

# NED Course Catalog

## Fall 2023 - Summer 2024

The Minnesota State Network for Educational Development (NED) is pleased to offer a series of webinars, short courses, long courses, and faculty learning communities on the NED Events Calendar.

This catalog is to serve as a guide to the offerings and suggested sequencing of courses. Not all opportunities are offered each semester. Find a flyer of the current semester’s opportunities on the [NED Resource Site](#) or browse the [NED Events Calendar](#).

### 2023-2024 Theme

## Guides for the Educational Journey

It is our collective responsibility to remove the barriers that interfere with student success on their educational journey. Called to action by Equity 2023, the pathways we create, and the resources we provide, will disrupt systems of oppression, eliminate outcomes predictable by race, and support student achievement. As students travel along their educational pathways, we will be a collective of guides, partnering with students as they navigate through, persist in, and complete their journeys. We recognize these paths go beyond the educational journey and lead to fulfilling, sustainable careers that increase quality of life.

## Mission Statement

The mission for Minnesota State Network for Educational Development is to promote and sustain academic excellence by providing relevant educational development programs relating to classroom climate, content, teaching practices, equity, and assessment.

- **Outcome 1:** Examine evidenced-based principles through reflective practice.
- **Outcome 2:** Apply evidence-based principles to teaching practices.
- **Outcome 3:** Design, implement, and assess student centered curriculum and instruction.
- **Outcome 4:** Investigate scholarly teaching within a community of colleagues.

### NED Resource Site

Find webinar recordings, and a repository of development resources.

### NED Events Calendar

Register for current courses, learning communities, and webinars.

### Join the NED Community

Become a NED Member to join the Teams conversations and get email notifications.



# Welcome

Welcome to the 2023-2024 NED Course Catalog! This catalog is intended to identify the numerous personal and professional development opportunities the NED has to offer Minnesota State faculty and staff created by Minnesota State faculty and staff that are in alignment with the NED’s mission.

Organized by program theme, this catalog suggests, although not requires, sequencing of opportunities. Additionally, we have provided recommendations for faculty and staff at various points in their career (e.g. beginning, mid-career) and identified those opportunities more closely aligned with system and institution strategic priorities.

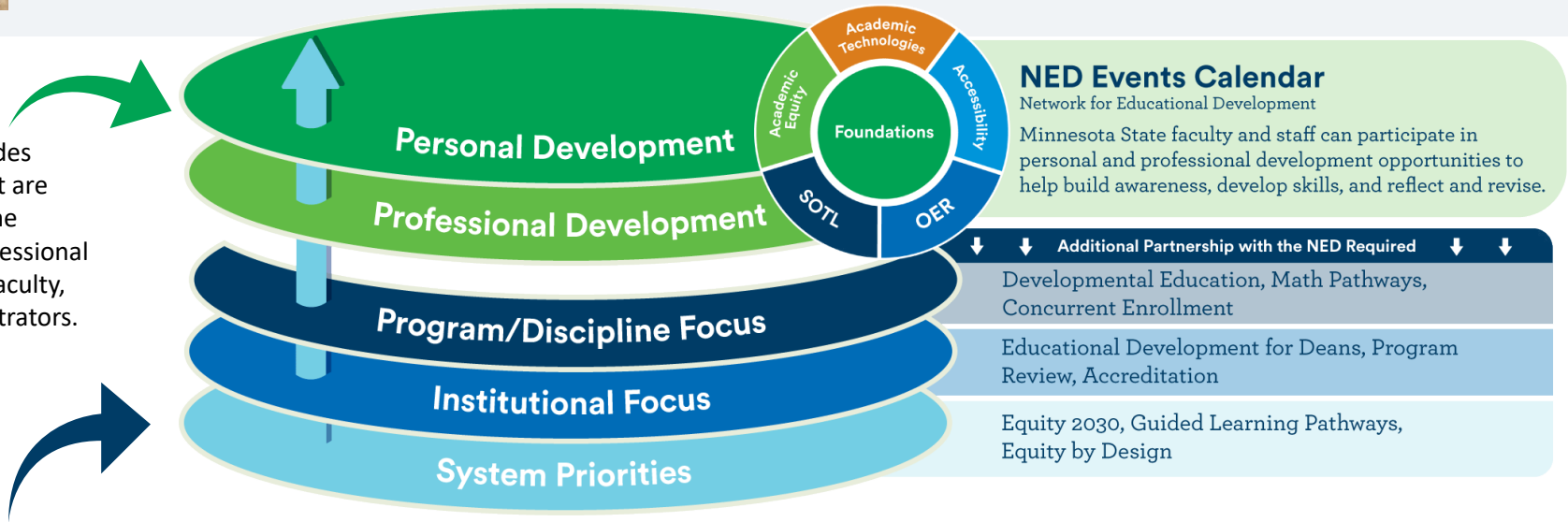
Since its creation in August 2019, the NED has offered free, equitable access to educational development to thousands of faculty and staff from Minnesota State and now boasts access to 24 unique short courses and numerous learning communities. New short courses and webinar topics are added each year.

I am so excited about the NED and encourage you to engage in the many opportunities it provides to learn, grow, and connect!

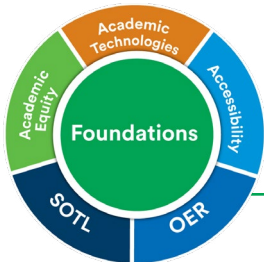


**Catherine Ford, EdD**  
Director of Educational Development  
Educational Development and Technology  
[Catherine.Ford@MinnState.edu](mailto:Catherine.Ford@MinnState.edu)

This catalog includes opportunities that are foundational to the personal and professional development of faculty, staff, and administrators.



The catalog does not include details about additional NED opportunities that support emerging program, institutional, and system priorities. These opportunities are communicated in the weekly Upcoming Events email and the monthly [Educational Development Digest](#). We encourage you to [become a NED Member](#) to receive these communications to your inbox. Learn more about how NED events are created.



