

TO: Education, Personnel, and Student Life Committee
Megan Cluver, Chair
Karen Luneau, Vice Chair
Janette Bombardier
Ryan Cooney
David Durfee
Shirley Jefferson
Mary Moran

FROM: Yasmine Ziesler, Chief Academic Officer

RE: EPSL Meeting on March 21, 2022

DATE: March 16, 2022



The EPSL Committee of the Board of Trustees is scheduled to meet on Monday, March 21st from 1:00 to 3:00pm by Zoom.

Continuing its focused oversight of academic transformation work, the committee will receive updates on high-priority projects including the program array, academic organization structure, and the collaborative work by faculty leaders to support the development of effective governance and curriculum review through this transition period leading to the launch of Vermont State University.

The agenda includes one item for action: a recommendation for VSC Faculty Fellows for the 2022-2023 academic year. Also on the agenda will be a preview of the National Student Clearinghouse's Postsecondary Data Project (PDP) data dashboards and the types of student success metrics currently under consideration by our academic operations transformation team.

I can be reached directly at (802) 224-3025 if you have any questions.

Thank you.

Cc: VSC Board of Trustees
Council of Presidents
Chief Academic Officers
Student Affairs Council
HR Council

**Vermont State Colleges Board of Trustees
Education, Personnel, and Student Life Committee**

March 21, 2022

AGENDA

1. Call to order
2. Approval of January 24, 2022 meeting minutes
3. Update on High-Priority Academic Transformation Projects
4. Preview of Postsecondary Data Project dashboard metrics for student success
5. Recommendation of VSC Faculty Fellows for 2022-2023
6. Other business
7. Comments from the public

MATERIALS

1. January 24th, 2022 minutes
2. Academic Programs update
3. Vermont State University draft “Connections” general education program mission, vision, and goals
4. Vermont State University draft optimized program review overview and rubric
5. VSC Faculty Fellows nominations for 2022-2023

ITEM 1:
January 24, 2022 Minutes

**Minutes of the VSCS Board of Trustees' Education, Personnel, and Student Life
Committee meeting held Monday January 24, 2022 at 1:00 p.m. via Zoom -
UNAPPROVED**

Note: These are unapproved minutes, subject to amendment and/or approval at the subsequent meeting.

The VSCS Board of Trustees Education, Personnel, and Student Life Committee met on Monday, January 24, 2022 via Zoom.

Committee Members present: Megan Cluver (Chair), Janette Bombardier, Ryan Cooney, Dylan Giambatista, Shirley Jefferson, Mary Moran

Absent: Karen Luneau

Other Trustees Present: Adam Grinold, Lynn Dickinson, Bill Lippert, David Silverman, Shawn Tester, Sue Zeller

Presidents: Joyce Judy, John Mills, Tom Mauhs-Pugh, Pat Moulton,

Chancellor's Office Staff: Donny Bazluke, Network/Security Analyst
Kellie Campbell, Chief Information Officer
Wilson Garland, Director of Transformation
Katherine Levasseur
Sharron Scott, Chief Financial/Operating Officer
Patty Turley, General Counsel
Meg Walz, Director, Project Management
Sophie Zdatny, Chancellor
Yasmine Ziesler, Chief Academic Officer

From the Colleges: Nolan Atkins, Provost, Northern Vermont University
Sarah Chambers, Coordinator of Instructional Technology,
Castleton University
Ana Gaillat, Dean of Academic Affairs, Vermont Technical
College
Laura Jakubowski,
Jonathan Kaplan, VP, VSCFF, Northern Vermont University
Dave Rubin, Acting Dean of Administration, Vermont Technical
College

1. Call to Order

Chair Cluver called the meeting to order at 1:02 p.m.

2. Approval of December 6, 2021 Meeting Minutes

Trustee Giambatista moved and Trustee Jefferson seconded the motion to approve the December 6, 2021 meeting minutes. The motion was approved unanimously.

3. Update on status of work on optimized program array

Chief Academic Officer Yasmine Ziesler shared an Academic Programs Update, which can be found [here](#). Chair Cluver asked for a subsequent progress update at the next EPSL meeting, to be rescheduled for later in March.

Chair Cluver adjourned the meeting at 1:30 p.m.

UNAPPROVED

ITEM 2:
Academic Programs Update

Academic Programs Update

Education, Personnel, and Student Life Committee
January 24, 2022

Academic Programs Optimization Update

- **Optimized programs preparing for admissions and curriculum review**

Confirmation by all program-connected faculty

Information for Fall 2023 applications and microsite

Goal: all program curriculum details ready for review by August

- **Curriculum Committee and Faculty Assembly Chairs finalizing coordinated review process**

Common review rubric, meeting schedule for Fall 2022

Goal: pilot with ~4 programs this spring, all programs in Fall

Academic Operations: High-Priority Projects

- **General Education program design based on mission, vision, and goals**

Incorporates system-wide framework adopted last year

Incorporates VSC board policy on graduation standards

Goals: Assemblies to review high-level General Education design by May

Program curriculum details completed during summer

Final Faculty Assembly reviews in fall

Academic Operations: High-Priority Projects

- **“Face-to-Face Plus” (f2f+) Faculty Pilot Project for 2022-2023**

45 faculty expressed interest, goal is 24-28 participants

Summer professional development and ongoing support through 2022-23

Intention is to pilot various hybrid and flexible approaches

Academic Operations: High-Priority Projects

Academic Organization Structure (schools, depts, progs)

Potential models (4 vs. 5 schools, graduate division) under discussion by Assemblies

Federation to poll members and identify preferred model

Goal: preferred final model to be reviewed by Assemblies in April

Faculty Governance Structure (e.g. Faculty Senate, committees, bylaws)

Plan to establish formal cross-campus group to continue work following adoption of final academic organization model

Goals: develop design over summer; review, revise and approve new governance structure by May 2023

ITEM 3:

Vermont State University draft “Connections” general education
program mission, vision, and goals

Vermont State University
Connections General Education Program
DRAFT Spring, 2022

Mission

The Connections General Education Program promotes the development of curious, thoughtful, and engaged global citizens with a commitment to diversity, equity, and inclusion, and the intellectual, social, and professional skills to meet the challenges of a complex and changing world.

Vision

We recognize that each Vermont State University student comes to their college education with unique life experiences. While studying at Vermont State University, each student pursues a course of study focused in a particular discipline. Each student will also take part in a variety of co-curricular experiences that impact their development as a student and a person. The Connections program is the one academic program that all Vermont State University students have in common, and as such it embodies what it means to be a Vermont State University student and graduate, across all campuses and course modalities. The Connections program helps students to integrate their experiences at several different levels: connections among different academic disciplines; connections among a student's academic, co-curricular, social, and professional lives; connections among students, faculty, staff, and all members of the VSU community; and connections among the VSU and other communities, locally and globally.

The Connections Program:

- Develops essential academic skills that students will use in critical analysis and communication;
- Engages students in an intentional and meaningful way in a wide range of disciplines, cultural events, and co-curricular activities;
- Encourages students to experience the transformational power of integrating their learning in the Connections Gen Ed program, their major or professional program, and their co-curricular experiences;
- Fosters student commitment to the value of diversity, equity, and inclusion;
- Promotes responsible, informed and engaged citizenship in the university, local, and global communities;
- Cultivates curiosity and stimulates a commitment to life-long learning.

ITEM 4:
Vermont State University draft
optimized program review overview and rubric

Curriculum Committee Chairs DRAFT

Developing curricular review criteria for VSU optimized programs (Feb 2022)

Representatives of the Curriculum Committees (CCs, aka Faculty Academic Affairs Committee) of CU, NVU-J, NVU-L and VTC contributed review criteria used by their committees to review new programs. Those criteria were compiled and organized by category.¹

- Program need (aka market)
- Alignment with institutional mission and vision
- Academic rigor
- Focus on students
- Credits and time to degree completion
- Viability in terms of enrollment and bottom line
- Sustainability in terms of staff, funding, space, equipment, etc.

