



26th Annual MNADE Conference
Developmental Education:
Equitable Access to Higher Education

Friday, September 24, 2021

**Atwood Memorial Center
Saint Cloud State University**

Program Overview

7:45-8:30	Registration and Breakfast	Atwood Ballroom
8:30-10:30	Welcome and Keynote Presentation	Atwood Ballroom
10:30-10:45	Break	
10:45-11:40	Breakout Sessions Block A	
11:45-12:40	Lunch	Atwood Ballroom
12:45-1:40	Breakout Sessions Block B	
1:45-2:40	Breakout Sessions Block C	
2:45-3:40	MNADE Business Meeting and closing remarks	Atwood Ballroom



26th Annual MNADE Conference **Developmental Education:** **Equitable Access to Higher Education**

Keynote Speaker- Anne Phibbs, PhD

From Allyship to Leadership: Agency, Accountability, and Emotional Intelligence

As our social landscape continues to change, becoming increasingly diverse and open in terms of racial and gender identity, disability and mental health, religion and nationality, etc - we see our social spaces like workplaces and classrooms change as well. And it's not just demographic shifts that change how we learn and work together. More and more of our colleagues and students are showing up as active allies in support of antiracism and social justice. In this interactive session, we'll look at how increased agency on the part of our colleagues and students is requiring all of us - co-workers, instructors, managers, and supervisors - to become comfortable holding ourselves and others accountable. Whether we're educating ourselves and others about pronoun use, microaggressions, privilege, or unconscious bias, real allyship will require us to identify and gain new knowledge and commit to developing skills and practices - like emotional intelligence - that can sustain us in this challenging work.



Anne Phibbs, PhD is Founder and President of Strategic Diversity Initiatives. In this role, she helps organizations move their diversity, equity, and inclusion (DEI) efforts forward with training, consultation, audits, assessments, and strategic planning. Anne directed LGBTQ offices at both Metropolitan State University and the University of Minnesota. She also served as Director of Education in the Office for Equity and Diversity at the University of Minnesota, where she built a DEI leadership program centered around emotional intelligence. Anne earned her PhD in Philosophy and Feminist Studies from the University of Minnesota and lives in Minneapolis.



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Conference Session Descriptions

Block A Sessions (10:45-11:40 a.m.)

<p>❖ Plenary Follow-Up: Champions for Social Justice: Best Practices for Creating Real Change in our Institutions</p>	<p>Atwood Ballroom</p>
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In this follow-up session to the keynote address, we identify best practices for addressing bias, identifying allies, and creating sustainable, strategic change in our institutions. Please bring your own insights and best practices to share with your colleagues!

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<p>❖ Minnesota Math Pathways Project</p>	<p>Voyager South</p>
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Come learn about the MN Mathematics Pathways Project, a collaborative effort between Minnesota State and The Charles A. Dana Center, funded by Ascendium. The goal of the project is to cultivate foundational structures within and across Minnesota State colleges and universities that will support our work toward closing educational equity gaps across race and ethnicity, socioeconomic status, and geographic location. We will share the targeted outcomes and impacts of the project and the research and design principles that underpin the work. Time for conversations and questions will be included.

Katie Smieja teaches mathematics at St. Cloud Technical and Community College. Over the last few years, Katie has partnered with colleagues to lead the Alternative Math Pathways Development project, a grassroots initiative to bring math pathways to Minnesota State, and she is currently the South Regional Coordinator for the new scaled math pathways grant. Katie’s engagement in developmental education reform includes co-chairing the DESR Math Workgroup, serving on the Strong Start to Finish Math Pathways Steering Team, and leading SCTCC’s corequisite redesign.

Jana Anderson has been mathematics faculty member at Fond du Lac Tribal and Community College in Cloquet, MN, since 2010. She led FDLTCC’s pathway and corequisite team in the Strong Start to Finish grant and has worked with other developmental education initiatives and grants through MinnState and AIHEC.



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Block A Sessions Continued (10:45-11:40 a.m.)

❖ Creating Community through Personal Interactions in an Asynchronous OER Class	Glacier
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Please join me for a look at my online OER academic literacies course which allows students to interact personally with each other despite never meeting face to face or synchronously. To accomplish this, students primarily engage using Flipgrid videos as a tool for conversing, reacting to, and applying course content. The curriculum also includes group annotated conversations on assigned readings, group presentations, and class mentorship. The course format and assignments I'll share can be modified for a variety of different subject areas, and if you teach an OER course, the session may have additional interest to you.

Dr. Cari Kenner teaches courses in academic literacy. Areas of research include student academic empowerment, student engagement, and online curricular design. A more recent learning focus of Cari's is the academic applications of User Experience (UX) Design, and she is working toward UX design certification.

❖ Discipline Breakout Session-- WRITING	Voyager North
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Meet with your colleagues in writing to discuss the changing landscape of developmental education and the impacts on our students, faculty, institutions, and system. Share strategies with other colleagues. Your input will help inform MNADE's actions in the coming year and help MNADE advocate for our members.



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Block B Sessions (12:45-1:40 p.m.)