# Foundations

Focus on or review foundational concepts related to course design, assessment, and humanizing.

Learn more on the [Foundations page](#) of the [NED Resource Site](#).

## Long Courses | 8 weeks

Long courses are an integration of assessment, course design, empathy by design, and technology courses.

<b>Foundations of Teaching Online: Dean Track</b>	Offered in Summer	<a href="#">View Learning Objectives</a>
<b>Foundations of Teaching Online: Faculty Track</b>	Offered in Summer	<a href="#">View Learning Objectives</a>

## Short Courses | 3 weeks

Suggested sequencing, no prerequisites required.

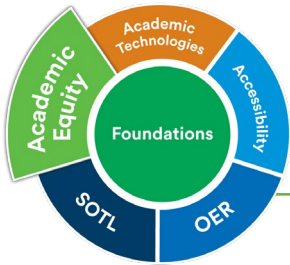
<b>Designing Your Course for Student Learning</b>	Offered in Fall and Spring	<a href="#">View Learning Objectives</a>
<b>Hacking Your Course Assessments</b>	Offered in Fall and Summer	<a href="#">View Learning Objectives</a>
<b>Empathy by Design</b>	Offered in Spring	<a href="#">View Learning Objectives</a>
<b>Grade Smarter Not Harder</b>	Offered in Fall and Summer	<a href="#">View Learning Objectives</a>
<b>Integrating Retrieval Practice</b>	Offered in Spring	<a href="#">View Learning Objectives</a>

## Webinars | 1 hour

- Empathy by Design
- Alternative Grading Methods
- Assessment Design for Motivation
- Effective Feedback



Find webinar recordings on the [NED Resource Site](#).



# Academic Equity

Gain awareness and increase knowledge and skills to improve academic equity.

Learn more on the [Academic Equity page](#) of the [NED Resource Site](#).

## Short Courses | 3 weeks

Equity 101 is the recommended starting course for all Academic Equity opportunities, no prerequisites required.

<b>Equity 101</b>	Offered in Fall, Spring, and Summer	<a href="#">View Learning Objectives</a>
<b>Equity 101 for Deans</b>	Offered in Summer	<a href="#">View Learning Objectives</a>
<b>Culturally Responsive Pedagogy</b>	Offered in Fall and Summer	<a href="#">View Learning Objectives</a>
<b>Equity and Technology</b>	Offered in Fall and Summer	<a href="#">View Learning Objectives</a>
<b>Introduction to Antiracist Pedagogy</b>	Offered in Summer	<a href="#">View Learning Objectives</a>
<b>Equity and Advising</b>	Offered in Fall and Spring	<a href="#">View Learning Objectives</a>
<b>Equity by Design Onboarding</b>		<a href="#">View Learning Objectives</a>

## Webinars | 1 hour

- A Framework for Antiracist Praxis**
- Application of Antiracist Pedagogy**
- CRP/Trauma Responsive Pedagogy**
- Creating a Culturally Responsive Syllabus**

Find webinar recordings on the [NED Resource Site](#).

## Faculty Learning Communities | 12 weeks

<b>Culturally Responsive Pedagogy FLC</b>	Offered in Spring and Summer	<a href="#">View Learning Objectives</a>
<b>Equity &amp; Inclusion FLCs</b> <small>Select discipline opportunities available</small>	Offered in Fall, Spring, and Summer	<a href="#">View Learning Objectives</a>



Meet the Equity and Inclusion Coordinators



# Equity and Inclusion Coordinators

A collaboration with the Office of Equity and Inclusion

Learn more on the [NED Resource Site](#).

In collaboration, the Educational Development and Technology unit and the Office of Equity and Inclusion (OEI) have identified three Minnesota State faculty to serve as NED Equity and Inclusion Coordinators to assist in aligning educational development opportunities for faculty and staff within the NED and OEI to support and advance Equity by Design and related equity and inclusion efforts across the NED. These are staggered 3-year annually renewed commitments with a call for interest each fall.



**Lisa Bergin**

Lisa Bergin teaches Philosophy at Minneapolis College. In addition to serving as one of the NED Equity and Inclusion Coordinators, she serves as the equity consultant for Minneapolis College’s Center for Teaching and Learning. Dr. Bergin has created faculty development courses and trainings focused on Culturally Responsive, Trauma Responsive, and Open Educational Pedagogy. She lives in Minneapolis and focuses much of her outside-of-work energies on environmental stewardship, biking, and growing food.



**Ronald Ferguson**

Ronald Ferguson teaches sociology at Ridgewater College. In addition to teaching, he serves as one of the NED Equity and Inclusion Coordinators. Dr. Ferguson has published papers in several journals including *Sociological Imagination* and *Great Plains Sociologist*. Dr. Ferguson has a long history of service throughout Minnesota on several professional associations, including a recent position as president of the Sociologists of Minnesota. He resides in central Minnesota engaging in local efforts towards positive, systemic change.



**Chelsea Mead**

Chelsea Mead teaches American Indigenous Studies at Minnesota State University, Mankato. As an interdisciplinary scholar, she also brings her expertise in history and linguistics to both the Anthropology and History departments. In addition to teaching, she serves as a NED Equity and Inclusion Coordinator. Dr. Mead is a settler-colonist whose scholarship and service focuses on Indigenous education/language revitalization and creating equitable educational spaces in K-12 and higher education settings.



# Academic Technologies

This is where technologies and pedagogy intersect for student engagement and success.

Learn more on the [Academic Technologies page](#) of the [NED Resource Site](#).

## Short Courses | 3 weeks

Suggested sequencing, no prerequisites required.

