

NED Course Catalog

Fall 2024 - Summer 2025

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](#).

2024-2025 Theme

Promoting Equity through Data Practices

At the mid-point of our Equity 2030 goal to eliminate equity gaps by 2030, we recommit to promoting equity through data-powered reflection, collaboration, and action. We approach equity gap data with an open and curious mindset as it can serve as a motivation for close-to-practice observation. Using those observations, we collaborate with colleagues and students to devise new processes, practices, and personas toward closing gaps. Inspired by the persistence of our students, we pursue our sustainable progress on our statewide, institutional, departmental, and personal equity journeys.

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

Join the Teams conversations and get email notifications.



Welcome

Welcome to the 2024-2025 NED Course Catalog! We're thrilled to introduce you to a wealth of personal and professional development opportunities within the Network for Educational Development (NED). This catalog embodies our commitment to growth, learning, and community.

The NED continues to provide free and equitable educational development to thousands across Minnesota State through the [NED Events Calendar](#). Today, we offer access to numerous unique short courses and dynamic learning communities. Each year brings fresh topics and opportunities. Explore our diverse offerings organized by program themes. Whether you're passionate about teaching, research, leadership, or innovation, there's something here for you. While we suggest a sequence, feel free to chart your own course. Choose what aligns with your career stage and interests.

Join vibrant communities of practice. Connect with colleagues who share your enthusiasm for specific areas, whether it's leveraging AI in teaching or fostering inclusive classrooms. The NED has dedicated coordinators and facilitators to guide you. Reach out to them—they're passionate about supporting your journey.

We invite you to dive into this catalog, explore, and enrich your career path. Let's learn, grow, and connect together!



Catherine Ford, EdD

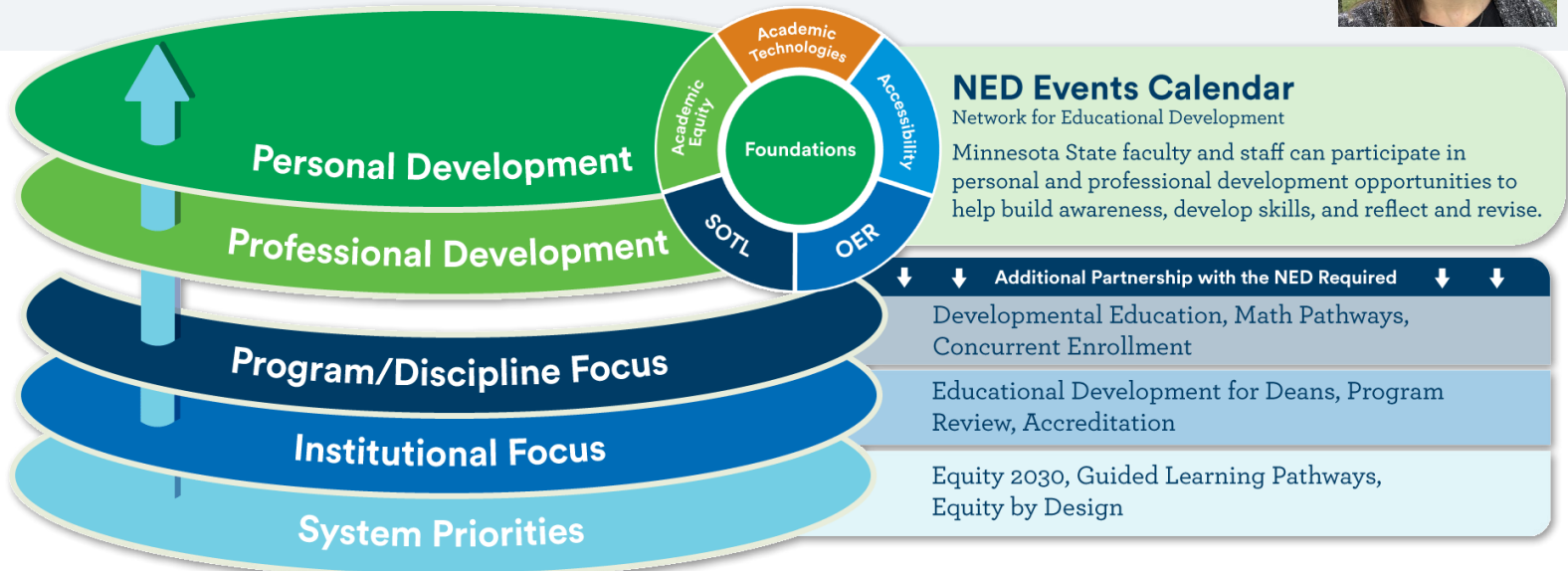
Director of Educational Development
Educational Development and Technology
Catherine.Ford@MinnState.edu



Elizabeth Harsma, PhD

Program Director for
Technology Integrated Learning
Elizabeth.Harsma@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.