Limitations of FA review of optimized programs

Inclusion of GenEd credits and requirements is also an essential element of program review but was not included in our discussions as the VSU GenEd program is still under construction. Given more time and information we would propose reviewing each program using all of these criteria, and in comparison with the current programs offered by VSC institutions. However, time is not unlimited and some data is not (yet) available, so we chose to focus this FA review of optimized programs on areas that have not already been considered and where data are available. Accordingly, optimized programs will be reviewed as de novo creations based on the content presented to CCs and will not be reviewed in comparison to the programs currently offered at VSC institutions. Since rpk conducted a needs analysis we have not included these criteria in our proposed review. Since optimized programs exist in some form in the VSC, we are assuming that all optimized programs are in alignment with VSC, and thus VSU, mission and vision. Because optimized programs were structured to increase enrollment and are based on VSC enrollment data we are not revisiting enrollment in this review, though it should be a focus of ongoing program reviews. As program specific costs and revenues, both direct and indirect, are not available at this time, our review will not include program financials. However, this should be a focus of ongoing reviews.

Review rubric

We have used the remaining criteria to create a review rubric with the goals of (1) providing clear and focused feedback to optimized program faculty, (2) allowing all four CCs to share criteria and reviews, and (3) to capture comments and feedback that will be useful in improving programs in the first years of VSU operation. Each criterion is scored on a scale from zero to three: 0, insufficient information for review and evaluation; 1, multiple issues with this criterion; 2, a significant issue with this criterion; and 3, no significant issues with this criterion. The rubric asks CCs to provide comments in addition to these ratings. CCs are asked to recommend approval, recommend further work, or recommend against approval.

Review process

Each CC will review each optimized program, complete a review rubric, and post the rubric to the shared Teams site. If there is consensus on a recommendation to approve the optimized program, the item will be put on the agenda of all four FAs. If there is not consensus, representatives of the CCs will meet and attempt to reach consensus; the meeting may include faculty from the optimized program.

¹ The complete compiled criteria are provided at the end of this document.

Programs reviewed before the VSU GenEd program is finalized must be able to accommodate that GenEd program. If they do not, adjustment and approval by CCs may be required.

Complete compiled CC criteria from CU, NVU-J, NVU-L and VTC

Program need

- Is there a clear need in the economy and sufficient interest in enrollment for this program for the program to succeed?
 - Will this program serve Vermont?
- Will this program serve the general student population? [What's the general population? Is there one? How would we define it?]
- Does the program appear to fill a need not already served by an existing program in the VSC, Vermont or the region?

Aligned with VSU mission and vision

- Does the optimized program meet the stated educational goals and mission of the university, the department, and the degree?

Academic rigor

- Does the program appear to have sufficient academic rigor, logical course sequencing and distribution of lower and upper-level courses?
 - Is it possible, though unintended, for a student to avoid rigorous courses or requirements but to graduate?
 - By always including lower-level courses in choices left to students....
- Do learning outcomes progress from the 1000- to 4000-level, for example with using Bloom's taxonomy as a guide?
- Is a program capstone course included?
- Does the optimized program meet the intended educational goals of the department, and the degree?
 - Is the result of the program what the designers intended?
- Are program and student learning outcomes mapped through the program and identified for assessment?

Focus on students

- If changes to the existing program are proposed, is the reason in the students' best interests?
 - Examples of changes that are not student-focused:
 - dropping of required courses because of faculty turnover; or
 - reducing or eliminating important courses to "fit" into merger requirements.
 - Optimized programs will be reviewed as de novo creations based on their content and
- Is the level of preparation required for first-year courses appropriate and likely to result in success? Co-requisite education for these courses?
- Does the program provide valuable outcomes for further education or employment? [student ROI?]
- Is the program well thought-out, clearly described and easy for students to understand in terms of requirements, choices, and required scheduling?
- Are course descriptions clearly written for students as well as faculty and accreditors?
- Are there hidden pre-requisites?
 - Skills expected but not clearly required.
 - Cognate courses that don't appear to be part of the program but are truly cognate.

Credits and time to program completion

- Are the program requirements reasonable for a student to complete during their time at the University, i.e., credit count?
- Does the program have the appropriate number of TOTAL credits required for the degree?
 - So roughly 60 credits for associates, 120 credits for bachelor and 30 credits for masters degrees?
- Is the program accessible to students? Or is accessibility and its limits clear?
- With the current cycle of courses, can this program be completed in a reasonable time frame and what is that time frame?
- Does the program's degree plan have reasonable loads and pre-requisites and a progression of linked learning outcomes?
- Is there an on-ramp, or plan, for students who are underprepared when they begin the program?
- Is there a plan for students to continue or progress if they struggle with, or fail, gatekeeper courses?
- Is overall degree delivery modality(ies) clearly identified?

Viable in terms of enrollment and operational bottom line

- Do we understand the costs of this program? Are budgets realistic?
- What is the breakeven program enrollment required to cover direct program costs?
- What is the breakeven program enrollment required to cover both direct program costs and indirect institutional costs?
- Are breakeven enrollments likely?
 - If that's not clear, has accessibility been a focus of program development?
 - And if not, is the program of great value to the state, its economy and students?
- Is there an exit strategy if the program isn't sustainable?

Sustainable in term of staff, funding, space, equipment, etc

- When possible and appropriate, are existing courses utilized before new courses are created?
- Is the optimized program sustainable with respect to current and anticipated full-time faculty in place?
 - Are all departments and locations involved in the program aware of the impact it may have on their course enrollments, staffing requirements and are they able to handle these impacts? [redundant?]
 - If we do not currently have the faculty and resources to support the program, is there an agreed upon plan and timeline from administration to acquire them?
- Will there be continued support for the program by the Administration? [What type of support?]
- Are there sufficient dedicated space and resources for the program (e.g., laboratory space, exercise equipment)?
- Do optimization changes have significant impacts on GenEd requirements? Have these impacts been considered by the department providing that content?
- Will this program impact with course enrollments in other departments or programs?
- Is the state(wide) estimate of the optimized program accurate?

Curriculum Committee Chairs DRAFT
Optimized program review rubric, Faculty Assembly CC or FA committees (Feb 2022)

Optimized programs will be reviewed as de novo creations based on the content presented and will not be reviewed in comparison to the programs currently offered at VSC institutions.

Optimized program:

Reviewing CC/FAA committee: CU NVU-J NVU-L VTC

Academic rigor

1. Does the program appear to have sufficient academic rigor, logical course sequencing and distribution of lower and upper-level courses?

- 0, insufficient information to review or evaluate
- 1, multiple issues with this criterion
- 2, an issue with this criterion
- 3, no significant issues with this criterion

Comments:

2. Is it possible, though unintended, for a student to avoid rigorous courses or requirements but to graduate? For example: Students can choose from lists of courses that always include lower-level options.

- 0 1 2 3

Comments:

3. Do learning outcomes progress from the 1000- to 4000-level, for example with using Bloom's taxonomy as a guide?

[Note that not all courses are required to list learning outcomes at this point (Spring 2022).]

- 0 1 2 3

Comments:

4. Is a program-specific capstone course included?

- 0 1 2 3

Comments:

Focus on students

5. Is the program well thought-out, clearly described, and easy for students to understand in terms of requirements, choices, and required scheduling?

- 0 1 2 3

Comments:

6. Is the level of preparation required for first-year courses appropriate and likely to result in student success? Has co-requisite education been considered?