<b>Teaching with Video Technologies</b>	Offered in Fall and Summer	<a href="#">View Learning Objectives</a>
<b>Applying Templates in D2L Brightspace</b>	Offered in Summer	<a href="#">View Learning Objectives</a>
<b>Improving Instructor-to-Student Interaction</b>	Offered in Spring	<a href="#">View Learning Objectives</a>
<b>Improving Student-to-Content Interaction</b>	Offered in Fall and Summer	<a href="#">View Learning Objectives</a>
<b>Manage Course Dates to Improve Student Engagement</b>	Offered in Fall and Spring	<a href="#">View Learning Objectives</a>
<b>Teaching in Hyflex</b>	Offered in Summer	<a href="#">View Learning Objectives</a>

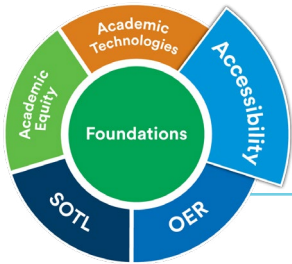
## Webinars | 1 hour

- What's New in D2L Brightspace?
- Creating an Inviting Digital Learning Space through Zoom
- Using the Awards Tool in D2L Brightspace
- Create Materials with HTML Content Templates

Find webinar recordings on the NED Resource Site.

## Academic Technologies





# Accessibility

Learn more about the when, why, and how to make courses and materials accessible.

Learn more on the [Accessibility page](#) of the [NED Resource Site](#).

## Short Courses | 3 weeks

Suggested sequencing, no prerequisites required.

<b>Disability Justice I</b>	Offered in Summer	<a href="#">View Learning Objectives</a>
<b>Creating Accessible Course Documents</b>	Offered in Spring	<a href="#">View Learning Objectives</a>
<b>Accessible Digital Media</b>	Offered in Fall	<a href="#">View Learning Objectives</a>
<b>Disability Justice II</b>	Offered in Spring and Summer	<a href="#">View Learning Objectives</a>

## Webinars | 1 hour

- Accessible Virtual Presentations and Live Captioning
- Applying UDL Principles to Online Courses
- Automated Closed Captioning: When to Bot and When to Not
- Universal Design for Learning: Quick Tips to Enhance Learning
- Disability Justice Workshop Series

Find webinar recordings on the [NED Resource Site](#).



# Open Educational Resources (OER)

Learn about the what, where, how, and why to use OER.

Learn more on the [OER page](#) of the [NED Resource Site](#).

## Short Course | 3 weeks

Suggested sequencing, no prerequisites required.

**Using Pressbooks to Enhance OER Delivery** Offered in Fall

[View Learning Objectives](#)

## Faculty Learning Communities | 6-11 weeks

**OER Learning Circles**

Offered in Fall, Spring, and Summer

[View Learning Objectives](#)

**OER Learning Circle Leaders**

Offered in Fall, Spring, and Summer

[View Learning Objectives](#)

## Webinars | 1 hour

OER FAQ

OER Community Conversations

Open Education Network Webinars

Find webinar recordings on the [NED Resource Site](#).

# OER Project Showcase



Learn how faculty from recent OER Learning Circle cohorts have been helping save students money by adapting their courses to OER or developing OER ancillary or primary materials at the OER Project Showcase. The showcase is held virtually across five days each Spring with cohort participants presenting their work and answering questions.





# Scholarship of Teaching and Learning

Use classroom research to reflect, revise, and assess pedagogical practices with intent to share results with others.

Learn more on the [SoTL page](#) of the [NED Resource Site](#).

## Short Courses | 3 weeks

Suggested sequencing, no prerequisites required.

<b>Classroom Reflection to Classroom Inquiry</b>	Offered in Spring	<a href="#">View Learning Objectives</a>
<b>Classroom Inquiry and IRB</b>	Offered in Fall and Summer	<a href="#">View Learning Objectives</a>
<b>Collecting and Analyzing Classroom Data</b>	Offered in Spring	<a href="#">View Learning Objectives</a>

## Faculty Learning Communities | 2-Year Cohorts

View poster sessions from previous cohorts on the [SoTL page](#) of the [NED Resource Site](#).

### Minnesota State REFLECT

Research Experiences for Learning Engaging, Connecting and Teaching

Applications accepted each Spring

[View Learning Objectives](#)



## NED Excellence in Teaching Series

Showcasing the expertise of Board of Trustees Educators of the Year

The purpose of the NED Excellence in Teaching Series is to continue honoring and showcasing the experience and expertise of the Board of Trustees Awards Educators of the Year through the opportunity to present, share, or teach about teaching and learning topics that have contributed to their recognition as excellent educators.



# Learning Objectives

After completing the course, participants will be able to:

## Accessible Digital Media | [Accessibility](#)

- Understand definitions, laws, and policies surrounding accessible media that help ensure equitable access.
- Know the importance of having accessible features for media as well as effective ways to add audio descriptions, captions, and transcripts with our existing technology service.
- Understand how using accessible media is a way to improve student success and lead to more equitable delivery.

## Applying Templates in D2L Brightspace | [Academic Technologies](#)

- Explain the benefits of using an HTML template for Content pages in D2L Brightspace.
- Create a Content page in D2L Brightspace using an HTML template.
- Modify multiple HTML elements within a Content page.

## Classroom Inquiry and IRB | [SoTL](#)

- Identify and describe the point and principles of a Scholarship of Teaching and Learning (SoTL) framework.
- Determine what counts as a research question, and in turn determine what counts as a SoTL-based research question.
- Understand the ethical underpinnings and the historical examples that imbue the point of Institutional Review Boards and how this influences the determination of what counts as an ethical research question.
- Identify and describe common strategies to observe certain data (e.g., notes, surveys, tests, behaviors) with consideration to validity and reliability.
- Identify and describe two major study approaches; and determine the most suitable study approach for an inquiry.

- Address an issue of educational equity by generating a research question and drafting a study outline to answer the question.

## Classroom Reflection to Classroom Inquiry | [SoTL](#)

- Explain the differences between good teaching, scholarly teaching, and the SoTL.
- Identify problems of teaching or opportunities for SoTL inquiry.
- Describe the SoTL process and write SoTL inquiry research questions.
- Create a plan for moving forward in their SoTL work.

## Collecting and Analyzing Data | [SoTL](#)

- Coming in 2024!

## Creating Accessible Course Documents | [Accessibility](#)

- Describe the importance of having accessible course materials.
- Identify the degree of accessibility of current materials and technologies.
- Create or revise course documents and HTML pages to be accessible.