- Foundations of Teaching Online: Dean Track** [View Learning Objectives](#)
- Foundations of Teaching Online** [View Learning Objectives](#)

Short Courses | 3 weeks

- Designing Your Course for Student Learning** [View Learning Objectives](#)
- Hacking Your Course Assessments** [View Learning Objectives](#)
- Empathy by Design** [View Learning Objectives](#)
- Grade Smarter Not Harder** [View Learning Objectives](#)
- Integrating Retrieval Practice** [View Learning Objectives](#)

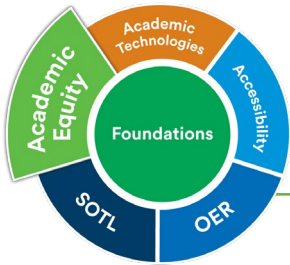
Webinars | 1 hour

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

Example webinar topics include:

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





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.

Equity 101

[View Learning Objectives](#)

Equity 101 for Deans

[View Learning Objectives](#)

Culturally Reponsive Pedagogy

[View Learning Objectives](#)

Equity and Technology

[View Learning Objectives](#)

Introduction to Antiracist Pedagogy

[View Learning Objectives](#)

Equity and Advising

[View Learning Objectives](#)

Equity by Design Onboarding

[View Learning Objectives](#)

Webinars | 1 hour

Example webinar topics include:

A Framework for Antiracist Praxis

Application of Antiracist Pedagogy

CRP/Trauma Responsive Pedagogy

Creating a Culturally Responsive Syllabus

Faculty Learning Communities | 8 weeks

Self-Inquiry and Inclusive Teaching

[View Learning Objectives](#)



Meet the Equity and Inclusion Coordinators



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



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

Teaching with Video Technologies

[View Learning Objectives](#)

Applying Templates in D2L Brightspace

[View Learning Objectives](#)

Improving Instructor-to-Student Interaction

[View Learning Objectives](#)

Inclusive Video Conferencing

[View Learning Objectives](#)

Workshops

Exploring Flexible Course Delivery

[View Learning Objectives](#)

Teaching with AI

[View Learning Objectives](#)

Webinars | 1 hour

Example webinar topics include:

What's New in D2L Brightspace?

Creating an Inviting Learning Space through Zoom

Create Materials with HTML Content Templates

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

Communities of Practice

Generative AI Community of Practice [Join the Generative AI CoP.](#)

Community topics include communication and guidelines, designing assignments to incorporate or resist AI, supporting critical AI literacy, and more!

H5P Community of Practice [Join the H5P community of practice.](#)

H5P is a tool for creating interactive online learning content and activities, including slides, books, practice questions, drag and drop, hotspot, and branching scenarios.



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

Disability Justice I	View Learning Objectives
Accessible Course Documents	View Learning Objectives
Accessible Digital Media	View Learning Objectives
Disability Justice II	View Learning Objectives

Webinars | 1 hour

Example webinar topics include:

- 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](#).

Community of Practice

Digital Accessibility Remediation Community of Practice

Share expertise and crowd source solutions to potential digital accessibility barriers. All accessibility advocates are welcome!

[Join the Digital Accessibility Remediation CoP.](#)

Membership Opportunity

International Association of Accessibility Professionals (IAAP)

New! Minnesota State provides IAAP membership to faculty, staff, and students. Whether you are an expert in accessibility or just starting your journey, join the only global accessibility professional association promoting and improving accessible digital and physical environments.

Learn more about the [benefits of joining IAAP](#).



