



**MINNESOTA STATE**

## **Minnesota State REFLECT:**

### **Research Experiences For Learning, Engaging, Connecting, and Teaching**

Thank you for your interest in Minnesota State REFLECT. Please contact Megan Breit-Goodwin at [megan.breit-goodwin@anokaramsey.edu](mailto:megan.breit-goodwin@anokaramsey.edu) with any questions.

### **Minnesota State REFLECT**

The REFLECT program brings together faculty from across disciplines, institutions, and experience to participate in a 2-year Scholarship of Teaching and Learning (SoTL) faculty learning community. Minnesota State REFLECT scholars will be supported as they develop, implement, and present research results at a conference or in a journal. SoTL studies will focus on pedagogical practices that enhance the teaching and student experience. Participants will meet for a fall retreat and then monthly (Sept. – Nov. and Feb. – April) to continue progress, share ideas, collaborate, and to obtain consultation and support.

Participants will receive financial compensation in the form of release credit equivalency (RCE) of \$3500 in combined salary and fringe each year. In order to receive compensation, Minnesota State system office will hire each faculty participant as a “temporary shared employee” for the purposes of completing this program.

Learn more about the [Minnesota State REFLECT Program](#).

### **What is the Scholarship of Teaching and Learning?**

“The scholarship of teaching and learning goes beyond scholarly teaching and involves systematic study of teaching and/or learning and the public sharing and review of such works through presentations, publications or performances” (McKinney, 2004, p. 8).\*

Minnesota State REFLECT focuses on SoTL specific to the context of a faculty member's classroom and the relationship between their teaching and their student's experiences and learning. The program does not support instrument development, discipline-based education research, or program review. Please visit posters from previous Minnesota State REFLECT Projects and Scholars: [2020-2021](#) and [2020-2022](#).

### **Estimated meeting time commitment**

24 hours per year (see timeline below for in person and zoom dates and times)

## Compensation

Participants will receive financial compensation in the form of release credit equivalency (RCE) of \$3500 in combined salary and fringe each year. In order to receive compensation, Minnesota State system office will hire each faculty participant as a “temporary shared employee” for the purposes of completing this program.

**Institutions sponsoring a participant in the *Minnesota State REFLECT* program will be expected to:**

1. Provide funds (up to \$1500 per year for two years) for participating faculty member to attend a pedagogical conference (i.e. Lilly, NISOD, etc.)
2. Support time for the faculty member to attend Minnesota State REFLECT Meetings
3. Cover travel reimbursement for the program meetings

Participants must attend scheduled meetings and retreats and meet project benchmarks to be RCE eligible. Individual meeting arrangements may be made in the event of extenuating circumstances.

## Eligibility

All faculty who are interested in improving the teaching and student learning experience.

## Year 1 Expectations

- Attend Fall retreat (6 hours)
- Attend 3 fall and 3 spring monthly meetings (6 total – 3 hours each)
- Attend an approved SoTL conference during Year 1
- Develop and implement a scholarly research study (w/IRB approval)
- Complete project benchmarks within or before designated semester\*\*

## Year 2 Expectations:

- Attend and present at one day retreat (6 hours)
- Attend 3 fall and 3 spring monthly meetings (6 total – 3 hours each)
- Submit conference proposal for presentation
- Work towards written publication of research results
- Participate in Faculty Research Showcase at a Minnesota State Teaching and Learning Conference. Complete project benchmarks within or before designated semester\*\*

## Timeline and Topics

### Year 1 of Program – Dates Listed

September	<b>SoTL Retreat at System Office (9/15, 9 AM – 2 PM)</b> Connect with Minnesota State REFLECT Community Introduction to SoTL Reflection on teaching, areas of strength, areas to strengthen Explore your SoTL inquiry theme
October	<b>Virtual Meeting (10/7, 9 AM – 12 PM, Zoom)</b> Literature Review Prep SoTL question development Human Subjects Research Professional Learning Opportunities
November	<b>Virtual Meeting (11/3, 1 – 4 PM, Zoom)</b> Complete literature review Develop SoTL Questions
December	<b>Meeting at Anoka-Ramsey Community College (12/1, 9 AM – 12 PM)</b> Share SoTL inquiry questions Connect questions and evidence
January	<b>Virtual Meeting (1/19, 9 AM – 12 PM, Zoom)</b> Ethics of Doing SoTL Institutional Review Board Process Draft Informed Consent Documents Select Evidence Sources
February	<b>Virtual Meeting (2/16, 1 – 4 PM, Zoom)</b> Develop SoTL study design Create data management plan
March	<b>Individual Meetings</b> Submit IRB Begin data collection prep
April	<b>Meeting at System Office (9 AM – 12 PM)</b> Share SoTL Study Design Prepare for data collection