0 1 2 3

Comments:

7. Are course descriptions clearly written for students as well as faculty and accreditors?

0 1 2 3

Comments:

8. Are there hidden pre-requisites for the program as a whole or for program courses? Examples:

- (1) Specific student skills are expected but not clearly required.
- (2) Cognate courses, required for the program or its required courses, are shown as GenEd choices.

0 1 2 3

Comments:

Total credits and time to degree completion

9. Are the program requirements reasonable for a student to complete during their time at the University? As a guide, does the program have the appropriate number of **total** credits required for degree completion?

- roughly 60 credits for associates degrees
- roughly 120 credits for bachelors degrees
- roughly 30 credits for masters degrees

0 1 2 3

Comments:

10. With the current cycle of courses, can this program be completed in a reasonable time frame? As a guide consider 2 years for an associates degree and 4 years for a bachelor's degree unless special cases are made.

0 1 2 3

Comments:

11. Does the program's degree plan have reasonable semester loads, pre-requisites, and a progression of linked learning outcomes?

[Note that not all courses will list learning outcomes at this point in time.]

0 1 2 3

Comments:

12. Is there an on-ramp, or plan, for students who are underprepared when they begin the program?

- 0 1 2 3

Comments:

13. Is there a plan for students to continue or progress if they struggle with, or fail, courses required to remain on track for graduation?

- 0 1 2 3

Comments:

14. Is overall program delivery modality(ies) clearly identified?

- 0 1 2 3

Comments:

Program sustainability

15. Are there sufficient dedicated space and resources for the program (e.g., laboratory space, exercise equipment)?

- 0 1 2 3

Comments:

16. Do optimization changes have significant impacts on GenEd requirements? Have these impacts been considered by the department providing that content?

- 0 1 2 3

Comments:

17. Will this program impact course enrollments in other departments or programs?

- 0 1 2 3

Comments:

Additional reviewer comments and questions:

- Recommendation:**
- approval recommended
 - recommend continued work
 - approval not recommend

ITEM 5:
VSC Faculty Fellows nominations for 2022-2023



NorthernVermont.edu

March 7, 2022

Sophie Zdatny, Chancellor
Vermont State College Systems
P.O. Box 7
Montpelier, VT 05601

Dear Chancellor Zdatny:

It is with great pleasure that I write this letter of nomination for Dr. Gina Mireault in support of her candidacy as VSC Faculty Fellow.

I am particularly impressed with Dr. Mireault's proposal in that the work directly ties to NVU's academic Learning and Working Community vision. Specifically, Dr. Mireault is proposing to reach out to faculty colleagues at the federally designated Work Colleges to learn how they infuse applied-learning experiences in their degree programs. The Work College model is one that was examined when the NVU-Strong Advisory Committee developed the Learning and Working Community vision. Dr. Mireault then plans to use the results of her research to make modifications to the NVU Psychology degree program to ensure students are engaged in meaningful applied-learning experiences. I fully expect that Dr. Mireault will share the results of her research with other NVU faculty who are working to include applied-learning experiences in their degree programs.

Dr. Mireault's in-depth experience in her field, her established partnerships, and her strong record of effective teaching make her well suited to conduct the research in this proposal. I highlight her strong record of peer-review and internationally-recognized research as evidence that she will be successful with this project, that will, in turn, provide great benefits for future NVU Psychology students.

There is no doubt in my mind regarding Dr. Mireault's ability to excel as a VSC Faculty Fellow pursuing her research as she has outlined in the attached materials. Dr. Mireault has clearly demonstrated the initiative and intellect to achieve success with her proposal. If you should require additional information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Nolan T. Atkins".

Nolan T. Atkins, Ph.D.
Provost (on behalf of Interim President John W. Mills)

Enclosure: Dr. Gina Mireault's application proposal
c: Yasmine Ziesler, Chief Academic Officer

To: Dr. Nolan Atkins, Provost
From: Gina Mireault, Ph.D., Professor of Psychology
Re: Nomination for VSC Faculty Fellowship
Date: December 12, 2021

Objective:

I am requesting consideration for a VSC Faculty Fellowship for the 22-23 academic year (either semester) in order to develop and incorporate the learning-and-working model into NVU's psychology program. This will be accomplished through direct consultation with faculty from the four "work colleges" that offer psychology degrees.

A VSC Faculty Fellowship will serve two objectives: 1) conferring directly with faculty in those programs to learn how they deliver psychology programming under a learning/working model, and 2) adapting NVU-J's psychology program to better integrate and infuse learning/working opportunities and requirements into core classes.

Background:

In June 2020, the NVU Strong Advisory Committee proposed a bold initiative to transform the identity of the institution, and more importantly, the educational experience of its students. The model, referred to as the NVU *Learning & Working Community* (LWC), will better integrate the institution with businesses and non-profit organizations, strengthen NVU as an asset in its surrounding communities, meet workforce needs, prepare students for work after college, lower students' college debt and increase affordability, and deliver stackable credentials available to matriculated and non-matriculated students. This proposal inspired a major gift from the Valade family, who provided seed money to launch the initiative.

As ambitious as the LWC is, a few select colleges already incorporate several aspects of this model into their undergraduate programming. Notably, these "work colleges" as they are known, share core features with NVU. For example, their student populations include similar rates of first-generation (@50%), in-state (@80%), and Pell-grant-eligible (@80%) students. Of the eight work colleges in the United States, most are located in the impoverished Appalachian region of the country. Like the LWC model adopted by NVU, the work colleges are described as "*student-centered liberal arts colleges promoting the purposeful integration of Work-Learning-Service while helping to reduce the cost of education*" (Work Colleges Consortium, <https://www.workcolleges.org/>).

Psychology continues to be one of NVU-J's most robust programs. By extension, adapting this program to the LWC model will affect many students, not only majors but students who enroll in psychology for general education credits or out of pure interest. It will also serve as a model of other liberal arts programs that may find it more challenging to identify appropriate and relevant work experience than do vocationally oriented disciplines (e.g., business, education, etc.).

Proposal:

Relevant to this proposal for a VSC Faculty Fellowship is that four of the eight work colleges offer degrees in psychology. Release time provided by the faculty fellowship will allow me to study how they incorporate “*Work-Learning-Service*” into the psychology curricula, and to confer directly with their faculty to better envision how NVU’s popular psychology curriculum can expand beyond the key – but singular – internship currently required of senior majors.

If awarded, I plan to consult with the following faculty via email and virtual meetings: Amanda Wyrick, Ph.D., Chair, Psychology Department, Berea College (Ky); Pamela Danker, Ph.D., Chair, Psychology Department, Blackburn College (Ky); Jeff Elliot, Ph.D., Professor of Psychology, College of the Ozarks, (Mo); and Ervin James, Ph.D., Associate Professor of Liberal Studies, Paul Quinn College (Tx).

After learning how these institutions enrich their psychology curricula with meaningful experiential learning, I will adapt core psychology courses to include relevant learning/working components. This will require establishing and attaching sustainable partnerships with agencies, organizations, and/or businesses as appropriate to core courses. A fellowship, if awarded, will be devoted primarily to this objective, which will bring a significant change in pedagogy as originally proposed by the NVU Strong Advisory Committee, and as subsequently embraced by the Board of Trustees. This objective is consistent with the criteria of a VSC Faculty Fellowship and will be the focal point of the proposed work. Finally, aligning the psychology program with the LWC model will also require revisiting current course- and program-level learning objectives and assessment tools.

The VSC Faculty Fellowship and the NVU Learning and Working Community ultimately share the goal of enhancing undergraduate teaching and learning. I hope the University and the VSC will find sufficient merit in this proposal so that the psychology program can meet the bold objectives that have been set for our educational programs, our students, and our future.