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

Using Pressbooks to Enhance OER Delivery

[View Learning Objectives](#)

Faculty Learning Communities | 6 or 11 weeks

OER Learning Circles

[View Learning Objectives](#)

OER Learning Circle Leaders

[View Learning Objectives](#)

Webinars | 1 hour

Example webinar topics include:

- OER FAQ**
- OER Community Conversations**
- Open Education Network Webinars**
- OER Project Showcase**

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



Meet the OER Faculty and Librarian Coordinators



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

Classroom Reflection to Classroom Inquiry	View Learning Objectives
Classroom Inquiry and IRB	View Learning Objectives
Collecting and Analyzing Classroom Data	View Learning Objectives

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	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.

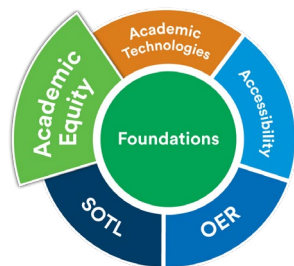


Faculty Coordinators

Equity and Inclusion Coordinators

A collaboration with the Office of Equity and Inclusion

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, 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.

Ronald Ferguson



Ronald Ferguson teaches sociology at Ridgewater College. 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.

Mindy Kurkosky



Mindy Kurkosky teaches Nondestructive Testing at Ridgewater College. Dr. Kurkosky has been active on her campus promoting inclusivity and diversity by residing on Equity by Design committees, co-founding a Community of Practice, and co-chairing the College Council. Her most recent advocacy for equity has been a multi-campus collaboration focused on expanding equity-minded capacity at the institutional level.

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. 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.



Faculty Coordinators

OER Coordinators

Karen Pikula

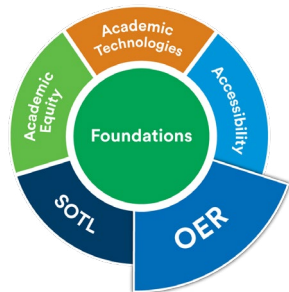


Dr. Karen Pikula is a Psychology instructor at Central Lakes College and is the Minnesota State OER Faculty Development Coordinator. Her professional interests include instructional design, faculty development, student centered learning, open educational resources, open pedagogy, online instruction, teacher attrition, student success, and research on the practices of successful 21st century colleges. She holds a MS in Education from Bemidji State University and PhD from Capella University in Educational Psychology.

Randi Madisen



Randi Madisen is a librarian at Century College. In addition, she serves as the OER Librarian for Minnesota State. She recently earned a Certificate in OER Librarianship from the Open Education Network and focuses on building resources and a community of practice for librarians working with open and affordable resources within Minnesota State.



Minnesota State REFLECT Coordinators

Megan Breit-Goodwin

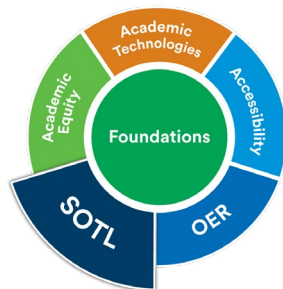


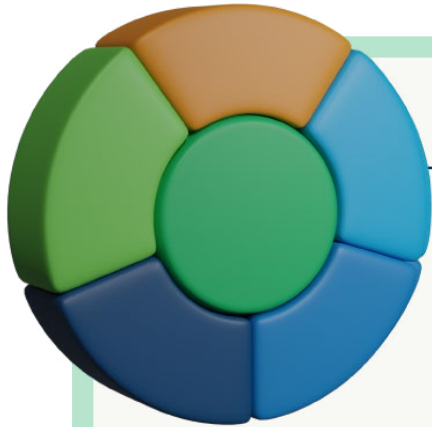
Megan Breit-Goodwin teaches Mathematics and Statistics at Anoka-Ramsey Community College. Her greatest joy in teaching is learning alongside her students. In addition to serving as a Minnesota State REFLECT coordinator which engages 2 year college and 4 year university faculty in the Scholarship of Teaching and Learning across Minnesota State, she is the Grants Coordinator for the American Mathematical Association of Two-Year Colleges, and the North Central Section Representative to the Congress of the Mathematical Association of America.

Amy Jo Swing



Amy Jo Swing teaches English at Lake Superior College. In addition to serving as a Minnesota State REFLECT coordinator, she is the Online Professional Development Coordinator at LSC's Center for Faculty Innovation. Amy Jo has worked on many state and local projects, including developing and teaching short courses on humanizing online learning and coordinating Z-Degree projects.





NED Teaching and Learning Conference

September 26-27, 2024

Metro State University and Online

The [NED Teaching and Learning Conference](#) is a great opportunity for educators to share their evidence-based experiences and learn from each other as we explore the FY24 NED theme *Guides for the Educational Journey*. The conference will also provide opportunities for networking and collaboration among educators from different institutions.

