coordinated by OID. Individual awards are given for undergraduate teaching, graduate or professional teaching, and service. Departmental awards honor teaching and faculty development or service. The prestigious Outstanding Faculty Scholar award honors a faculty member who has a demonstrated record of excellence in teaching, research/creative activity, and service to the university, the profession, and/or the community.

Please consider nominating a colleague or department for an award. As faculty we often witness their best work. We benefit from having their students in our classes and from candid talks in the hall. We have knowledge that is often less evident to others: they teach multiple independent studies without compensation and work intensely one-on-one with various students. We observe their work on graduate committees and on assessment reports. We perhaps have the best vantage point from which to fully understand and evaluate the full nature of their contribution.

Go to oid.UND.edu to find nomination forms under the “Awards” link.

Opportunity to get a better understanding of what many of your students are experiencing and consider building some links to that learning in your class. If you’d like to arrange a visit, lean more about teaching and learning in the room, or potentially move a course to that space, contact OID.

A second teaching initiative is targeted specifically at incoming freshmen. The First Year Seminar Program is in its third fall at UND with students enrolled across 8 courses (to date approximately 450 students have enrolled in the program, with 7 classes taught in the fall of 2011 and 8 in the fall of 2012). Faculty and staff across a range of programs, colleges, and departments—including American Indian Studies, Anthropology, Art, Biology, Earth System Science and Policy, English, Geology, History, Math, Political Science, Educational Leadership, Languages, Student Involvement, and Teaching and Learning—have offered FYS courses.

UND’s decision to expand the offering of courses targeted specifically to first-year students came out of both our local and the national context. Results from the National Survey of Student Engagement (NSSE) were showing evidence of our students getting off to a slower start than their peers at other institutions, and faculty expressed frustration that students were not as college-ready as they expected. UND’s priority for the pilots was that they intentionally address high school to college transition issues, such as becoming a self-regulated learner, within a strong academic context. Research over many years supports the conclusion that FYEs generally have positive impacts on students. Consistent assessments were built into UND’s courses and the collective data is being compared with institutional data to see if we are able to increase both student learning and retention rates. In alignment with high quality practices, the FYSs must address Essential Studies learning outcomes within an academic seminar or a research experience that involves students with faculty work.

As more data is gathered at UND there will be campus presentations on the impact of the FYS program, but for now one is worth highlighting. When surveyed, students taking FYS courses noted a key to their academic success was having an academically-minded peer support network (intentionally cultivated in the FYS courses). Students saw the value in friendships with peers that care about learning. While we all assume this will happen for our students, their friendships are more readily formed around non-academic concerns. This suggests faculty should intentionally leverage the positive impact of social bonds for students’ learning in their course. This may be easier for faculty to facilitate with students who have already had positive experiences in their FYS courses.

Faculty interested in learning more about what students do in FYS courses and how that might impact their learning are encouraged to contact the FYS coordinator, Dr. Ryan Zerr (ryan.zerr@UND.edu).
LEARNING COMMUNITY

Get to Know

Multicultural Student Services

MULTICULTURAL STUDENT SERVICES (MSS) provides quality support services (academic, financial aid, personal, and social) which will enhance African American, Asian American, and Hispanic American student success at the University of North Dakota.

MSS serves as a general institutional contact and advocate for students, individually and collectively, and works with UND departments and offices to address the unique needs of students. The development of these services reflects UND’s commitment to enhancing diversity across campus and the community.

The Era Bell Thompson Multicultural Center (EBTMC) provides a comfortable atmosphere where people can gather, relax, and share their experiences. Everyone, regardless of ethnicity, is encouraged to visit the Center and take part in its activities.

MALIKA CARTER, Director of Multicultural Student Services, is a graduate of Cuyahoga Community College, Cleveland State University and the University of Vermont. With a Masters of Education in Higher Education and Student Affairs Administration, her scholarly and professional interests include special populations on college and university campuses. Malika is a dynamic personality with a keen skill in challenging one to think deeper and higher than ever before.

FACULTY LEARNING COMMUNITY: DIVERSITY, ISMS, AND OTHERNESS

September 16, October 21, November 18, December 9, 1:30-3:00pm

Leveraging the eye-opening book The New Jim Crow: Mass Incarceration in the Age of Colorblindness by Professor Michelle Alexander, this four-session faculty learning community experience is designed to build knowledge of scaffolding on topics relating to diversity, isms, and otherness.

In these sessions, participants practice how to identify windows of learning opportunity in the midst of student frustrations.

There will also be opportunities for cross-disciplinary dialogue, self-reflection, resource sharing and group discussion. Participants will build skills necessary for engaging people using listening acuity, nuanced language, well-timed questions, and attentive facilitation. Each participant receives a copy of the book.

This Faculty Learning Community is designed and facilitated by Malika Carter, UND Director of Multicultural Student Services.

To apply, complete the online application at oid.UND.edu or call Linda Skarsten at 701.777.4259.

If you have questions about the learning community, contact Malika Carter or Kathleen Vacek.

Your book and first learning opportunity will arrive prior to the first meeting.
Faculty Experience Active Learning and Enhance Their Teaching in Annual Teaching with Writing Workshop

Who knew that talking about writing assignments could actually be fun?

That’s what eleven UND faculty discovered this summer in a one-week workshop on teaching with writing. The workshop, led by University Writing Program Coordinator Kathleen Vacek, was an opportunity to develop course materials while learning about best practices for assigning, coaching, and assessing writing.