## Year 2 of Program

September	SoTL Retreat Present study to new cohort Collect data Begin conference proposal prep
October	Virtual meeting Collect Data Draft Abstract Confirm data analysis plan
November	Virtual meeting Begin Final Report Submit abstract Review colleagues' conference proposals
December	In Person Meeting Share study progress Finish data collection Prepare for conference presentations
January	Virtual Meeting Begin data analysis Work on Final Report
February	Virtual Meeting Data Analysis Work on presentation of findings
March	Individual Meetings Synthesize early data analysis Prepare to present Study
April	In Person Meeting Share study outcomes and submit final report Update IRB as needed Program evaluation

## Selection and Application Process:

- Applications must be submitted via the online form and are due no later than **Friday, March 31, 2023**.
- Include Institutional Commitment from SAO (Appendix A), see below.
- An application rubric (Appendix B) can be viewed below.
- Notification of Minnesota State REFLECT program acceptance will be no later than **Friday, April 14, 2023**.

[Click here to complete the 2023 - 2025 Minnesota State REFLECT online application.](#)

McKinney, K. (2004). The scholarship of teaching and learning: Past lessons, current challenges, and future visions. In C. Wehlburgh & S. Chadwick-Blossey (Eds.), *To improve the academy: Vol 22. Resources for faculty, instructional, and organizational development* (pp.3-19). Bolton, MA: Anker.

\*\*Semester 1: literature review and SoTL inquiry question development, Semester 2: design study, submit IRB, Semester 3: collect data, prepare data analysis plan, write study abstract, Semester 4: analyze data, final project report, share outcomes.

## Appendix A

### Institutional Commitment from Senior Academic Officer(s)

Institution	
Faculty Applicant Name	Title
SAO Name	Title
SAO Phone	SAO Email
<p>Faculty participating in the <i>Minnesota State REFLECT</i> program will be expected to:</p> <ol style="list-style-type: none"> <li>1. Attend a 1-day retreat and 6 meetings per year (24 hours per year)</li> <li>2. Design and complete a SoTL project</li> <li>3. Complete the 4 semester benchmarks - Semester 1: literature review and SoTL inquiry question development, Semester 2: design study, submit IRB, Semester 3: collect data, prepare data analysis plan, write study abstract, Semester 4: analyze data, final project report, share outcomes.</li> <li>4. Write a final report of the research study to be shared with faculty across the system.</li> </ol> <p><b>Institutions participating in the <i>Minnesota State REFLECT</i> program will be expected to:</b></p> <ol style="list-style-type: none"> <li>4. Provide funds (up to \$1500 per year for two years) for participating faculty member to attend a pedagogical conference (ie Lilly, NISOD, etc)</li> <li>5. Support time for the faculty member to attend Minnesota State REFLECT Meetings (7 each year)</li> <li>6. Cover incidental travel reimbursement for the regular meetings</li> </ol>	
Signature of Faculty Member	Date
Signature of Senior Academic Officer	Date

**When complete, upload Appendix A to the online form.**

## Appendix B

### MN REFLECT Application Rubric

	Not present		Present		Strong Evidence
	1	2	3	4	5
Reflection on teaching and openness to examining equity within own practice.	Description of teaching experience is broad or hypothetical. e.g. pointing to literature instead of personal experience.		Reflection on teaching points to a generalization of personal teaching experiences.		Detailed and contextualized teaching experiences provided that illustrates a personal reflective practice and readiness for inquiry.
Desire to collaborate and engage with the SoTL community.	Statement of value of collaboration is generalized and not directly connected to personal interest in working in a collaborative community.		Statement expresses personalized value of engaging in a collaborative community, but does not contextualize the value in scholarly or reflective teaching.		Personalized description of desired to collaborate in the SoTL community both locally, regionally, and nationally. Contextualized interest in this collaboration for advancing teaching and learning.
Desire to develop a SoTL practice as part of teaching.	Discussion of SoTL interest limited to a singular experience as part of the program or disconnected from personal teaching practice.		Explanation of how SoTL has reasonable implications for informing current and future teaching practices.		Clear application of how and why SoTL can be an ongoing practice beyond the cohort experience
Commitment to the program and to doing SoTL.	Does not give a reasonable expectation that the program can be completed regardless of the narrative offered; not very realistic.		Offers a reasonable level of commitment that includes a few key strategies to meet various parts, or milestones in the project OR a brief narrative justifying the strategies for commitment		Offers a reasonable level of commitment that includes a few key strategies to meet various parts, or milestones in the project and a brief narrative justifying the strategies for commitment
Openness to making changes in teaching.	Applicant makes pedagogical statements as absolutes.		Stated openness to change as part of SoTL practice.		Example of previous changes made provided or expresses desire to change practice based on evidence or reflection.

Comments:

Total score

/25