MinnState.edu/NEDconference



Save the Date!

The NED Teaching and Learning Conference will be held annually and will rotate locations throughout the regions of Minnesota to provide more equitable opportunities for travel.

- **September 25-26, 2025** - Northeast or Northwest Minnesota (alternating)
- **Date TBD, 2026** - Metro
- **September 23-24, 2027** - Southeast or Southwest Minnesota (alternating)
- **Date TBD, 2028** - Metro
- **October 4-5, 2029** - West Minnesota



Learning Objectives

After completing the course, participants will be able to:

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 to be accessible.
- Create or revise HTML course pages to be accessible.

Accessible Digital Media | [Accessibility](#)

- Build awareness of how laws and policies surrounding accessible media support equitable student outcomes.
- Identify effective ways to add audio descriptions, captions, and transcripts with Minnesota State existing technology services.
- Create and edit captions using Kaltura MediaSpace.
- Create transcripts.

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](#)

- 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 (IRB) 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](#)

- Identify problems of teaching or opportunities for SoTL inquiry.
- Engage in the SoTL process.
- Write SoTL research questions.
- Create a plan to pursue a SoTL project.

Collecting and Analyzing Data | [SoTL](#)

- Identify at least three common data collection tools that provide meaningful evidence to SoTL questions.
- Match a SoTL question to either a quantitative, qualitative, or mixed methods approach.
- Select a collection tool from the identified approach.
- Create a plan for collecting evidence to answer a SoTL question, applying the selected approach and tool.
- Integrate self-reflection to inform and guide evidence analysis practices.
- Revise evidence gathering plan based on self-reflection, colleague feedback, and contextual parameters.

Culturally Responsive Pedagogy | [Academic Equity](#)

- Gain ideas for incorporating central tenets into outcomes, materials, assessments, activities, syllabi, and relationships.



Learning Objectives

After completing the course, participants will be able to:

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

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

- Use inclusive language and accessible design in communications.
- Interrupt ableist language or microaggressions.
- Advocate for change grounded in disability justice.

Disability Justice II | Accessibility

- Link historical beliefs, actions, and spaces to current barriers in higher education.
- Connect disability justice and antiracism advocacy at national, community, and campus levels.
- Create an action plan for disability justice advocacy.

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.
- Evaluate three tools and techniques for implementing evidence-based humanizing strategies to a discipline/course.
- 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 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.
- 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 curricular and pedagogical interventions.
- Identify strategies that can facilitate and support the equity work of



Learning Objectives

After completing the course, participants will be able to:

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 diversity, equity, and inclusion resources and tools for engaging in continuous improvement.
- Create an action plan to address equity in advising.

Equity and Technology | [Academic Equity](#)

- Distinguish between access, accessibility, and equity in relation to teaching and working with technology.
- Define universal design for learning (UDL) and its connections with culturally responsive teaching in your own words.
- Analyze the technology used in a teaching or work activity through an equity lens.
- Apply UDL and its connections to culturally responsive teaching to a working/learning activity or assessment.

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 systemwide, Equity by Design teams.

Exploring Flexible Course Delivery | [Academic Technologies](#)

- Define Flexible course delivery (HyFlex, multi-modal, bi-modal, tri-modal) and explain why it's important.
- Review the literature on different methods of Flexible course delivery.
- Identify equity-minded techniques and strategies that support student success in a Flexible class based on the Four Values of learner choice, equivalency, reusability, and accessibility.
- Develop a fully articulated implementation plan for Flexible course design and technology.

Foundations of Teaching Online: Dean Track | [Foundations](#)

- Describe key components of quality course design.
- 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 the ability to use D2L and academic technologies through practice or review of examples.
- Identify elements that improve the accessibility of course materials including documents, webpages, and media.



Learning Objectives

After completing the course, participants will be able to:

Foundations of Teaching Online | 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 objectives, assessment tool, and learning activities.
- Plan strategies to humanize your online course, using principles of trust, presence, awareness, and empathy.
- Demonstrate the ability to use D2L and academic technology tools through practice or review of examples.
- Identify elements that improve the accessibility of course materials including documents, webpages, and media.