## Culturally Responsive Pedagogy FLC | [Academic Equity](#)

- Explain to others the central tenets of Culturally Responsive Pedagogy (CRP).
- Gain ideas for incorporating central tenets into outcomes, materials, assessments, activities, syllabi, & relationships.
- Identify interconnections between microaggressions, structural racism, stereotype threat, and course success.
- Use our increased knowledge of CRP to share with, support, and encourage other faculty learners to increase everyone's skills at CRP.



# Learning Objectives

After completing the course, participants will be able to:

- Trace how our values have changed and/or deepened through engaging in course.
- Create a professional development plan for next steps on the journey of culturally responsive teaching.

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## Designing your Course for Student Learning | [Foundations](#)

- Apply Bloom’s Revised Taxonomy to course module objectives.
- Select assessment tools, learning materials, and learning activities that align with course and module objectives.
- Explore various teaching and learning tools that align with a course design.
- Implement a course map for one module using D2L Brightspace.

## Disability Justice I | [Accessibility](#)

- Advocate for change grounded in disability justice.

- Use inclusive language and accessible design in course/campus communications.
- Interrupt ableist language or microaggressions.

## Disability Justice II | [Accessibility](#)

- Coming in 2024!

## Empathy by Design | [Foundations](#)

- Define “humanizing” as it relates to online teaching and learning and explain why it’s important.
- Discuss research findings connecting humanizing facilitation and course design strategies with online student success.
- Review the literature on the impact of humanizing strategies specific to your own discipline/course.
- Evaluate three tools and techniques for implementing evidence-based humanizing strategies.
- Develop a fully articulated implementation plan for introducing or enhancing two to three evidence-based humanizing strategies in your online courses that best fit your teaching style.

## Equity 101 | [Academic Equity](#)

- Establish shared terminology surrounding equity and inclusion.
- Describe characteristics of an equity minded person.
- Establish a shared framework for understanding systemic privilege and oppression.
- Develop skills to reflect on your own identity, worldview, and practices, in order to uncover assumptions and practices that are inequitable.



# Learning Objectives

After completing the course, participants will be able to:

- Identify individual and institutional threats to equity.
- Build an action plan for relentless reflection, lifelong learning, and measurable milestones at the individual, departmental, and institutional levels.

## Equity 101 for Deans | Academic Equity

- Differentiate between institutional equity and academic equity.
- Describe the role of faculty in achieving academic equity through pedagogical interventions.
- Identify strategies that can facilitate and support the equity work of faculty.
- Distinguish between contingent-reward leadership and transformational leadership.
- Evaluate institutional-level strategies that can support and sustain equitable organizational change.

## Equity and Advising | Academic Equity

- Describe characteristics of equitable and inclusive advising.
- Develop skills for self-awareness and reflection.
- Identify skills that promote strong, inclusive relationships with students.
- Review of Diversity, Equity, and Inclusion (DEI) resources and tools for engaging in continuous improvement.
- Create an action plan to address equity in advising.

## Equity and Inclusion FLC | Academic Equity

- Explore and discuss an array of evidence-based interventions that can be made within a course to support culturally responsive pedagogy.
- Develop an action plan to implement evidence-based interventions in

your course to support culturally responsive pedagogy.

## Equity and Technology | Academic Equity

- Understand how we can design our online, hybrid, blended, and hyflex courses with equity in mind.
- Intentionally create relationships with our students.
- Understand how to help the students navigate all of the different technological requirements of the classroom.
- Be equity-minded in online environments.
- Know what extra factors to be aware of in an online class environment.

## Equity by Design Onboarding | Academic Equity

- Explain the Equity by Design methodology.
- Explain and appreciate the differences between equity and equal treatment.
- Explain and appreciate the differences between race-conscious and color-blind lenses.
- Explain the value of making data-informed decisions.
- Explain and appreciate the differences between asset-based and deficit-based mindsets.
- Share examples, resources, and suggestions for sustained equity inquiry and action with their peers.
- Contribute to their local campus, and system-wide, Equity by Design teams.

## Foundations of Teaching Online: Dean Track | Foundations

- Describe key components of quality course design.



# Learning Objectives

After completing the course, participants will be able to:

- Compare two different sets of online course evaluation standards.
- Evaluate a course for alignment.
- Evaluate a course for evidence of humanizing strategies and student-friendly navigation.
- Demonstrate ability to use D2L and academic technologies through practice or review of examples/best practices.
- Identify elements that improve the accessibility of course materials including documents, webpages, and media.

## Foundations of Teaching Online: Faculty Track | Foundations

- Construct a course schedule, template, or outline that includes at least one learning objective for each module.
- Create an alignment map with your learning objective(s), assessment tool, and learning activities.
- Plan strategies to humanize your online course, using principles of trust, presence, awareness, and empathy.
- Identify elements that improve the accessibility of course materials including documents, webpages, and media.

## Grade Smarter Not Harder | Foundations

- Apply principles of effective assessments to developing test questions.
- Implement strategies to improve test security.
- Utilize different methods of feedback on assessments.

## Hacking your Course Assessments | Foundations

- Classify and align an assessment tool to measure and evaluate student learning for a given learning objective.
- Create an assessment aligned to measure student learning for a learning objective that you have prepared.

- Make improvements to your own traditional assessment or scoring rubric to improve validity and reliability, as well as reduce the presence of bias in your assessment.
- Apply the wise feedback method to provide effective feedback on a student work sample.
- Use the tools provided within the Learning Management System, D2L Brightspace, to construct the assessments that you prepared in this course.

## Improving Instructor-to-Student Interaction | Academic Technologies

- Understand general uses for using communication tools and features (Classlist and Email, Intelligent Agents, Announcements, and Discussions) for instructor-to-student interactions in a course.
- Understand best practices using these communication tools to facilitate instructor-to-student course interactions.
- Analyze and Apply practical strategies for one or more scenario(s) in instructor-to-student course interactions.
- Evaluate and Reflect on how these strategies may improve instructor-to-student interactions in a course.