Outstanding Accomplishments in Teaching & Learning:

According to *The Agreement*, “*Vermont State Colleges Faculty Fellows shall be nominated and selected on the basis of outstanding accomplishments in teaching and learning.*” Using the criteria for teaching effectiveness specified in Article 20 of *The Agreement*, I have included examples of my record of accomplishments in teaching and learning to support this nomination. (Please see Appendix A.)

Thank you for your consideration.

Appendix A:
Examples of Outstanding Accomplishments in Teaching and Learning
(Based on Article 20 of *The Agreement*)

Knowledge of the subject matter

In the past 5 years I have taught a breadth of courses demonstrating a wide range of knowledge in psychology. These include but are not limited to: Introductory Psychology, Developmental Psychology (graduate and undergraduate), Research Methods (graduate and undergraduate), Abnormal Psychology, Biological Psychology, Theories of Personality, Psychology of Gender, History of Psychology, Evolutionary Psychology, Animal Behavior & Psychology. The latter four courses represent new course preps in the last few years – perhaps unusual for a senior faculty member - and reflect my ability to pivot to address program needs and students’ interests in response to psychology faculty turnover and programmatic changes at NVU. This diversity also reflects a wide range of knowledge in my background of general experimental psychology and clinical psychology.

Effectiveness in Facilitating Learning by...

In all classes, I use a diverse range of approaches, in part due to new technologies that can enhance the learning experience, and in part due to the requirements for flexible teaching strategies since the onset of the pandemic. Currently, students can access my classes in-person or remotely in real time. Both formats involve technology-assisted lecture (e.g., PowerPoint, videos, audio clips), large- and small-group discussions, and interactive technology (e.g., Mentimeter) in which students participate by responding to prompts using their devices and which are immediately available in real time for use in class. Students in some courses also get practical experience. For example, in Research Methods they design a study, and collect, analyze and report data. Similarly, in Evolutionary Psychology and Psychology of Gender, they collected data albeit using social media platforms due to the restrictions of Covid-19. I also teach fully online summer courses that require students to use various features of Canvas, including for example, uploading video introductions and/or discussion responses so that they expand and interact beyond the boundaries of keyboarding. In my 29th year of full-time teaching, I continue to strive to innovate ways to make teaching and learning more engaging, exciting, and effective, including taking advantage of professional development opportunities that were available during the pandemic to enhance online and remote delivery (e.g., completed a certificate in *Increasing Interaction & Engagement* through the OLC, January 2021).

I also invite guest experts to speak via Zoom in PSY 4010 Biological Psychology and PSY 4250 Animal Behavior and Psychology. In PSY 4010, these have included Zhenglong Zou, Ph.D. (U Penn) for computational memory, Tony Cunningham, Ph.D., (Harvard) for sleep & memory, Ben Gold, Ph.D. (Vanderbilt) for the neuroscience of music, Eric Pakulak, Ph.D. (U Oregon) for neuroplasticity, Corinna Hartling, M.S. (Universit a Smedizin) for stress and the HPA axis. In PSY 4250, fall 2021 semester speakers included Rachel Morris, PhD. (UNC) for self-recognition in dolphins, Vicki

Fishlock, Ph.D. (Amboseli Trust, Kenya) for elephant social cognition, and Sonja Koski, PhD (U Helsinki) for personality and friendships in chimps. This gives students a highly interactive experience and makes the material “real” and relevant beyond the abstractions of research papers. All speakers also begin by outlining the personal and professional path they took, and it is particularly relevant for undergraduates to hear the path is never linear and often boils down to pursuing one’s curiosity and passions.

In PSY 4010, students also download and use an interactive 3D Brain app on their devices to better envision the brain regions, and I have developed several exercises on handedness, eye movement, memory, etc. for each of the content units.

In PSY 2070 this semester, we were fortunate to have a student who has just arrived in Vermont from Japan. This allowed us to incorporate a cross-cultural perspective into the psychological theories we were discussing to examine whether they are universally relevant. I was able to secure a Title III grant to take the class to Burlington for an authentic Japanese dinner where the student served as our host and translator. We enjoyed extensive conversations around the table about psychology in the US and in Japan.

I also solicit anonymous mid-semester feedback from students to change and improve each course if needed as we progress.

I developed a winter term course (temporarily waylaid by the pandemic), Psychological Science, which I have designed in conjunction with the Eastern Psychological Association (EPA) research conference which occurs annually in March in either Boston, NYC, or Philadelphia. During winter term, we have daily online discussions about the research of the eight keynote speakers scheduled for that year’s conference. We then attend the conference in March. In the last 6 years, I have brought students to all three EPA convention sites where they have attended a major psychological science convention (approximately 8k-10k psychological researchers attend), a high-impact experience that alters their view of the field of psychology.

I also partnered with the Vermont Psychological Association (VPA) to create a course called *Professional Psychology*. Students attended 4 day-long continuing education workshops for licensed psychologists which I supported with online discussions regarding the material covered at each workshop. This allowed students to network with professionals in the field while doing some career exploration.

Finally, from 2006-2018, my course PSY 2070 Developmental Psychology engaged in a service-learning project through a partnership with Vermont Odyssey of the Mind, a creativity competition for kids (K-12); NVU students served as judges, allowing them to apply their knowledge of cognitive development to children’s “creative solutions” to a variety of problems.

Ability to help students think critically and creatively

Thinking critically is at the heart of psychology and of a liberal arts education, and I employ multiple strategies to that end. For example, in all courses my exams require students to consider multiple sources of information on any given construct and synthesize and integrate it into answers that cannot be “looked up”. Students often comment that they enjoy this format because it makes them “think”. A few examples of this style of exam questions from fall 22 exams are included in support of this nomination, (please see Appendix B) along with students’ emails of appreciation (please see Appendix C).

A key component of thinking critically is thinking scientifically. That is, understanding how to frame a scientific question, how to test it, how to draw an appropriate inference, as well as knowing the limits of inference. Since 2012 and with few exceptions, none of my classes involve the use of textbooks. Instead, students are assigned primary source readings for every single class taken directly from the psychological science literature so that they are continuously exposed to the scientific method and its relevance to psychology. All reading materials therefore require them to orient to this way of knowing, to think like emerging scientists, to consider relevant ethics, to think deeply about confounding third variables and alternative explanations in quasi-experimental studies, and to identify the benefits and limits of any given study. They are required to think about measurement issues, error variance, sources of bias, and to continually evaluate *how we know what we know*. Free OER texts are used as supplements in Research Methods, Abnormal Psychology, and Theories of Personality for organizational purposes, but otherwise students are reading original material that has not been filtered through the words of a textbook editor. It’s wonderful.

An important component of critical thinking is engaging students with compelling topics. Most students find psychological topics compelling, however I still choose topics with an eye for what is relevant for students. For example, in Developmental Psychology we spend proportionately more time discussing the psychological processes of “emerging adulthood” (ages 18-25) because it is personally of value to them. We discuss why this new developmental stage has emerged and what it means for their demographic’s relationships, careers, financial futures, etc. This includes considering and having to reconcile opposing viewpoints to two major contemporary theorists, most of which my students do through extensive class discussions and individual writing.

Supporting students to think creatively is more difficult to operationalize. However, in all upper-level courses, my students must give hour-long presentations (in pairs) on a topic taken from the syllabus. Part of the requirement is that they develop a class activity or exercise to demonstrate a concept. This is a creative opportunity as they must think about an original instructional way to engage their classmates. Most of the creative opportunities however seem to come in teaching PSY 4010 Biological Psychology. Students must draw and label each other’s brains (using shower caps & sharpies), invent games designed to activate a particular brain region, and develop and share mnemonics and other strategies to memorize neurotransmitters and their roles, for example.