Grade Smarter Not Harder | Foundations

- Create effective test questions and assessments.
- Improve an assessment to support equitable outcomes.
- Design assessments for motivation to support test taking integrity.
- Build an assessment using academic technology like D2L Brightspace.

Hacking your Course Assessments | Foundations

- Align an assessment tool with a learning objective to measure student learning.
- Create an assessment aligned with a learning objective.
- Improve an assessment or rubric to support equitable outcomes.
- Apply the Wise Feedback method to student work.
- Build an equitable and aligned assessment plan.

Improving Instructor-to-Student Interaction | Academic Technologies

- Identify general uses for using communication tools and features

(Classlist and Email, Intelligent Agents, Announcements, and Discussions [with Awards optional]) for instructor-to-student interactions in a course.

- Identify best practices using these communication tools to facilitate instructor-to-student course interactions.
- Apply practical strategies for one or more scenario(s) in instructor-to-student course interactions.
- Reflect on how these strategies may improve instructor-to-student interactions in a course.

Inclusive Video Conferencing | Academic Technologies

- Coming Soon!

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.



Learning Objectives

After completing the course, participants will be able to:

Minnesota State REFLECT | SoTL

- Describe the point and ethical principles of a Scholarship of Teaching and Learning (SoTL) process.
- Design SoTL study with measurable SoTL research questions and suitable research approaches.
- Collect and analyze classroom data to explore SoTL research questions.
- Share data-based conclusions of SoTL study within Minnesota State and at a regional or national level.
- Trace how their teaching practice has changed through participation in the Minnesota State REFLECT community.

OER Learning Circles FLC | 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 FLC | 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.

Self-Inquiry and Inclusive Teaching FLC | Academic Equity

- Define key concepts related to addressing structural racism and white supremacy in higher education policy and practice, including the role of ongoing self-inquiry.
- Evaluate your own equitable teaching practices with a focus on

mindset, culture of care, and learning environment.

- Apply self-inquiry and research-informed strategies to develop inclusive outcomes, materials, and engaging learning activities.
- Through self-inquiry, analyze practices that support equitable learning environments, assessments, and grading.
- Identify ways to measure effectiveness of equitable teaching practices using data and critical self-reflection.

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.

Teaching with AI | Academic Technologies

- Coming soon!
- Look for an opportunity to join a Teaching with AI workshop in 2024-2025. We will explore generative AI tools and (re-)design a learning activity, assessment, or instructional task that supports AI literacy, incorporates or resists generative AI tools, and applies equitable teaching practices.

Using Pressbooks to Enhance OER Delivery | OER

- Explain how Pressbooks can be applied to a curricular or scholarship goal.
- 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.

Faculty: 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.

1. Foundations of Teaching Online

2. Equity 101

3. Teaching with Video Technologies

4. Applying D2L Course Templates

5. Equity and Technology

Noel'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.

Faculty: 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

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.

Faculty: 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.

1. Empathy by Design

2. Grade Smarter Not Harder

3. Improving Instructor-to-Student Interaction

4. Creating Accessible Course Documents

5. Integrating Retrieval Practice

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.

Faculty: 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 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.

Staff: New Hire

Alex works as a staff member at a Minnesota State college or university. They want to develop their understanding of equity, accessibility, and other foundational skillsets to support their work on campus and improve staff and student engagement.

Alex was recently hired for their first advising position and is looking for opportunities to both meet other advisors from across Minnesota State and is also exploring strategies and content that explicitly support equity in student advising interactions. Intrigued by the title of the short course **Equity and Advising**, Alex felt this was a good place to start and committed to the 3 weeks. Developed by other advisors in Minnesota State, Alex found the content and activities highly relevant and applicable. Additionally, they were able to connect with at least one other advisor participant during the live optional sessions.

This experience prompted Alex to more deeply explore the NED Course Catalog. They discovered the Disability Justice courses and planned and registered for **Disability Justice I** right away and **Disability Justice II** in the subsequent semester. Alex had minimal prior knowledge of the content, and greatly appreciated the Minnesota context and specific connection to and impact on students and employees.

Next, Alex participated in the **Empathy by Design** course, which focused on how to foster a sense of belonging and humanizing student experiences, especially in online interactions. After hearing multiple references to Equity by Design on their campus, Alex decided to register for the **Equity by Design Onboarding** course to gain a better understanding of this methodology and its application to their context within student affairs.