During the workshop, participants experienced activities they can use in their classes, such as a peer review exercise in which partners collaborated to review colleagues’ work and draft memos outlining strengths, weaknesses, and recommendations. They also worked in small groups on problem solving tasks, such as designing learning outcomes given a course description and a few department goals. In this active learning environment, participants enriched their teaching skills by working together. The group camaraderie energized participants as they developed their own courses.

The participants’ projects illustrate diverse ways writing is used in classes across campus:

- **Isaac Chang** developed a proposal assignment for a semester-long project in TECH 202: Advanced Applications of CADD Techniques.
- **Brian Darby** developed a conference proposal writing assignment and rubric for BIOL 332: General Ecology.
- **Diane Darland** developed materials for BIOL 378: Developmental Biology.
- **Tanis Hastmann** developed materials for PXW 101: Introduction to Public Health.
- **Thyra Knapp** developed a series of three essay assignments and a grading and assessment plan for GERM 306: Introduction to German Cultural Studies.
- **Liz Legerski** developed a midterm exam prompt and assessment rubric for Soc 436: Social Inequality.
- **Casey Ozaki** developed materials for T&L 543: Scholarly Writing.
- **Fred Remer** developed materials for AtSc 492: Senior Project, including an assessment rubric and feedback plan.
- **Curt Stofferahn** developed a white paper writing assignment for Soc 306: Social Change.
- **Heather Terrell** developed an article summary assignment for PSYC 460: Advanced Social Psychology.
- **Jeff VanLooy** developed a research writing assignment and a grading and assessment plan for ESSP 502: Earth System Science and Policy II.

Teaching with writing can be daunting, especially if an instructor has no training in writing pedagogy. The workshop provided tools to make it easier. As one participant said, “I wanted to learn how to better grade writing assignments, but I learned that and much more.”

The Teaching with Writing workshop is offered annually in May through the Writing Across the Curriculum program.

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**CLASS VISITS**

Did you know you can bring the Writing Center into your class? The Writing Center coordinator and consultants offer both introductory visits and in-class workshops.

A class visit to introduce students to the Writing Center takes just 10-15 minutes. A Writing Center consultant will come to the class, talk to students about Writing Center sessions, and answer their questions. These visits are a great way to encourage your students to use the Writing Center.

The second kind of visit is a mini-workshop, tailored to a particular writing assignment and the instructor’s goals. Planning for the workshop begins with a conversation, either face to face or on the phone, between the instructor and University Writing Program Coordinator Kathleen Vacek. Recently, some of the workshops developed for specific classes have focused on using effective transitions, fair use and APA style, and writing research article introductions.

If you are interested in a class visit or workshop, call Kathleen Vacek at 701.777.6381 or complete an online request form at writingcenter.UND.edu, and Kathleen will call you.

writingcenter.UND.edu
JOIN A FACULTY WRITING GROUP

If you'd like to take part in a faculty writing group this fall, or if you'd like to learn more about the groups, contact Kathleen Vacek at 701.777.6381 or kathleen.vacek@UND.edu.

Funding Available from the Faculty Instructional Development Committee (FIDC)

The Faculty Instructional Development Committee (FIDC), elected by the University Senate, provides support for course and curriculum development that goes beyond the means of the individual faculty and academic units.

The committee is responsible for all decisions having to do with FIDC Travel Grants, Materials/Software/Minor Equipment Grants, Developmental Leave Supplements, Summer Instructional Development Projects, and Summer Mini-Project Grants. The committee also advises the OID Director on other matters.

2013-2014 FIDC Members

2014 Kari Chiasson (Teaching & Learning)
2014 Brett Goodwin (Biology)
2015 Joel llams (Mathematics)
2015 Lana Rakow (Communication)
2016 Julia Ernst (Law)
2016 Wayne Seames (Chemical Engineering)
Joan Hawthorne (VPAA, ex-officio)
Anne Kelsch (Instructional Development)
Jeanne Boppre (secretary)

2013-2014 FIDC Deadlines

September 3 Travel & Materials
October 1 Travel & Materials
November 1 Travel & Materials
December 2 Travel & Materials
January 2 Travel & Materials
February 3 Travel & Materials
March 3 Travel & Materials; Summer Projects
April 1 Travel & Materials
May 1 Travel & Materials

Fall 2013 FACULTY STUDY SEMINAR

In this faculty study seminar, we’ll read a book targeted not at us, but at our students. What the Best College Students Do is about how successful college students found their passions and learned how to learn. The book combines research on motivation and learning with individuals’ stories to identify some key characteristics of students who stand out from the crowd.

If you are thinking about how to nurture your best students and how to help all students fully engage in their education, this is a group you want to join. Faculty study seminars meet four times over the semester at a time agreed on by the group. Books are provided by OID, and your only obligations are to read and be ready for discussion.

This seminar will be facilitated by Ryan Zerr and Kathleen Vacek. To join, send an email request with your fall weekly schedule to kathleen.vacek@UND.edu.
UPCOMING DEADLINES

Sept 23 Registration due for Sept 25 On Teaching Seminar
Oct 1 Proposal due for FIDC Travel and Materials funding
Oct 11 Nominations due for Outstanding Faculty Awards

ON TEACHING is published six times a year as a service to UND faculty.
OID Director: Anne Kelsch.
WAC Coordinator and newsletter editor: Kathleen Vacek.
OID/WAC Staff: Jeanne Boppre & Jana Diemert.