Ability to organize effectively his or her courses and to effectively communicate his or her expectations and assignments

I regularly use Canvas, which is organized into Modules that mirror the syllabus. I communicate with each course using the “Announcements” feature every weekend, alerting students to their weekly “To Do” list, including what they are to read, who is presenting, and whether there are assignments due, guest speakers, and/or course-relevant items of interest in the news. I also alert them if I post new material. I also regularly check and update the gradebook, and alert students (as a class or individually as appropriate) if they are falling behind in work or if they might have an inaccurate perception of their grade (i.e., Canvas does not enter “zero” for missing assignments so students can get a falsely inflated impression of their grade). Students often comment that they appreciate my Canvas course organization, particularly the weekly announcements, and that they wish more professors would similarly use Canvas. I have included sample course announcements in Appendix D.

I also require attendance and take attendance at every class. (Zoom attendees must have their cameras on or only receive ½ credit for attending *unless* they are active in the chat.) I update the grade book every 2-to3 weeks with attendance grades.

Effectiveness in defining learning objectives and assessing learning outcomes in courses

Learning objectives (Los) for each course are stated at the top of each syllabus and assignments map on to these objectives as required for the “curriculum map”, which is part of the PReCIP process. Two examples are given below.

For example, in PSY 3070: Abnormal Psychology, one LO is “To understand the key theoretical models used to explain and treat psychological disorders.” In their class presentations, students must provide the cognitive-behavioral, biological, and psychoanalytic explanations for the disorder they are presenting. We thus do this for each and every disorder such that the LO is built in to the assignment. A second LO is “To develop awareness of and sensitivity to those affected by mental illness, at a personal and societal level”. For each disorder students are encouraged to examine facets of significant psychological symptoms in their own lives, including those that seem only of relevance to people with serious mental illness. They easily come to see dreaming as akin to hallucinating, exuberance and euphoria as analogous to mania, and acute fear as analogous to panic. These discussions ensue through the entire semester and students also listen to talks and or identify highly functional people who have schizophrenia (e.g., USC Law Professor, Elyn Sax, JD), bipolar disorder (e.g., SNL cast member Pete Davison), etc.

In PSY 2070 Developmental Psychology, one LO is “to understand the three major theoretical issues that govern how psychologists think about developmental change”. Within the first 2 weeks of the course these issues are identified and discussed (nature/nurture, continuity/discontinuity, stability/change). Several assignments then ask students to do a deep dive into each one. These include a group activity in which they

identify similarities they have in common with a stranger in the class, followed by an essay providing *nongenetic* reasons for these similarities, a quiz on the original Minnesota Twin Studies research article, and another written assignment regarding differences between genetic siblings. Nature/nurture is revisited through the semester including in a later research article and quiz on the interaction between innate temperament and contributions of the environment to personality.

Effectiveness in designing educational experiences to address the needs of diverse learners

I use multiple modes of content delivery to reach and engage all learners. These include:

Discussion-based lecture

PowerPoints accompanied by audio and video clips to illustrate concepts

Use of interactive media (e.g., Mentimeter, smart phone apps)

Class activities, exercises, & games to illustrate and expose concepts

Peer-to-peer teaching of content via presentations and in-class small group collaborations

Expert guest speakers to illustrate the connection between content and real-world problem-solving/applications

Field trips e.g.,

History of Psychology: Clark University's Special Collections of Freud & Jung; Warren Anatomical Museum at Harvard Medical School for the Phineas Gage exhibit; and U Mass "Ether Dome" for explorations into consciousness

Research Methods: Great Escape Theme Park to replicate a study on physiological arousal & attraction

Psychological Science: Travels to Eastern Psychological Association to attend the annual research conference (Boston, NYC, Philadelphia); Note that students in my lab also present at this conference.

Developmental Psychology: Mini Japanese cultural immersion at Hana Japanese Restaurant in South Burlington, VT

Service-learning, e.g.,

Developmental Psychology partnered with Vermont Odyssey of the Mind from 2006-2018; NVU students served as judges, allowing them to apply their knowledge of cognitive development to children's (K-12) "creative solutions" to a variety of problems.

Appendix B: Sample Exam Questions Requiring Critical Thinking, Integration & Synthesis

PSY 4010 Biological Psychology

READ: Eye Movement & Thinking (Ehrlichman & Micic, 2012; Uploaded to Canvas with this exam.)

ASK A FRIEND OR FAMILY MEMBER to do each of the following “thinking” tasks while you watch (ideally while you video them up close with your smartphone camera):

a) Go through the alphabet & identify the number of letters that have a curve, and b) Describe the driving or walking route they take from home to school/work.

Do not tell them the purpose of this exercise (until it is over) or it will influence their behavior. While they do each task, you will a) count the number of eye movements they make, and b) indicate which direction their eyes look toward. *This is why videoing them is ideal because it is much easier to watch a video (several times if necessary) to count eye movements.*

DO NOT QUOTE any resources in answering the following questions. USE YOUR OWN WORDS!

- a) What is the question Ehrlichman & Micic (2012) are asking?
- b) What is a “nonvisual eye movement”?
- c) What is an EMR?
- d) What did your data show? Is it consistent or inconsistent with Ehrlichman & Micic (2012)’s thesis?

PSY 2070: Developmental Psychology

WATCH the brief video on sensorimotor learning in infants (6 minutes)

<https://www.youtube.com/watch?v=xscJbx6T7E8>

WATCH the video on Glen Doman’s “Better Baby Institute” (BBI; 9 minutes)

https://www.youtube.com/watch?v=aCs9XNrx6_8

DO NOT QUOTE ANY OF THE RESOURCES, AND DO NOT USE OUTSIDE RESOURCES; Use your own words!

- a) According to Piaget’s theory, how do infants learn?
- b) According to Piaget, what kinds of information do they learn?
- c) Now consider Glen Doman’s approach for teaching infants, which involves showing them lots and lots of flashcards. *Knowing what you know about sensorimotor development*, is Doman’s approach likely to be effective for infants? Why or why not?

PSY 4010 Biological Psychology

Watch the following 2-minute movie trailer for the film *Lucy* (2014).

<https://www.youtube.com/watch?v=2t17w1ffWrs>

FIND a peer-reviewed psychology journal article to either support or refute the premise of the film. (I recommend using Psych Info which you can access through the NVU Library homepage.)

- a) What is the biopsychological premise of the film (i.e., the thesis)?
- b) Provide the full citation in APA format. (NOT simply a weblink!)
- c) Support or refute the myth using at least 3 bullet-points of evidence provided from the research article you cited; include a page number for each point; do NOT quote.

PSY 2070 Developmental Psychology

WATCH: (17 minutes) *Let's Talk Parenting Taboos*
http://www.ted.com/talks/rufus_griscom_alisa_volkman_let_s_talk_parenting_taboos.html

READ: *Temperament, Development & Personality* (Rothbart, 2007), posted on Canvas and assigned for class on 9/28).

LISTEN: (10 minute) *Why is parenting filled with so much anxiety?*
<https://www.npr.org/2014/08/01/335305127/why-is-parenthood-filled-with-so-much-anxiety>

Remember: Your answers must be in your own words! Do NOT quote any of the resources (except in questions e & f where you are supposed to use a quote).