## Improving Student-to-Content Interaction | Academic Technologies

- Understand and differentiate online course tools and features (Content, HTML Editor, and Release Conditions) that may be utilized for course content design.
- Understand best practices using online course tools and features to improve student-to-content interaction.
- Analyze and apply practical strategies for real-world scenarios to design content learning paths.



# Learning Objectives

After completing the course, participants will be able to:

- Evaluate and reflect how these strategies may improve student learning and interaction in online courses.

## Integrating Retrieval Practice | Foundations

- Apply principles of retrieval practice to course design or unit development.
- Discuss research findings connecting retrieval practice to student success.
- Explore various teaching and learning tools that align with retrieval practice.
- Implement strategies to support student retrieval practice.

## Introduction to Antiracist Pedagogy | Academic Equity

- Define antiracist pedagogy as an individual and community process, and why it is important.
- Learn strategies for sustained critical self-reflection as a foundation for antiracism work.
- Begin applying antiracist pedagogy to classes, across curriculum in their department, and across their college.

## Manage Course Dates to Improve Student Engagement |

### Academic Technologies

- Understand and differentiate online course tools, features, and applications (Import/Export/Copy Components, Manage Dates, and Brightspace Pulse) that may be utilized to manage course dates.
- Understand best practices using online course tools and features to communicate course dates to students.
- Analyze and apply practical strategies for real-world scenarios to motivate students.

- Evaluate and reflect how these strategies may improve student learning and engagement in online courses.

## Minnesota State REFLECT | SoTL

- Develop, implement, and present research results at a conference or in a journal. Research studies should focus on pedagogical practices that enhance the teaching and student experience.

## OER Learning Circles | OER

- Collaborate with other Minnesota State faculty who are committed to redesigning courses around open educational resources (OER) and/or creating ancillary materials or primary course resources to help eliminate textbook and resource costs for students.

## OER Learning Circle Leaders | OER

- Gain experience facilitating cross-disciplinary OER Learning Circles on your campus.
- Create a plan for the design, delivery, and evaluation of a campus-based OER Learning Circle.
- Identify, modify, and/or create a D2L support course room and other materials to be used for facilitating OER Learning Circles at your campus.

## Teaching in Hyflex | Academic Technologies

- Coming in 2024!

## Teaching with Video Technologies | Academic Technologies

- Align instructional strategies with video tools.
- Implement video accessibility principles.
- Implement video production principles.
- Analyze the impact of security measures on equity and access.



# Learning Objectives

After completing the course, participants will be able to:

## Using Pressbooks to Enhance OER Delivery | [OER](#)

- Explain how Pressbooks can be applied to an individual scholarship plan.
- Consider 2-3 possible topics for publication in Pressbooks.
- Identify options for including culturally responsive teaching practices and accessibility using Pressbooks.
- Demonstrate knowledge of the Pressbooks Dashboard through the design of a book shell with a title, front matter, part, chapter, and back matter.



# NED Pathways

If you are unsure where to start with NED opportunities, consider the following paths. This is not to infer that someone should not participate in a course that is listed in a different track, rather to show a path that may have the most urgency or fulfill an immediate need. Each program theme can also be considered a NED path if you have a targeted focus on growing a skillset in one particular area.

## New to Teaching

Noel and Shawn were recently hired for their first teaching appointments, and they are both concerned about how to develop their teaching skillset to increase their confidence in the classroom and best support their students.

**Noel** received an appointment in the spring prior to starting in the fall and was able register for the 8-week **Foundations of Teaching Online** long course. Even though their fall courses will be primarily face-to-face, Noel was encouraged by a colleague in the department (or dean) that many of the strategies transfer directly to the in-person classroom. This long course covered the content found in the short courses Designing Your Course for Student Learning, Hacking Your Course Assessments, and Empathy by Design.

After engaging in the long course over the summer, Noel felt it provided approachable design and teaching strategies for application to their fall courses. Concerned about the workload of new courses in the fall, Noel decided to attend a few NED webinars. Throughout the fall, Noel continued to hear about Equity 2030. Interested in learning more about equity and how it connected to the individual, Noel registered for an **Equity 101** short course in the spring.

Even though Noel wasn't teaching any courses over the summer, they wanted to use some of their summer time again to learn more about using technology tools in their courses, so they registered for **Teaching with Video Technologies** and the **Applying the D2L Templates** short courses. These courses covered a variety of topics, some Noel had familiarity with and others that were new. The courses inspired Noel to reflect on and learn more strategies that support more equitable use of technology tools, which resulted in Noel registering for the **Equity and Technology** short course the following spring term.



*Noel's recommended course sequencing.*





# NED Pathways

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## New to Teaching

Noel and Shawn were recently hired for their first teaching appointments, and they are both concerned about how to develop their teaching skillset to increase their confidence in the classroom and best support their students.

**Shawn** was hired the first week of August to begin teaching courses at the end of the month for the fall term. They heard about the NED short courses during onboarding and hoped they would remember it when they were not feeling so frantic with course preparations. In October, Shawn received an email that included NED information from a colleague who coordinates faculty development on campus. With that encouragement, Shawn registered for the **Designing Your Course for Student Learning** short course during the second half of the semester. Shawn hoped it would provide some helpful tips to prepare for next spring's course load.

After a positive experience and several take aways about how best to design a course, Shawn decided to take one course each term in order to enhance their teaching skillset. In the spring, Shawn participated in **Hacking Your Course Assessments** with the intent to revise some unit assessments over the summer based on what they learned in the course.

Throughout Shawn's first year as Minnesota State faculty, they heard about Equity 2030 and wondered about direct applications to the classroom, so they signed up for the **Equity 101** over the summer. Shawn has previously explored outside trainings and workshops related to equity and inclusion and was glad to have a more clear understanding of Minnesota State related language and the collective impact an individual can have on equity goals.