1. Equity and Advising

2. Disability Justice I

3. Disability Justice II

4. Empathy by Design

5. Equity by Design Onboarding

Alex'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.

Staff: Mid-Career

Parker works as a staff member at a Minnesota State college or university. They want to develop their understanding of equity, accessibility, and other foundational skillsets to support their work on campus and improve staff and student engagement.

Parker has worked in higher education, and Minnesota State specifically, for more than a decade. They wanted to continue to develop and enhance their skillset to support student engagement and success in their courses and programs with an equity focus. Even though Parker had attended previous equity trainings at their institution and had read a few books about equity, they thought the **Equity 101** course was still a good place to start.

This led Parker to the **Creating Accessible Course Documents** course because of the practical skills and applications to all of the content they produced both in report form for internal use as well as public facing documents with students as the primary audience. This course then prompted Parker’s desire to intentionally apply equitable practices within their department, so they selected **Inclusive Video Conferencing** as their next development opportunity because so many in their unit worked remotely and multiple meetings a week were on Zoom or Teams. These two courses sparked a desire to know more about the content in **Disability Justice I**.

Parker was invited to be part of their campus Equity by Design (EbD) Committee. The **Equity by Design Onboarding** course was just the thing to ensure that Parker had a clear understanding of the methodology and its numerous potential applications across the institution, not just in the classroom. It provided a foundation and increased Parker’s confidence in participating on the EbD committee.

1. Equity 101

2. Creating Accessible
Course Documents

3. Inclusive Video
Conferencing

4. Disability Justice I

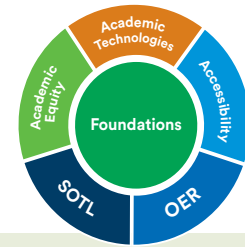
5. Equity by Design
Onboarding

Parker’s recommended course sequencing.



NED in your Professional Development Plan: MSCF

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.



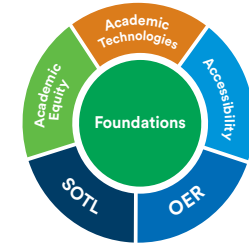
NED in your Professional Development Plan: IFO

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](#).

Educational Developers are individuals who identify, coordinate, lead, and/or facilitate educational development opportunities on campus that support teaching and learning. 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.

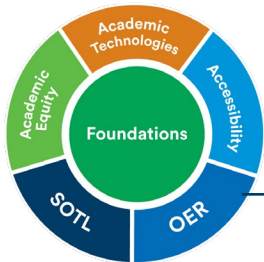
D2L Brightspace Course Template for Faculty - Update Coming Fall 2024!

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](#) on Opendora.

Educational Developer Meetings

An open invitation for self-identified Educational Developers where participants can engage in the community by networking with peers, resource sharing, engaging in meaningful conversations, and learning how NED resources and supports can be rebranded and repurposed on your campus.

Search and register for Educational Developer Meetings on the [NED Events Calendar](#).



Additional Opportunities

Consortium Memberships funded by the NED

Quality Matters and Online Learning Consortium

The NED funds memberships to the Online Learning Consortium (OLC) and Quality Matters (QM) for every Minnesota State college and university. Visit the [OLC website](#) and [QM website](#) to register for development opportunities at a reduced rate.

QM and OLC Workshops

Participate in a QM or OLC workshop in partnership with the NED. Workshop topics rotate to offer a variety of options. All partnership workshops include live online sessions facilitated by a Minnesota State colleague to center equity-minded teaching and apply learning to your contexts the partnership workshop cost is covered by the NED. Browse the [NED Events Calendar](#) to find upcoming opportunities.

Teaching and 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.

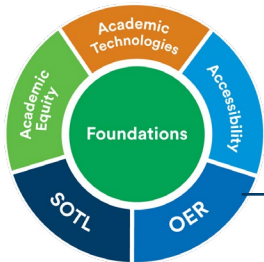
Philosophy of Community and Technical College Education

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 and Evaluation of Student Learning for Community and Technical Colleges (2 credits)
- Curriculum Planning and Design for Community and Technical Colleges (2 credits)