- a) Why does having children significantly decrease life satisfaction? (Use at least 2 of the 3 resources above citing pages numbers &/or time stamps.)
- b) Why are parents likely to report raising children as one of life's greatest rewards when it significantly detracts from life satisfaction? (Use at least 2 of the 3 resources above citing pages numbers &/or time stamps.)
- c) Are Grisham, Volkman, & Senior's observations about the relationship between parenting and life satisfaction consistent? Explain your answer.
- d) The TED Radio Hour host and Senior agree that how we are parented determines who we are and what we become. Does this agree with Rothbart's (2007) position? Explain your answer. Use a quote from Rothbart to back up your position, citing a page number.
- e) Senior states, "Some kids aren't going to be happy....maybe constitutionally it's just not who they are." Does this agree with Rothbart's (2007) position? Explain your answer. Use a quote from Rothbart to back up your position, citing a page number.

PSY 2410 Research Methods

READ: Wager, T. D. (2005). The neural bases of placebo effects in pain. *Current Directions in Psychological Science*, 14(4), 175–179. <https://doi.org/10.1111/j.0963-7214.2005.00359.x>

READ the brief article on the relationship between the color of pills and their effectiveness.

<https://www.theatlantic.com/health/archive/2014/10/the-power-of-drug-color/381156/>

LISTEN to the Association for Psychological Science podcast “Under the Cortex” and listen to the episode “Placebos and Movies: What Do They Have in Common?” (24 minutes)

https://www.podbean.com/media/share/pb-nrmqm-10b9e2d?utm_campaign=embed_player_stop&utm_medium=dlink&utm_source=embed_player

NOTE: I have also uploaded the paper “Placebos & Movies (Benedetti, 2021) that corresponds with the podcast episode in case it is helpful.

Benedetti, F. (2021). Placebos and movies: What do they have in common? *Current Directions in Psychological Science*, 30(3), 274–279. <https://doi.org/10.1177/09637214211003892>

Remember: Do not quote any of the resources. Instead, use your own words citing page numbers and/or time stamps with your answers. EVERY ANSWER SHOULD CITE AT LEAST 2 OF THE 3 RESOURCES ABOVE.

- a. What is the placebo effect?
- b. How much treatment effect is placebo responsible for?
- c. Why does the color of a pill influence its effectiveness?
- d. Why is deception unnecessary required for a placebo to be effective.
- e. In what way are placebos and movies alike?
- f. Why don't placebos work for cancer treatment or as contraception, for example?
- g. Why is covert administration of a “real” pain killer or other “active” substance less effective than an open administration?
- h. What should doctors do to increase the effectiveness of the drugs they administer to patients and why?

PSY 3235 Evolutionary Psychology

De Waal (2002) argues that many errors have been made in the application of evolutionary theory to psychology. He cites a paper by Daly & Wilson (1988) as a good example of erroneous evolutionary claims.

a) Use Daly & Wilson's (1988) paper uploaded with this final and find an example of one of the errors de Waal (2002) accuses them of making. Provide a **quote** from Daly & Wilson (1988) showing the error and cite a page number. Explain which error the quote illustrates.

b) According to de Waal (2002) what would Daly and Wilson (1998) need to do to make this claim? Explain your answer and support it by citing a page number from de Waal (2002) (On Canvas from 2/25)

PSY 3235: History of Modern Psychology

In addition, to Freud and Jung, G. Stanley Hall worked closely with Lewis Terman and Arnold Gesell, both of whom did graduate study at Clark University where Hall taught.

a) Use PsychInfo and locate any *full-text* article of your choice authored by Arnold Gesell. Provide the full citation in APA format.

b) Use PsychInfo and locate any *full-text* article of your choice authored by Lewis Terman. Provide the full citation in APA format.

c) How was their work similar *and* how was it different?

d) Using Psych Info, find a full-text article published within the past 10 years that draws on the work of Terman or Gesell. (Double points for finding a *full text* citation within Psych Info *from the last 10 years* that cites both!) Provide the full citation in APA format. 4e) In what way does the new article draw on the work of Terman and Gesell? i.e., how is their work reflected in, implemented in, or otherwise “alive” in the contemporary research you identified?

PSY 4250: Animal Behavior & Psychology

LISTEN: (22 minutes) Interview with Frans deWaal

<https://www.psychologicalscience.org/news/2021-podcast-primatology-and-psychology.html>

READ: Culture in Animals (Whiten, 2021) (Uploaded to Canvas with the final exam)

Whiten, A. (2021). The psychological reach of culture in animals' lives. *Current Directions in Psychological Science*, 30(3), 211–217. <https://doi.org/10.1177/0963721421993119>

a) How is culture in animals defined? (Use both resources citing a page number & a time stamp to support your answer.)

b) Is culture a Darwinian concept? (Use both resources citing a page number & a time stamp to support your answer.)

c) What do imitation, emulation, & social learning have to do with culture in animals? (Use both resources citing a page number & a time stamp to support your answer.)

Appendix C: Recent Student Notes of Appreciation for Effective Teaching

(Please note many of these refer to courses delivered remotely due to Covid-19 during spring 21.)

 Campbell, Collin J.
Thu 5/13/2021 5:11 PM
To: Mireault, Gina C.     

Hi Gina,
I wanted to reach out and thank you for a great semester. I have taken two of your classes throughout my four years and they were both some of my favorites. I truly hope you have a great summer and continue to bring your contagious energy to your future classes.
Thanks again,
Collin Campbell

 Morales-Hernandez, Isaac R.
Sun 5/9/2021 8:57 PM
To: Mireault, Gina C.     

Hey Gina,
Still working on the Finals, honestly, I've been getting all of the other things I needed to do first and saving your finals for last, because I have to save the best for last! Anyways, I'm emailing you to ask for a letter of recommendation. I feel like you do such a great job of praising me, I would love to show that off. I don't need it anytime soon, so feel free to take your time. Anyways, thanks for the wonderful year, and I hope you have a wonderful summer!

Best,
-Isaac Morales

 Beaulieu, Clayton
Wed 5/12/2021 1:23 PM
To: Mireault, Gina C.     

Hi Gina,
I'd like to thank you for a fantastic semester. With this being my first full time semester, I was unsure how it would coexist with working full time. Through this experimentation your class really raised the bar on and increased my threshold and for that I am very grateful. The feedback was critical and something I will work on in these two weeks before the summer session starts. Overall, though, I appreciate for such an interesting and thought-provoking class, I feel I got the most out of this class, in multiple realms and I will use this as the barometer moving forward.

Thank you and I hope to have another class with you in the future!

Memento Mori
Clayton Beaulieu

 Zoe. <abstractlyrandom@gmail.com>
Sat 5/8/2021 10:21 AM
To: Mireault, Gina C.     

This message is from an external sender. Please be careful when clicking on links and attachments.

Hi Gina,
I wanted to thank you for your teaching!
It's not often to have a class that is so well structured that even I don't get lost or confused in what I'm supposed to be learning, so that I can focus on the material and *learn*. I know that it takes a lot more work and effort on your part to provide the clear structure, as well as to respond to all of the questions that you do, and I *so appreciate it*.
I also wanted to emphasize how much I truly appreciate your tolerance, and even encouragement, for sharing our own ideas on the weeks subjects, even if they are somewhat tangential, abstracted, or on a parallel path.
I love to think, and I've realized that there aren't a lot of contexts where exploratory thinking is allowed or appreciated, and your class structure really stimulates my mind to want to think more, and to have fun thinking, and to look forward to each class and reading. I realize that without this context, I can't actually engage in *learning*, because when I think, I always generate questions from perspectives that maybe people don't want to think about or doesn't make sense in the working structure. To most people I know, this is annoying to them, and it stifles my interest and ability to actually understand.
So thank you again for your teaching, you're certainly one of the best teachers I've learned from!
I do hope, selfishly, I know, you'll teach more graduate classes before I am finished in the program!
I hope you have a good summer,
Zoe



Ball, Kayla M.
Sun 10/10/2021 12:12 PM
To: Mireault, Gina C.



Gina,

I continue to love the format of your midterms. They make them so much more fun and interesting!