Next, Shawn wanted to explore NED courses specific to Academic Equity. Shawn next registered for **Empathy by Design** in the fall, which focused on humanizing strategies. In the spring, Shawn registered for **Teaching with Video Technologies** to increase their skillset using the large software programs available to all Minnesota State students and staff.

Taking the summer off from consistent educational development, Shawn waited until the following spring to register for the **Equity and Technology** course, glad to have the other courses and numerous courses taught in the prior year to use for examples and practice applying the strategies.

1. Designing Your Course for Student Learning

2. Hacking Your Course Assessments

3. Equity 101

4. Empathy by Design

5. Teaching with Video Technologies

6. Equity and Technology

*Shawn's recommended course sequencing.*



# NED Pathways

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## Mid-Career

Peyton and Jan have worked in higher education, and Minnesota State specifically, for more than a decade, and they both want to continue to develop their teaching skillset to support student engagement and success in their courses and programs.

**Peyton** has been teaching for Minnesota State as either an adjunct or full time faculty for the past fifteen years. They had a colleague recently participate in the **Empathy by Design** short course who encouraged Peyton to enroll, especially because Peyton had shared a desire to explore some actionable skills to refresh their teaching strategies.

After a positive experience with this first NED course, Peyton felt the title of the **Grade Smarter Not Harder** short course was just what they needed - strategies to ease the grading load in several of their courses. Peyton was able to not only apply these strategies across numerous courses, they were also able to add the completion certificates to their professional development plan (PDP). The PDP also prompted to include their registration for the **Improving Instructor-to-Student Interaction** course because they wanted to show evidence of growth in online teaching and learning, which was a previous self-identified goal.

In the following term, Peyton also participated in the **Creating Accessible Course Documents** short course to further growth in this area as well as support equitable access to course materials for all students. After taking a term off from registering for another NED short course, Peyton then pursued the **Integrating Retrieval Practice** short course after reading about interleaving in a teaching and learning book recommended by a colleague who supports faculty development on campus.



*Peyton's recommended course sequencing.*



# NED Pathways

If you are unsure where to start with NED opportunities, consider the following paths. This is not to infer that someone should not participate in a course that is listed in a different track, rather to show a path that may have the most urgency or fulfill an immediate need. Each program theme can also be considered a NED path if you have a targeted focus on growing a skillset in one particular area.

## Mid-Career

Peyton and Jan have worked in higher education, and Minnesota State specifically, for more than a decade, and they both want to continue to develop their teaching skillset to support student engagement and success in their courses and programs.

**Jan** has been part of Minnesota State for over twenty years. The abrupt and significant impact of Covid-19 highlighted for Jan the need to reflect on current teaching practices and seek out new strategies to support students through their teaching and course design. Not sure about where to start with the NED offerings, Jan started with the recommended **Empathy by Design** short course identified in one of the sequences for mid-career faculty. Jan was able to immediately implement a strategy or two to increase a sense of student belonging in their courses.

Jan learned they were scheduled to teach an online course in the fall, and so they registered for the **Improving Student-to-Content Interaction** short course to learn D2L specific strategies to increase engagement between the students and the course materials in the online class, when they couldn't observe interactions and responses in-person and adjust in the moment.

Knowing that they would not have availability over the summer to participate in NED opportunities, Jan was interested in taking another course in the fall. They wanted to continue a focus on how to deepen student engagement with the course content, especially remember ideas and concepts over the span of the class and not only for the current unit. The **Integrating Retrieval Practice** short course provided actionable strategies for both online and in-person for students to practice recalling and applying course content that did not require an overhaul of existing strategies rather focused on additions and adjustments.

The results of using some of these strategies in class caused Jan to reflect on how they might formally study the impact of some of these approaches in their classroom. This prompted Jan to participate in the **Classroom Reflection to Classroom Inquiry** short course, an introduction to the Scholarship of Teaching and Learning (SoTL). In their reflection of their courses over the next term and summer, Jan decided to participate in the **Introduction to Antiracist Pedagogy** short course to further reflect on their teaching and use antiracist pedagogy in their courses.

1. Empathy by Design

2. Improving Student-to-Content Interaction

3. Integrating Retrieval Practice

4. Classroom Reflection to Classroom Inquiry

5. Introduction to Antiracist Pedagogy

*Jan's recommended course sequencing.*



# NED in your Professional Development Plan

The following prompts are sampled from a Professional Development Plan (PDP) from the MSCF Bargaining Unit. Check with your institution to explore your institution's PDP options.

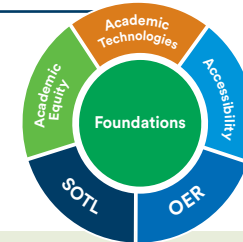
## SAMPLE

Reflecting on the past academic year, please answer the following 5 questions:

1. What do you consider to be some of your successes in the classroom?
2. Considering student feedback, departmental conversations, and interactions with your dean, what are some areas you would improve upon?
3. What involvement have you had at the college outside of teaching?  
Examples: Committee work, project teams, community liaison, etc.
4. **What resources have you utilized to improve your teaching?**  
Examples: Literature, conferences, CTL, continuing ed., professional activities, new technologies, etc.
5. **What assessment techniques have you incorporated in your courses?**

In planning for the upcoming academic year, there are 5 areas to consider. For each area, list your objective(s) and expected outcome(s) as they will relate to your professional development.

1. Content knowledge and skill in the discipline/program.  
Examples: Learning new technology or methodologies: computer software training, workshop, communication/interpersonal relations skills training, professional certifications/licenses.
2. **Teaching methods and instructional strategies.**  
Examples: Classroom management, curriculum development, learning styles, online cultural and diversity enrichment.
3. Related work experience.  
Examples: Business/industry internships, relevant summer employment, observation or special project(s) with employers, volunteer opportunities.



Consider adding details about your participation in NED activities. This can include completion certificates for short and/or long courses, or webinar descriptions.

If you took any NED courses or webinars related to assessments (summative or formative), list them here.

Any teaching methods or instructional strategies you learned in a NED opportunity can be mentioned here. Examples include: equity in the classroom, new technology tools, etc.