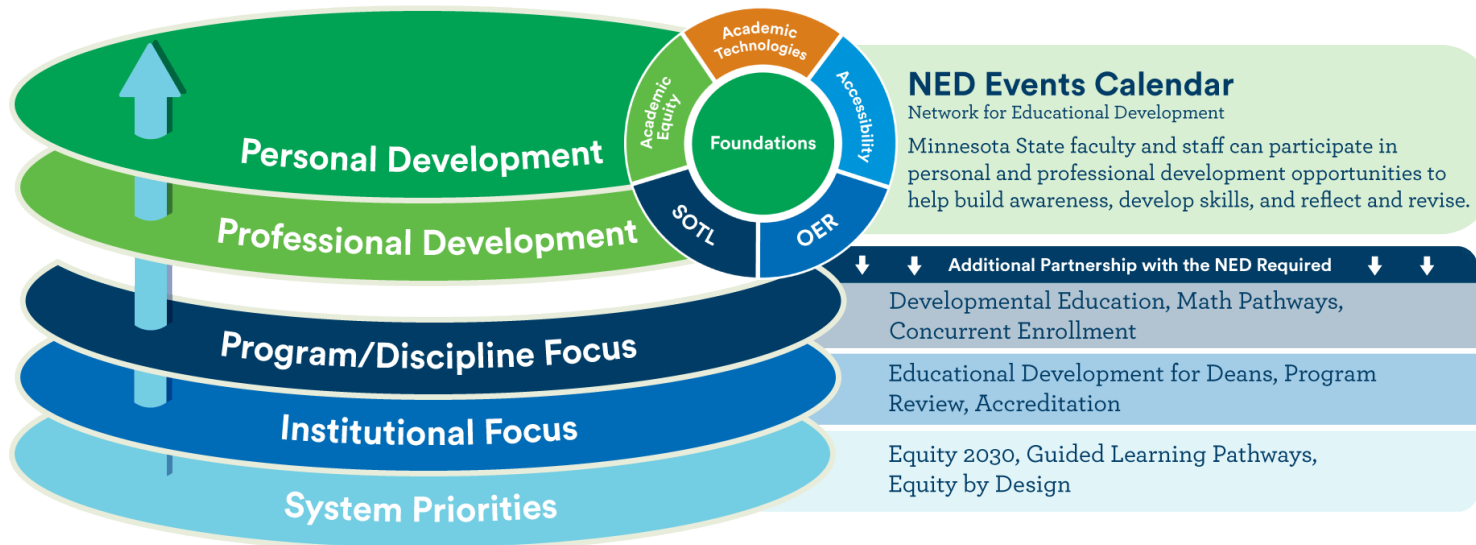
Learn more about these [Teaching and Learning Competency Courses on the NED Resource Site](#).



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 the top two layers (shown in green) of the NED graphic. The bottom three layers (shown in blue) 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.



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.



Additional Partnerships with the NED

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

Concurrent Enrollment

Concurrent enrollment (CE) mentors and instructors are invited to take advantage of the free and virtual educational development opportunities offered through the NED.

SHORT COURSES

Engage in a three-week NED short course with your CE partner and have additional conversations about the application of content and skills to your discipline.

FACULTY LEARNING COMMUNITIES (FLC)

Connect with other faculty and CE instructors from Minnesota State during a 10-12 week NED FLC organized around a topic like academic equity, accessibility, or open educational resources.

WEBINARS

Attend a live or recorded NED webinar with your CE partner and schedule time after to discuss what you learned.

Recorded webinars can be found on the [NED Resource Site](#).

Documentation of conversations between the CE instructor and mentor and final products or assignments can be submitted as artifacts for meeting the NACEP professional development requirement.

NACEP Standard Faculty 3: CE instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.

- ▶ **CEUs available** for participation in short courses and faculty learning communities. Contact Jessica.Espinosa@MinnState.edu to learn more.
- ▶ To meet NACEP accreditation standards, both the CE instructor and mentor must attend the opportunities together.



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 and select the [“Join the NED Community”](#) button. Non-Minnesota State employees can request guest access by emailing 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?

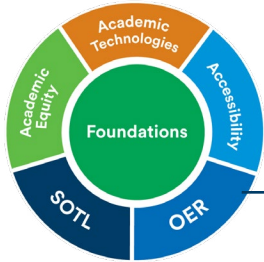
Anyone can register for webinars, all other opportunities are limited to Minnesota State employees.

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.

Where can I find previous NED Course Catalogs?

Minnesota State employees can find an [archive of NED Course Catalogs](#) on the NED Resource Site.



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.

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](#).