-Kayla
Get [Outlook for iOS](#)



Regels, Patrick N.
Thu 12/2/2021 4:59 PM
To: Mireault, Gina C.



Gina-

If you would indulge my sincerity, I cannot express my gratitude enough to you. You have been such an amazing, helpful, and warm presence in my life since I first met you.

I could not have asked for a better advisor and professor.

The fact that you went out of your way to recommend me for this position and continue to assist me so diligently throughout my academic career brings me more joy than you could know.

My mother's cancer diagnoses put me in a position I did not think I would be able to handle, but your continued support has made my life so much more manageable.

Thank you, Gina. What you have done for me means the world.

Sincerely,
Patrick Neal Regels



Yamamoto, Aika
Fri 11/5/2021 10:10 AM
To: Mireault, Gina C.



Dear Dr. Mireault

I'm writing you this email because I would like to tell you that I appreciate you very much. I had a great time for me yesterday. I was very happy to be able to eat Japanese food, and I was nice to talk to everyone because I haven't really had a chance to talk to them. I really appreciate it, thank you very much.

Best Regards,
Aika



Sharratt, Nicholas
Sat 11/27/2021 12:26 AM
To: Mireault, Gina C.



Hi Gina,

I just wanted to let you know that I yawned at my cat today, and he did not yawn back. Thus, I believe he has no empathy, and will keep this in mind when he knocks over everything in my room. I hope your Thanksgiving break has been good, and I will see you in class on Monday!

Nick



Mireault, Gina C.
Sat 11/27/2021 8:05 AM
To: Sharratt, Nicholas



Darn it. I hate when the null hypothesis is true. 😞

You inspired me to yawn at my dogs. Lewis sat patiently and stared at 5 good yawns, which was pretty exciting, until she politely walked away and lay down. I had to interrupt Weasel from chewing her bone for the experiment, which obviously guaranteed failure. Although if I had to guess I'd put her on the same end of the empathy scale as your cat.

Science can be so disappointing, but I hope your holiday wasn't!

Gina

Appendix D: Sample Weekly Canvas Course Announcements

PSY 4250: Animal Behavior & Psychology



Coming up in Animal Psych this week: An Assignment & an Elephant Expert!

Gina Mireault (She/Her/Hers)
All Sections

Oct 22 at 6:24pm

Happy Weekend Everyone!

Here's what is in front of us this week in Animal Psych:

10/25

SAGE will walk us through TWO articles:

Communication in Dolphins (Janik & Sayigh, 2013) and Cognitive Skills in Dolphins (Janik 2013)

Be sure to read these amazing pieces so that you can fully engage in this presentation!

IN ADDITION there is an **ASSIGNMENT DUE 10/26 ASSOCIATED WITH THE ELEPHANT PAPER ASSIGNED FOR 10/27**. As was the case last week, please read the article "Elephant Resource-use Traditions" (Fishlock et al., 2016) and post a discussion question to ensure we are prepared for our elephant expert on Wednesday 10/27.

10/27

GUEST SPEAKER: DR. VICKY FISHLOCK, co-author of the article we are reading, will join us to share her work with elephants

Have a great weekend!

GM



Your "To Do" List for Animal Psych

Gina Mireault (She/Her/Hers)
All Sections

Nov 28 at 12:08pm

Welcome Back, Fellow Comparative Psychologists!

Here's what we are discussing this week!

Monday 11/29

READ: Dogs & Jealousy (Bastos 2021) which will be presented by **CHRISTY**

Wednesday 12/1

READ: Personality in Nonhuman Animals (Gosling & John 1999) which will be presented by **CAT & CHARLES**

ALSO!!

Many of you have not taken several quizzes, particularly on Anecdotes as Evidence (from 8/30) and Animal Language Studies (from 9/1). Although these quizzes are not due until 12/10, you will have a false sense of your grade in Animal Psych as Canvas does not factor missing assignments into your course grade. **Therefore, I have entered "0" for these quizzes so that you have a sense of your real course grade and do not leave this work unattended.**

Please check Canvas to get a better estimate of what your grade will be if you skip these quizzes. Then, take the quizzes!

PSY 2410: Research Methods



Your "To Do" List for Research Methods!

Gina Mireault (She/Her/Hers)
All Sections

Nov 28 at 1:20pm

Welcome Back, Fellow Psychological Scientists!

FIRST, since everyone has been traveling & hugging & sharing food, **we will meet over Zoom on Monday** to minimize any possible exposure to Covid between us. Be sure your Internet is stable, your camera is on, you are visible in the Zoom frame, etc.

Second, **the draft of the Method/Results/Discussion is due no later than Wednesday 12/1 by midnight**. I updated the directions for the draft of the Method/Results/Discussion within the assignment itself to help you with each subsection as discussed on class on 11/17.

This week in Research Methods we'll **go back** to cover the concept of hypothesis testing, which we began on 11/15 before jumping ahead to T-tests.

Finally, if you need to review T-tests (and you definitely do!), I posted a video lecture going over the T-Test powerpoint from class on 11/17. It is uploaded to Canvas under the module for 11/17. Both the video lecture & the actual Powerpoint are there. You can fast forward through the video lecture, rewind it, etc. to focus in on the parts that are most helpful.

I hope your break has left you feeling full!

PSY 3070 Abnormal Psychology



The Week of 11/8 in Abnormal Psych!
Gina Mireault (She/Her/Hers)
All Sections

Nov 5 at 7:29pm

It's the Weekend, so I know you're thinking about class next week, right? Ok, fine, you're not. But I am! :)

Here's what's up:

Tuesday 11/9

READ (5 pages on Canvas): **Substance Abuse & PTSD** (Brady et al., 2004), which **OLIVIA & NOAH** will lead us through

Thursday 11/11

READ Chapter 8 on **Schizophrenia** which **JAMES & ALEX** will present

NOTE: THERE IS AN ASSIGNMENT ASSOCIATED WITH THIS TOPIC DUE TUESDAY 11/30 BY MIDNIGHT

Have a great weekend!

GM

PSY 2070 Developmental Psychology



UPDATE: Class Meeting Format for the Rest of the Semester
Gina Mireault (She/Her/Hers)
All Sections

Sep 20 at 7:42am

Thank you everyone for participating in the anonymous class survey regarding meeting in person, over Zoom, or in some combination for the rest of the semester.

THE RESULTS of the survey indicate the following:

Safety of meeting in person:

64% of the class feels safe meeting in person fully masked; 29% does not.

(1 did not respond)

Meeting Preferences once we can no longer meet outside:

43% would like to meet in the classroom (fully masked)

29% would like to be fully remote over Zoom

29% would like a remote hybrid combination

Here's what I propose

1. We will continue to meet outside as long as possible. You should assume we are meeting in our usual spot on the grass next to Dewey unless you receive an announcement through Canvas to the contrary.
2. Once we have to move inside, I am going to try to give you the option to attend class via Zoom or to be in the classroom masked (or to split these options as you see fit). Those who Zoom in will be able to hear me and to see PowerPoint slides on your own devices, but you may not be able to see me or your classmates very well. However, we'll try to problem-solve this together. Your camera will have to be "on" to receive attendance credit.

Please note that I don't know whether this "double delivery" method will work, but am willing to try to adapt for everyone's safety and comfort level. We'll see what happens and go from there! :)

Again, for now, we will continue meeting outside.



The Week of 11/8 in Developmental Psych!