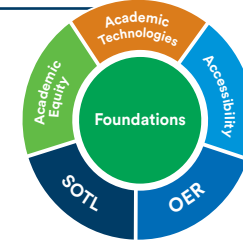
# NED in your Professional Development Plan

The following prompts are sampled from a Professional Development Plan (PDP) from the IFO Bargaining Unit. Check with your institution to explore your institution's PDP options.

## SAMPLE

Create 2-4 objectives for each of the following criterion:

1. Demonstrated ability to teach effectively and/or perform effectively in other current assignments.
2. Scholarly or creative achievement or research.
3. Evidence of continuing preparation and study.
4. Contribution to student growth and learning.
5. Contribution to the University and community.



Consider adding details about your participation in NED activities like REFLECT or SoTL short courses.

NED short course completion certificates and any materials developed in the courses can be added here as evidence.

Products developed in NED short or long courses to promote student growth and learning can be provided here.



## Support for Educational Developers

The NED seeks to collaborate with and support campus educational developers.

Learn more on the [NED Resource Site](#).

Campus Educational Developers are engaged in leading or working with faculty development opportunities on campus. This might be through a formal Center for Teaching and Learning, elected faculty to chair the campus faculty development committee, or casual conversation in the hallways about teaching and student learning. These members are excited about getting into the weeds about faculty development at the institutional and/or campus level.

### Reusable Resources

The following resources were developed by Minnesota State to share with Campus Faculty Development Teams. We invite faculty to utilize these resources in faculty development teams on your campus. [View the flyer](#) or view the [Reusable Resources page](#) on the NED Resource Site.

### Short Course Packages

These course packages can be used in D2L Brightspace for use by campus educational developers. This is reflective of all NED short courses. As new courses are developed, they are available for download after one to two semesters of implementation.

### D2L Brightspace Course Template for Faculty

Whether you are new to online teaching and learning or are an experienced user of D2L Brightspace, you can use this template as a starting point when designing a new course or re-designing an existing course. Our template provides you with example materials and course layout that you may copy and edit as appropriate for your needs. Download the D2L Course Template

### Book Club Course Packages

Each book club package includes discussion prompts and supplemental materials.

- Enrique’s Journey
- College Fear Factor
- Hillbilly Elegy
- The Body Keeps the Score
- Stamped: Racism, Antiracism, and You

## Educational Developer’s Series

This series is specifically designed for individuals who are primarily responsible for or work in direct collaboration with those on campus who identify, develop, and lead faculty development opportunities on campus.

Those in attendance have voice or opportunity to develop or inform educational development opportunities on campus.

**Look for these opportunities each Spring!**



## Additional Opportunities

Consortium Memberships funded by the NED

The NED funds memberships to the Online Learning Consortium (OLC) and Quality Matters (QM) for every Minnesota State institution. Visit the OLC and QM websites to register for development opportunities at a reduced rate.

### Teaching & Learning Competency Courses

These courses are open to all faculty and staff regardless of requirement or full- or part-time status.

Although these courses are required of all new unlimited college faculty, they are open to any Minnesota State college or university faculty member who wishes to complete it, regardless of full- or part-time status.

### Philosophy of Community and Technical College Education

This free, non-credit course was developed by system office faculty development staff with input from Minnesota State faculty and has received Quality Matters certification. In this course, you will learn about how the organization and operation of Minnesota State community and technical colleges reflect their historical development, their position in higher education and in Minnesota, and their prospects for the future.

### Additional Required Teaching and Learning Competency Courses provided by Southwest Minnesota State University

- Instructional Strategies for Community and Tech Colleges (2 credits)
- Assessment & Evaluation of Student Learning for Community & Tech Colleges (2 credits)
- Curriculum Planning and Design for Community & Tech Colleges (2 credits)

Learn more about these [Teaching and Learning Competency Courses on the NED Resource Site](#).

### Online Learning Consortium (OLC)

Sample development opportunities available through the OLC:

- Creating Rubrics
- Facilitating Live Online Sessions
- Fundamentals: Giving Effective Feedback
- Fundamentals: Increasing Interaction and Engagement



[Visit the OLC website.](#)

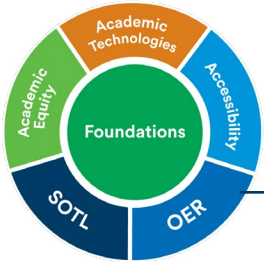
### Quality Matters (QM)

Sample development opportunities available through QM:

- Applying the Quality Matters Rubric
- Improving Your Online Course



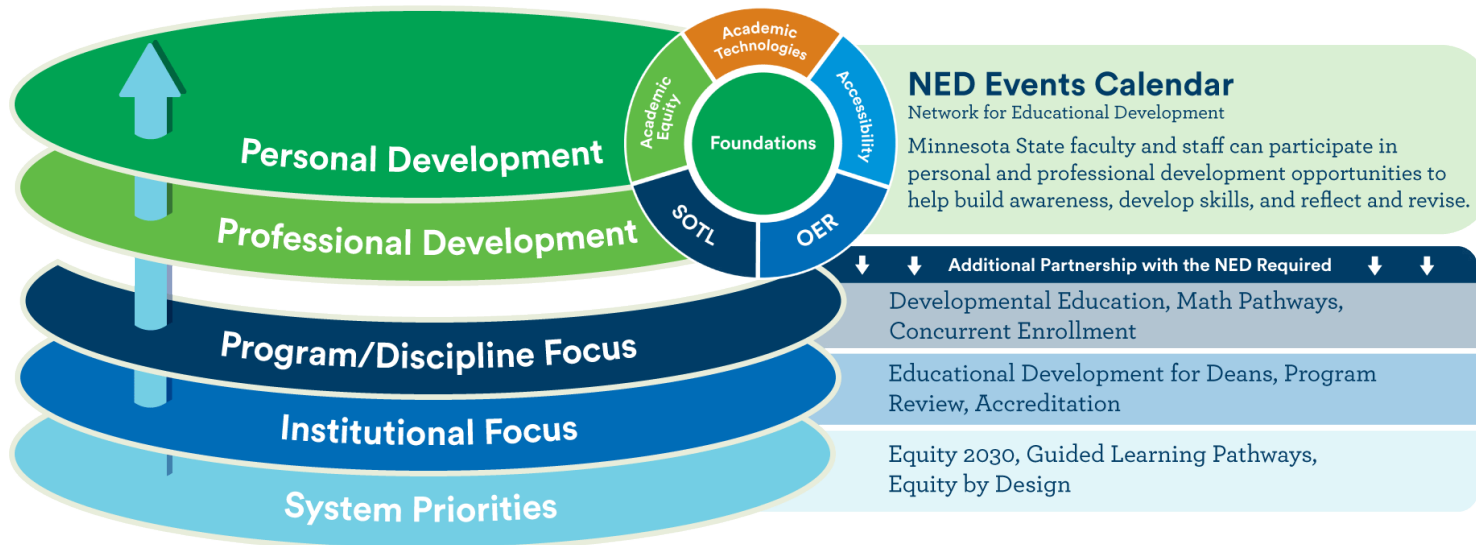
[Visit the QM website.](#)



