

UW-STEVENS POINT TEACHING CONFERENCE AGENDA

FRIDAY, JANUARY 21, 2022

Keynote Address

10:30 a.m. - noon

The UWSP Interactive Theatre Group:

Samuel Kuhns (BFA Acting)

Ryan Niedenthal (BFA Musical Theatre)

Vanessa Guillen (BS Chemistry and BA Drama)

Lisa Sanderson

Diversity & Inclusion Faculty Fellow - Department of Theatre and Dance

Noon - 1:00 p.m. - Lunch is provided for those who attend the keynote in person.

Time	Virtual Room A	Virtual Room B
1:15 - 2:00 p.m.	Making Courses More Transfer-Student Friendly Erin Speetzen, Sirin Budak	A Recipe for Designing, Launching, and Sustaining a Successful Online Graduate Program Rachel Brashier, Eric Simkins
2:00 - 2:15 p.m.	Break	
2:15 - 3:00 p.m.	Inclusion and Engagement of Marginalized Students: Starting from 'YES' as an Example of a Curb-Cutting Technique that Benefits All Students Jim O'Connell	Overworking and Underliving: Cultural and Institutional Reasons for Burnout in Higher Education Myles Boothroyd, Nerissa Nelson
3:00 - 3:15 p.m.	Break	
3:15 - 4:00 p.m.	How to "Upgrade" for Improved Student Learning (and Reduced Instructor Stress) Pam Terrell	Embedding External Certifications into University Coursework: A Collection of Natural Resource Case Studies Michael Demchik
4:00 - 4:15 p.m.	Break	
4:15 - 5:00 p.m.	Career Champions: Meeting the Career Development Needs of All UWSP Students Brianna Burke, Shelley Auer, Sue Kissinger	EDI and the Library: Are Libraries for Everyone? Yan Liao, Mindy King

Zoom links for the keynote and sessions will be available on the Teaching Conference Web Page on the day of the conference:

<https://www.uwsp.edu/citl/Pages/UWSP-Teaching-Conference.aspx>

Virtual Room A

Making Courses More Transfer-Student Friendly

Erin Speetzen, Sirin Budak

Approximately one third of the new students UWSP welcomes each year transfer here from another institution. These students come to us from a wide variety of institutions and have a wide variety of backgrounds, however, they often share common struggles in adapting and settling into a new academic institution. Faculty can play a key role in the persistence and success of transfer students through their interactions with these students in class. In this session, we will explore how faculty can make small changes to existing courses that can make a big impact on transfer student success.

Inclusion and Engagement of Marginalized Students: Starting from 'YES' as an Example of a Curb-Cutting Technique that Benefits All Students

Jim O'Connell

Seeking to establish a classroom culture of respect, inclusion, and affirmation, the Arts Management program makes the centerpiece of each course a student-defined project involving a real or imagined organization. When questions arise – “It’s not exactly an arts organization, but...” “...is this okay?” – the answer is yes. Always yes. This “Starting from YES” ethic seeks to validate each student’s prior experience and enduring interests, enabling them to see themselves in roles they might have considered irrelevant or unattainable, and engaging them in exploring the inner workings of any purpose-driven organization.

This is one example of a “curb-cutting” technique that not only fosters the inclusion and engagement of traditionally marginalized groups but makes the curriculum more accessible for all students.

After presentation of the example and its underpinnings, participants will brainstorm ways in which they might regrade those Big Steps in their own curricula that trip up even promising students.

Virtual Room B

A Recipe for Designing, Launching, and Sustaining a Successful Online Graduate Program

Rachel Brashier, Eric Simkins

In this session, Rachel and Eric will talk about how they designed, launched, and are working to sustain the 100% online Masters in Music Education program at UWSP, which has in two short years taken on 40 students, while utilizing only existing resources and faculty.

Overworking and Underliving: Cultural and Institutional Reasons for Burnout in Higher Education

Myles Boothroyd, Nerissa Nelson

While the COVID-19 pandemic created extraordinary challenges for employees and students in higher education, our ability to confront and adapt to these challenges also reflects the workplace culture that has characterized collegiate institutions for more than a decade. Many people around the world claimed that the pandemic forced us to reconnect with our deepest values, to slow down, and to prioritize what matters most. Yet in the brief few months since the most rigid restrictions were lifted, collegiate life seems busier and more stressful than ever before. Students and staff are more anxious, workloads are higher, and our ability to attend to core values is overshadowed by desperate attempts to manage our ever-expanding to-do lists. This session will provide a closer look at the nature of employee burnout in higher education and its root causes, which—while exacerbated by the 2020 pandemic—are deeply entrenched in our broader culture.

How to “Ungrade” for Improved Student Learning (and Reduced Instructor Stress)

Pam Terrell

Students are more than the grades that they earn and final course grades don't always reflect their learning journey. Ungrading is an innovative solution to improve student learning, increase curiosity and intrinsic motivation, provide more relevant/specific feedback, and make assessment more efficient. Participants will learn what ungrading is, why it works, and how to implement ungrading. Examples of ungrading, as well as student and instructor reflections of ungrading, will be shared.

Career Champions: Meeting the Career Development Needs of All UWSP Students

Brianna Burke, Shelley Auer, Sue Kissinger

The COVID-19 pandemic has shown us that comprehensive career development is more important than ever as industries continue to adapt and evolve to meet the needs of their customers and their employees. The UWSP Career Development Team invites faculty and staff to discuss Career Readiness Competencies; what we've learned through our work with students, pre-pandemic to present; brainstorm opportunities for improvement in career preparation across campus; and share ways to continue supporting one another in this important work. The Career Development Team will also be providing a sneak peek at our plans for developing a Career Champions Network to begin Fall 2022.

Embedding External Certifications into University Coursework: A Collection of Natural Resource Case Studies

Michael Demchik

Within the UWSP College of Natural Resources, we teach a collection of classes that include external certifications within the coursework. While the time commitment necessary to include these in the classes is much higher than for a normal university course, the career placement benefits and resulting career confidence for students is worth the extra effort.

EDI and the Library: Are Libraries for Everyone?

Yan Liao, Mindy King

Libraries uphold the principles of equitable access, diverse collections, and inclusive services. Yet search algorithms and library subject headings are not free of biases. As entities that preserve knowledge, our library collections inherently include offensive materials. Learn how libraries are addressing long embedded structural biases and how that affects you as a researcher.

*Thank you,
presenters and participants.*

You have gone above and beyond your comfort zone to show resiliency to your students and colleagues during these challenging times.



Center for Inclusive Teaching and Learning
University College
University of Wisconsin - Stevens Point