Gina Mireault (She/Her/Hers)
All Sections

Nov 5 at 8:03pm

Woot woot! It's the weekend! Thanks to those of you who enjoyed a Japanese meal with us on Thursday night followed by Ben & Jerry's on Church St. We spent \$495, leaving us a whole \$5 to throw an end of semester party. :)

But before any of that happens, we have a few things to talk about. Here's what's coming up this week...**WE ARE TALKING ABOUT EMERGING ADULTS!** i.e., **you!!**

TUESDAY 11/9 the topic is "How Adults (might be able to...) Think: Post-formal Operations"

READ: Post-formal Thought (pp. 265-266)

and

READ the 4-page article on Canvas: Post-formal Dialectic

THURSDAY 11/11 the topic is Welcome to your 20's!

READ: Erik Erikson p. 280

and

READ the 3-page humorous article on Canvas: Requiem for My Hairline

NOTE: AN ESSAY "Is 30 the new 20?" IS DUE ON FRIDAY 11/19!

See you Tuesday!

PS: Don't forget to set your clocks/watches back 1 hour on Saturday night! (Your smart phone will do this automatically.)

Yay! An extra hour of sleep!



Castleton University

March 9, 2022

Sophie Zdatny, Chancellor
Vermont State Colleges
P.O. Box 7
Montpelier, VT 05601

Dear Chancellor Zdatny,

I am pleased to put forward Professor Christopher Boettcher as the Castleton University candidate for this year's VSC Faculty Fellow. Professor Boettcher's entire career demonstrates his outstanding contributions to teaching and learning at Castleton and beyond.

English Department Chair Professor Andy Alexander begins his nomination letter with the following statement: "I cannot think of a more deserving colleague for this prestigious award due to the sheer amount of time, energy, and dedication that Chris has consistently put in to his efforts to improve student learning over the years." I am in complete agreement with this assessment. Professor Boettcher has worked tirelessly throughout his time at Castleton to perfect his own teaching, and to find innovative ways to help others improve and expand their teaching. Rather than being defeated or slowed down by the recent challenges of the pandemic, Chris took the lead in creating nine online workshops during the spring and summer of 2020 to help his colleagues navigate and improve online teaching to allow CU to offer students a quality experience during this bizarre year. Those workshops were utilized by at least 99 discrete full and part-time faculty.

Professor Boettcher's accomplishments and contributions to Castleton are numerous.

- Supported by a grant from the Davis Educational Foundation in 2016, Professor Boettcher played a major role in developing curriculum and opportunities for faculty and students to pursue civic engagement courses with an emphasis on environmental stewardship and sustainability. <https://www.castleton.edu/news-media/article/faculty-receive-course-development-grant/>
- Following this passion to develop and strengthen the General Education experience at Castleton, Professor Boettcher joined and then chaired the General Education faculty committee for many years. Under his leadership the committee spearheaded the vision for the recently adopted proposal for a comprehensive revision of the General Education system.
- Professor Boettcher has been instrumental in writing and applying for grants to improve teaching and learning at Castleton through the Davis Foundation, and was a co-author of the five-year, \$2 million Title III grant awarded in 2019.
- Professor Boettcher's appointment in 2019 as the Director of Castleton's new Center for Teaching & Learning is a direct demonstration of his outstanding accomplishments in teaching and learning. Professor Alexander describes Professor Boettcher's leadership

and many initiatives of the Center: “In the pre-Covid days of his leadership, the center held workshops to help faculty navigate and take more advantage of our recent migration to Canvas, to assist new faculty in writing reflections for personnel files, and to facilitate faculty sharing successful teaching strategies in the One Good Idea series, to name just a few of his earliest initiatives. Since Covid-19 forced Castleton (and the country) to move to remote learning, Chris’ role in ensuring the continuity of student learning simply cannot be overstated. As an integral part of the team of faculty, administration, and staff who guided our campus through the jarring transition in the spring of 2020 and then the summer leading into fall 2020, Chris orchestrated an impressive variety of support opportunities to get the entire campus up to speed on successfully delivering an entire academic year of remote learning. The ethos he has selflessly cultivated as an innovator and educator of his colleagues was instrumental in making faculty all across campus more receptive to guidance in preparing remote classes and ultimately confident the execution of those classes.”

- An example of a recent initiative from Professor Boettcher as director of the Center of Teaching & Learning is a regular email blog called *The Educator*, in which he presents innovative teaching strategies and tackles challenges facing himself and his colleagues.
- Professor Boettcher has also served as a First Year Seminar instructor for many years, helping incoming students to successfully navigate the transition to college, and to start them on the journey to be lifelong learners.
- Professor Boettcher’s accomplishments reach beyond Castleton. He co-authored the monograph *Community-Based Global Learning: The Theory and Practice of Ethical Engagement at Home and Abroad* (2018) that draws on his years of experience as a practitioner of global service learning. His interest in Irish literature and national identity prompted him to research and write *The Shattered Worlds of Standish O’Grady: An Irish Life in Writing* (Four Courts Press, 2019).
- Constantly increasing his knowledge and developing his teaching skills, Professor Boettcher has sought out and participated in numerous conferences and personal learning opportunities. As described above, he has built on these experiences in many ways – from strengthening his own teaching, to his numerous efforts to help improve teaching and scholarship across Castleton University and beyond.
- Since the 2020-2021 academic year, Chris Boettcher’s influence in advancing teaching and learning in the VSCS has only widened. In addition to continuing to teach his own classes (see below), he has planned and taken part in numerous activities intended to support the culture of teaching and learning at Castleton. On the larger stage, he and his counterpart at NVU Jae Basiliere have forged important alliances that will ultimately benefit the new Vermont State University. In what follows, I try to document (briefly) the nature of the teaching and learning work Chris has been doing during the 2021-2022 academic year, work that speaks to his commitment to “excellence in teaching and learning” in his own teaching and across campus(es).
 - Spring 2022 Chris is teaching his Myth and Folk Tales course in a FtF+ modality, partly so that he could experiment with the format so as to support others who will need to teach this way in the future. His experiences will undoubtedly contribute to others being successful more quickly. Reports from faculty at the

other campuses indicate that students feel he is doing an excellent job of supporting every type of student, no matter where they are.

- Chris taught a Connections Seminar I (CNX1) in fall 2021 in the course's inaugural rollout. At the same time, Chris supported other faculty by providing workshops and course-development opportunities in the months before the fall 2021 semester. He was instrumental in developing the process for faculty to propose CNX1 courses, which was designed to ensure uniformity and rigor across all sections.
- Chris, along with Phil Whitman, is already working on piloting a three-credit section of CNXIII for the fall of 2022. Chris will be doing pioneering work on the course, which alone is noteworthy. He hopes, furthermore, to dovetail with the Granger House project, allowing students to explore the integrative synergies of writing, general education, history, and Archaeology.
- As Director for the Center for Teaching and Learning, Chris continues to develop and implement supportive opportunities for faculty across campus, including a reading group ("Talking about Teaching") on teaching and learning, "teaching squares" that provide faculty mentoring opportunities, and other workshops in conjunction with groups on campus like the Advising Team and the Teaching and Scholarship Committee. Additionally, Chris continues to mentor faculty in more informal ways. Even a cursory poll of faculty at Castleton would instantly reveal the scope of the connections he has forged, including this year.
- Since transformation plans started taking shape in spring 2021, Chris has played a central role on several committees, including the English departments' curricular revision for the merger and the core Academic Operations Team, which positions him perfectly to anticipate the ways faculty will need to be supported to facilitate student achievement as the four campuses become one institution. Chris' selection to be on the Academic Operations team speaks volumes about the respect and confidence Castleton and system leadership have in his capacity to represent the teaching and learning dimensions of the VSCS transformation process. I am sure anyone on that team could speak more directly to the nature of his contributions and the effects they will undoubtedly have on student learning in the future.

I enthusiastically recommend Professor Chris Boettcher for the VSC Faculty Fellow Award.

Respectfully yours,



Thomas Mauhs-Pugh
Interim President