

KEYNOTE - Practicing Hope: Instructor Burnout as a Social Justice Issue

Laura Anderson McIntyre, Brett Barker, Valerie Barske, James Berry, Jess Bowers, Dave Dettman, Lauren Gantz, Jodi Olmsted, Saemyi Park, Krista Slemmons, and Erin Speetzen

What does a more just, equitable, and inclusive UW-Stevens Point look like? Presenters will share a vision for our campuses by presenting a Social Justice Charter for UWSP. We will also explore intersections between engaging in social justice work and instructor burnout including examining personal and institutional barriers to this work.

Virtual Room A

Incorporating Underrepresented Voices in the Classroom

Sandra L. Neumann

This session will start with the presenter sharing her reasons for and philosophy about incorporating class materials that are produced/published by and about historically underrepresented groups. Examples will be provided.

The session will then move into a brief individual activity where participants identify and name their own social identities. The session will end with small group work where participants will have the opportunity to develop ideas relevant to their own classes/units.

Incorporating the Purpose First Strategy into the Classroom

Andy Cinoman, Jacqui Guthrie

Are you interested in helping all students persist, especially those at higher risk of leaving college before they have earned a degree? Join us to learn about Complete College America's Purpose First Strategy that focuses on educational practices to engage and support under-resourced populations.

Virtual Room B

Understanding Microaggressions

Erin Redman

Microaggressions are subtle, seemingly innocuous, preconscious, or unconscious degradations and putdowns. The cumulative burden of a lifetime of microaggressions has negative impacts on physical and mental health, including increased risk of high blood pressure, depression, sleeping problems, and more. In this session, we will provide example microaggressions and how to respond to them to address the negative stereotype in an educational capacity.

Centering Belonging, Agency, and Compassion to Build a Learning Community

Elizabeth Parks

The aim of this session is to empower all instructors with tools to build and maintain just and equitable learning communities. This session will focus on strategies to foster belonging, agency, and compassion as key components in teaching for social justice. Rooted in a Pedagogy of Compassion and Contemplative Pedagogy, these strategies include: Co-creating Rubrics and Community Agreements with students, Mini-Meditations, and Class check-ins/check-outs to frame class content/discussion and promote deep listening and reflection.

Virtual Room C

Community Engagement in Educational Sustainability

Yue Li

This presentation will focus on community engaged learning in enhancing justice, equity, diversity, and inclusion. Using the course – Building Equitable Education Systems as an example, the presenter will share six projects to show how to engage students in collaborating with local community partners to address equity and social justice issues in education systems. Then participants will discuss how to incorporate community engaged learning into their own teaching.

Inclusive Literature Teaching Practices

Mariah Pfundheller, Jacqueline Liesch

Imagine a world where all students feel valued and accepted, where they feel part of a community as they learn and grow together. You have the agency to empower our students to engage in rigorous discourse that will lead to understanding and acceptance. By thinking critically about which texts are incorporated into your teaching and classrooms, you are choosing the lenses through which students see the world.

Virtual Room A

Disability Accommodations and Managing Attendance/Deadline Flexibilities

Andy Held

Navigating student absence due to health issues (physical and psychological) is a complex balancing act. How does the Disability Resource Center work with students and instructors to ensure equitable access? This session will guide participants through some scenarios to enhance understanding of the University's legal obligations and how faculty can continue to be accommodating without undermining a robust academic experience.

Make It OK with Mental Health Navigation

Kaitlyn Nichols

Do you know how to help someone with a mental health concern? Make It OK is a community campaign to reduce stigma by increasing understanding and creating caring conversations about mental illness. We will review the impact of stigma on mental illness, what to say when someone is open about their mental illness, and share resources in our local community to offer them. You will leave this presentation feeling confident to support mental health in our community.



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

Virtual Room B

Staying the Course: Systemic Inequities and Structural Change, a Departmental Case Study

Lisa Sanderson

Now in her third year of chairing the Theatre & Dance Advocacy, Allyship, and Access Committee, CITL Faculty Fellow and Theatre & Dance associate lecturer Lisa Sanderson shares growth and stumbling blocks on the path to change while implementing the committee's five-year anti-racism action plan.

Inclusive Language to Creating Affirming Learning Spaces

Marcus Lewis

Confused by social justice terminology? Afraid of saying the "wrong things" in your classes? This session will discuss inclusive language to use with your students and colleagues to become an effective professional ally. We will examine common unintended microaggressive terms and provide effective alternatives, recommendations, and best practices to create learning spaces that are affirming for all students.

Virtual Room C

ROUNDTABLE 1

Decolonizing the Classroom: Building Equity and Diversity into Course Content

James Berry, Saemyi Park,
Laura Anderson McIntyre

An opportunity to share and explore ideas for incorporating content related to justice, equity, diversity and inclusion into our courses.

How do we make the content of our courses more inclusive and more focused on issues relating to social justice? Our presenters will facilitate an interactive roundtable discussion by sharing specific changes or additions they have made to their course content and offering a supportive space for participants to brainstorm and share their ideas.

ROUNDTABLE 2

Decolonizing the Classroom: Designing Policies for Equity and Diversity

Jess Bowers, Valerie Barske,
Lauren Gantz

A group discussion to explore how our course policies can better reflect our pedagogical commitments to creating more equitable and inclusive classes.

This interactive roundtable will offer space for sharing ideas about the opportunities and challenges involved in adjusting course policies (relating to matters such as attendance, late submissions, assessment, etc.) to align with a pedagogical commitment to creating more equitable and inclusive courses.

Thank you, presenters and participants.