



MINNESOTA STATE

## Minnesota State REFLECT:

Research Experiences For Learning, Engaging, Connecting, and Teaching

2023-2025 COHORT

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.

### Application

Application must be submitted via the online form. Find a preview of the application questions below.

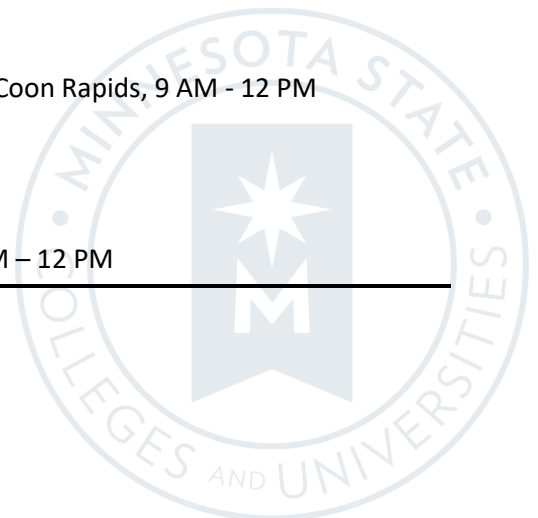
- Applications must be submitted via the online form and are due no later than **Friday, March 31, 2023**.
- Include Institutional Commitment from SAO (Appendix A), see below.
- An application rubric (Appendix B) can be viewed below.
- Notification of Minnesota State REFLECT program acceptance will be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

**Online Form:** [https://mnscu.co1.qualtrics.com/jfe/form/SV\\_dp8aqWt0f94YGa](https://mnscu.co1.qualtrics.com/jfe/form/SV_dp8aqWt0f94YGa)

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### Minnesota State REFLECT Year 1 Retreat and Meeting Dates

- September 15, 2023 – SoTL Retreat at System Office (Saint Paul), 9 AM – 2 PM
  - October 7, 2023 – Virtual Meeting, 9 AM – 12 PM
  - November 3, 2023 – Virtual Meeting, 1 – 4 PM
  - December 1, 2023 – Anoka-Ramsey Community College in Coon Rapids, 9 AM - 12 PM
  - January 19, 2024 – Virtual Meeting, 9 AM – 12 PM
  - February 16, 2024 – Virtual Meeting, 1 – 4 PM
  - March 2024 – Individual meetings (virtual or in person)
  - April 26, 2024 – Meeting at System Office (Saint Paul), 9 AM – 12 PM
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## Application Preview

*Below is a preview of the application questions. Applicants will need to apply via the online form, and upload Appendix A (see below) within the online form.*

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Minnesota State has adopted a common vision described in Equity 2030. Program participants will reflect on their teaching, develop SoTL questions, and explore their teaching and their students' learning using a lens of equity. Please read about the Equity 2030 vision and plan as part of your preparation for this application.

Read the information page about the program, and note the expectations, retreat and meeting dates for the 2023 – 2024 Academic Year. You will affirm your understanding and commitment to the program and that there will be a Fall Retreat on Friday, September 15, 2023 at the System Office (Saint Paul).

- Name:
  - Department Affiliation:
  - Institution:
  - Work Telephone Number:
  - Email:
  - SEMA4# (employee ID number):
  - 1 Credit Salary:
  - 1 Credit Fringe:
  - Name of Immediate Supervisor:
  - Email of Immediate Supervisor:
  - Name of Senior Academic Officer:
  - Email of Senior Academic Officer:
  - Name of Senior Human Resources Officer:
  - Email of Senior Human Resources Officer:
  - Select your application type:
    - I am applying as an individual.
    - I am applying as part of a partnership or triad.
- (Each person will need to complete an application)**

If applying as part of a partnership or triad:

- Information for collaborators:
  - Names, department and institution affiliation.
- For this section, your team may each have the same response that addresses the three prompts. Total response should not exceed 2 paragraphs.
  - What brings your team together in this effort?

- Briefly describe your team’s questions or goals that you are thinking about exploring in SoTL (Note: this is not a final inquiry question, and will likely change as your team engages in SoTL)
- Discuss the strengths of collaboration among your team.

## Confirmation of Program Participation and Experience

- I read and understand the Year 1 and Year 2 Cohort expectations and benchmarks for the program.
- I understand the 2023 – 2024 meeting dates are:

September 15, 2023 – SoTL Retreat at System Office (Saint Paul), 9 AM – 2 PM

October 7, 2023 – Virtual Meeting, 9 AM – 12 PM

November 3, 2023 – Virtual Meeting, 1 – 4 PM

December 1, 2023 – Meeting at Anoka-Ramsey CC in Coon Rapids, 9 AM – 12 PM

January 19, 2024 – Virtual Meeting, 9 AM – 12 PM

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## Institutional Sponsorship

- Name of person approving institutional sponsorship:
- Title of person approving institutional sponsorship:
- Phone number of person approving institutional sponsorship:
- Email of person approving institutional sponsorship:
- Does your institution have a working Institutional Review Board (IRB) that meets and reviews IRB applications regularly?

## Writing Prompts

The Scholarship of Teaching and Learning (SoTL) is both a scholarly practice and a teaching practice. When doing SoTL, you begin by reflecting on your teaching, identifying a problem, question or curiosity from your experiences with students and then create an inquiry project that explores your teaching, your students learning and deepens your practice. SoTL can transform teaching and improve student learning. Educators who engage in SoTL often make changes in their teaching or the ways they design their courses as an outcome their SoTL practice.

The Minnesota State REFLECT Program is structured as faculty learning communities where members reflect on their teaching practice together, collaborate with each other, and encourage one another in their SoTL work and their teaching. Cohorts are cross-disciplinary and you will work in a larger community of practice through Microsoft Teams. In addition to attending the program meetings, it is

anticipated that there will be individual time spent engaging in your SoTL work and the online components of the community.

It is okay if you do not know what you wish to explore in your SoTL work. In fact, it is likely that what you write today will not be what you explore in your SoTL work. We encourage you to think about your teaching experiences and how growth and development can be anchored in challenge, reflection and inquiry.

As you prepare your responses, consider what makes SoTL a priority for you and how SoTL can help you grow as an educator.

Provide a paragraph description for each of the following writing prompts:

1. Describe a teaching experience that raised some questions in your mind about equity in teaching and learning. This may have been a point of frustration, a problem, or a surprising insight. To connect reflection and inquiry, identify one or two questions that arose for you from this experience.
2. Teaching is a practice that engages us as learners and we continue to make changes and develop our practice. Provide an example of a time when you have worked to improve your practice by changing something.
3. Discuss the value of working within a collaborative community when exploring equity in teaching and learning. Share why you seek this experience within the SoTL program community.
4. What relationships and support will you seek or leverage to support both you and your SoTL work? As an example, this could be a supportive colleague, dedicated time in your schedule, or open communication with your supervisors and peers.

Is there anything else you would like us to know about you or your application? We welcome additional comments that might offer insight into your answers if needed. Write them here if you would like them to be part of your application.

## **Institutional Commitment**

Print and upload as an attachment **Appendix A: Institutional Commitment from Senior Academic Officer(s)** (See Below)

Thank you for your application.

## 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 fall virtual 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>1. 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>2. Support time for the faculty member to attend Minnesota State REFLECT Meetings (7 each year)</li> <li>3. Cover incidental travel reimbursement for the regular meetings</li> </ol>	
Signature of Faculty Member	Date
Signature of Senior Academic Officer	Date

When complete, attach Appendix A to the [online form](#).

## Appendix B

### Minnesota State 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