<p>❖ Removing A Hidden Barrier To Learning: Addressing Social Anxiety</p>	<p>Voyager North</p>
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Social anxiety affects approximately one-quarter of all students. Students from low-income families, non-native speakers of English, LGBTQ youth, and people who have suffered historical and developmental trauma are especially likely to develop social anxiety. Socially anxious students have trouble accessing college resources and are more likely to drop out. Additionally, the circuitry of anxiety in the brain directly interferes with language comprehension and learning. This presentation will cover the causes of social anxiety, how it affects the ability to learn, how it is effectively treated, and how counselors and instructors can better understand and support students with social anxiety.

Alex Conroy is a faculty member in the Reading and Student Success Department at Century College. She is also a licensed psychologist specializing in the treatment of social anxiety in college students.

<p>❖ The Next Right Thing: Moving Forward to Support MinnState's English Learners</p>	<p>Glacier</p>
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A MinnState ELL Workgroup was formed last year to draft recommendations for supporting English learners in areas related to student services, placement, curriculum, and professional development. The presenters will share how some of the key recommendations can impact your teaching of multilingual students, your institution's work with ELLs, and the approach we take to address the needs of English learners throughout the system. Attendees will have ample time to ask questions and participate in the discussion.

Heidi Anderson has been teaching English and English language classes for 23 years, at the University of Minnesota Duluth and at MState Moorhead. She was a member of the 2013-2014 Developmental Education Content Committee, ESOL Group and the 2020-2021 ELL Workgroup. Much of her career has focused on preparing multilingual students for first-year composition courses and, more recently, on antiracist/socially just teaching practices in college composition.

Laura Funke (she/her/hers) has been a faculty member in English for Academic Purposes (EAP) and English at Inver Hills Community College since 2005. She co-coordinated the ELL Workgroup through MnState, she serves on the MnState Assessment for Course Placement Committee, and she coordinates the Learning Community program at her college. She's been teaching in MnState for 24 years.



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Block B Sessions continued (12:45-1:40 p.m.)

❖ Using Nearpod.com

**Voyager
South**

Come learn how to use the free online tool called Nearpod to enhance engagement in online course (but can be used in person too). You will have a chance to use the tool and ask questions about it.

Erin Manthey is a math instructor at Dakota County Technical College. She enjoys learning and trying new tools in technology especially as they pertain to creating engagement with her students. While the presenter has used Nearpod in math, the program can also benefit other disciplines, including reading and writing.

❖ Discipline Breakout Session-- **READING**

**Atwood
Ballroom**

Meet with your colleagues in reading to discuss the changing landscape of developmental education and the impacts on our students, faculty, institutions, and system. Share strategies with other colleagues. Breakouts will be facilitated by MNADE board members. Your input will help inform MNADE's actions in the coming year and help MNADE advocate for our members.



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Block C Sessions (1:45-2:40 p.m.)

❖ Offering Developmental Math Courses in a Variety of Modalities to Ensure Equity and Access	Voyager North
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Now more than ever developmental math courses must be offered in a variety of modalities. As an equity and access matter, offering in-person, hybrid, online synchronous and online asynchronous provides options that allows access to students that need it most. The face of higher education has changed, and we must reevaluate our offerings to better serve the diversity of students and eliminate the one-size fits all approach.

Stacy Martig teaches developmental math at St. Cloud State University in the Department of Academic Support, Math Skills Center.

❖ Mini-Lessons on Study Skills	Voyager South
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I partnered with content faculty from multiple disciplines to incorporate mini-lessons on study skills in intro-level reading-intense courses without disrupting the “flow” of the content course or requiring students to attend outside-class sessions. We developed mini-lessons on reading, notetaking, and essay writing. Throughout the project, we collected data that demonstrated that students who earned C’s, D’s and F’s on their first exams raised their averages in subsequent exams after they were taught study skills and were given a chance to practice them. This session will highlight lessons learned from these partnerships.

Kathryn Klopfleisch teaches English and Reading at Inver Hills Community College. Her interests are in Developmental classes and study skills.



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Block C Sessions continued (1:45-2:40 p.m.)

❖ Writing about Film	Glacier
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Reading is the foundational skill for writing. However, for some students who may struggle with reading and writing, navigating texts for deep enough comprehension to meet expectations for written responses and synthesis creates a perceived barrier. Rethinking the scope of what can be defined as ‘text,’ we can use film as another medium to provoke thoughtful responses, making writing feel a little more accessible to some, building confidence in the ability to respond effectively, and inviting willingness to practice with other media – including printed text.

Sara McDonald has been teaching all levels of English in the Minnesota State System for the past twelve years, most recently at Ridgewater College, but also at Saint Cloud State University, Pine Technical and Community College, and Saint Cloud Technical and Community College. Sara has also taught Reading and Student Success courses and has participated in several Minnesota State committees, including the Discipline Workgroup for Shared Learner Outcomes for both Writing and Integrated Reading and Writing, and the Developmental Education Steering Committee.

❖ Discipline Breakout Session-- MATH	Atwood Ballroom
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Meet with your colleagues in math to discuss the changing landscape of developmental education and the impacts on our students, faculty, institutions, and system. Share strategies with other colleagues. Breakouts will be facilitated by MNADE board members. Your input will help inform MNADE’s actions in the coming year and help MNADE advocate for our members.

MNADE Annual Business Meeting (2:45-3:40 pm) Atwood Ballroom