## Additional Partnerships with the NED

Learn more on the [NED Resource Site](#).

This catalog identifies opportunities that are foundational to the personal and professional development of faculty, staff, and administrators, which are reflected in green layers of the NED graphic. The blue layers in the graphic represent opportunities with a program, discipline, institutional, or system priority focus that require additional partnership with the NED, as human and financial support is limited.



### NED Events Calendar

Network for Educational Development

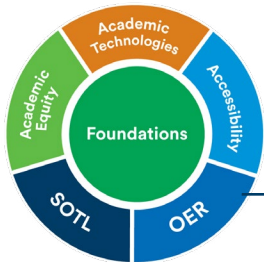
Minnesota State faculty and staff can participate in personal and professional development opportunities to help build awareness, develop skills, and reflect and revise.

The NED elevates system level priorities, such as Guided Learning Pathways and Equity by Design, by developing and supporting educational development opportunities across the layers of the NED from individual and discipline to institution and system. Examples of previous and current partnerships include Math Pathways, Co-Curricular Assessment, and Program Review. These are internal partnerships across units and divisions within the system office that support work occurring at the institutional and department level s.

The array of programming options available through the NED is reviewed and recommended by the Educational Development Committee of the Academic Affairs Council. If you would like to partner with the NED, please contact [Catherine Ford](#).

Events on the [NED Events Calendar](#) are limited to NED-created opportunities and NED partnerships.





## FAQs

Frequently asked questions about the NED.

Learn more on the [NED Resource Site](#).

### General

#### How do I connect with others in my discipline?

[Become a NED Member](#) to join the NED Teams chat or communicate via email. The [NED Resource Site](#) also has a page to [Connect Across Minnesota](#), with a listing of additional Teams separated by discipline.

#### Where do these opportunities come from?

Ideas for new opportunities are heard in the Educational Development Committee and are brought to the [Academic Affairs Council](#) for advancement.

#### How can I promote an opportunity to NED Members?

- Post a message to the [General channel on the NED Teams site](#).
- [Send an email](#) to everyone in the NED Community.
- [Submit a post](#) to the ASA Newsletter.

#### Why should I join the NED?

Members of the NED receive weekly 'Upcoming Events' emails and the monthly Educational Development Digest to their inbox. Members can also use Teams to have conversations with other members, ask questions, or email the community.

#### How do I become a NED member?

Minnesota State employees can visit the NED Resource Site using StarID@MinnState.edu and select the "[Join the NED Community](#)" button. Non-

Minnesota State employees can request guest access by emailing [ned@minnstate.edu](mailto:ned@minnstate.edu).

#### Where can I learn more?

The NED Resource Site has a [history of the NED](#), [recordings from previous webinars](#), resources for educators, and more. Visiting the [NED Events Calendar](#) will always provide the most up-to-date opportunities.

#### How much do NED opportunities cost?

All opportunities on the [NED Events Calendar](#) are no cost.

#### Who facilitates NED opportunities?

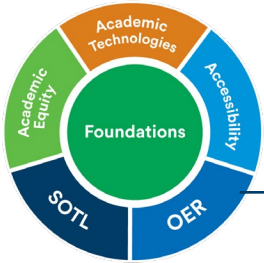
NED opportunities are designed and facilitated by Minnesota State faculty and staff.

#### Who can register for NED opportunities?

Anyone can register for webinars, all other opportunities are limited to Minnesota State employees.

#### How is my registration data used?

Campuses may want to know if their faculty are using the educational development resources and opportunities made available from Minnesota State to best tailor their on-campus offerings. We will provide participation information upon campus request. You may opt out of this report by contacting [Catherine.Ford@minnstate.edu](mailto:Catherine.Ford@minnstate.edu).



## FAQs

Frequently asked questions about the NED.

Learn more on the [NED Resource Site](#).

## Faculty Learning Communities

### Is there a participant limit?

There is a 30-participant limit per faculty learning community.

## Long and Short Courses

### What happens after I finish a course?

Participants will receive a completion certificate that can be used in a Professional Development Plan.

### Is there a participant limit?

There is a 25 - 30 participant limit per course.

### Are long and short courses self-paced?

No, they are not self-paced, and are facilitated by instructors from around Minnesota State.

### How do I redeem and access my eBook?

Some courses and communities provide a free eBook for participants. Accessing these do not require an eReader, participants are able to read in a browser (Chrome, Safari, etc.). To redeem, participants can click on the link in the calendar appointment sent after registering.

## Webinars

### How can I watch the recording of a webinar I missed?

The [NED Resource Site](#) has resources such as slides or [recordings from previous webinars](#).

### Is there a participant limit?

No there is no participant limit for webinars.

### What happens after I finish a webinar?

Completion certificates are not available for attending webinars, instead we encourage the use of learned practices in courses.