

# 29TH ANNUAL UWSP TEACHING CONFERENCE

WEDNESDAY, JANUARY 15, 2025

Time	Alumni Room		
10:00 - 11:20 a.m.	<b>KEYNOTE - Beyond the Margins: The Students of Color Experience!</b>  <b>Samantha Samreth, Ph.D.</b> , Director of Diversity and College Access <b>Litzy Gomez</b> , President, Latino Student Alliance (LSA) <b>Mai Her Khang</b> , President of Hmong and Southeast Asian American Club (HaSEAAC) <b>Jermaine Evans</b> , Senior LEAD Peer Mentor/Black Student Union (BSU) Member <b>Leo Rivera-Pacheco</b> , President, Student Government Association (SGA) <b>Steph George</b> , President, American Indian Reaching for Opportunities (AIRO)		
11:20 - 11:30 a.m.	BREAK - morning refreshments in the Alumni Room		
Session 1	Laird Room 230	Laird Room 230A	Alumni Room
11:30 a.m.- 12:10 p.m.	<b>Increasing Access to College Success Skills through Explicit Instruction</b>  Jen White, Annette Hackbarth-Onson	<b>Undergraduate Research as High-Impact Practice</b>  Troy Espe, Sarah Stajkowski	<b>Hip-hip away! Study abroad as a high-impact practice</b>  Holly Petrillo, Roland Gong, Chris Yahnke, Chris McCart, Heather Molenda-Figueira
12:10 - 1:10 p.m.	LUNCH - Alumni Room		
1:10 - 2:20 p.m.	After lunch presentations:  <b>Development of a Mental Health Online Training Course: Well-Being Information and Teaching Strategies for Instructors</b> presented by Sallie Scovill  <b>Level Setting on Our Students' Lives: Updates From the Field</b> presented by Jess Bowers, Rebecca Rogge, and Gretel Stock		
2:20 - 2:30 p.m.	BREAK - afternoon refreshments outside the Laird Room		
Session 2	Laird Room 230	Laird Room 230A	Alumni Room
2:30 - 3:10 p.m.	<b>Negotiating Academic Authority and Centering Marginalized Perspectives</b>  James Berry, Lauren Gantz, Lara Garrido	<b>Learning More Than Content: Interactive Walls and SMART Goals</b>  Dave Barbier, Rachel Krouse Katherine Bellow, Sergio Romero	<b>What's in a Name? Making HIPs High-Impact</b>  Rachel Craig, Dave Dettman, Erin Speetzen
3:10 - 3:20 p.m.	BREAK- afternoon refreshments outside the Laird Room		
Session 3	Laird Room 230	Laird Room 230A	Alumni Room
3:20 - 4:00 p.m.	<b>Making the World a Better Place: Training students in ecosystem restoration from planning through implementation</b>  Michael Demchik	<b>Instructor Modeling &amp; Student Noticing as HIPs: When the Little Things are the Big Things</b>  Lori Randall	<b>Open Access, High Impact: Leveraging OERs to Transform Student Engagement</b>  Mindy King, Erin Speetzen

# N O T E S :

---



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



# HIGH-IMPACT PRACTICES: ENHANCING STUDENT LEARNING, RETENTION, AND SUCCESS

## WEDNESDAY, JANUARY 15, 2025

### OPENING KEYNOTE

#### Beyond the Margins: The Students of Color Experience!

*Samantha Samreth, Ph.D.*

Student Panel: *Litzy Gomez, Mai Her Khang, Jermaine Evans, Leo Rivera-Pacheco, Steph George*

#### Laird Room 230

##### Increasing Access to College Success Skills through Explicit Instruction

*Jen White, Annette Hackbarth-Onson*

Walk away with tools for embedding college success skills into your courses while also learning about some of the academic supports and programs that exist for our underprepared students.

##### Negotiating Academic Authority and Centering Marginalized Perspectives

*James Berry, Lauren Gantz, Lara Garrido*

Three faculty members from the School of Humanities and Global Studies will discuss strategies they've developed for negotiating their own privilege while teaching marginalized perspectives. They'll focus particularly on the high-impact practices they've used to counter dominant narratives that minimize the resistance, agency, and knowledges of marginalized groups.

#### Laird Room 230A

##### Undergraduate Research as High-Impact Practice

*Troy Espe, Sarah Stajkowski*

Undergraduate Research, Scholarly, & Creative Activity (URSCA) offers travel grants and free poster printing to Pointers pursuing extracurricular research opportunities. Fostering faculty-student collaboration beyond the classroom, this revamped program reduces financial barriers for undergraduates who otherwise might be unable to present at conferences. Session participants will learn how to apply online for research grants. Attendees also will discover how URSCA is promoting undergraduate research by partnering with campus symposia and preserving research projects in Minds@UW institutional repository.

##### Learning More Than Content: Interactive Walls and SMART Goals

*Dave Barbier, Rachel Krouse, Katherine Bellow, Sergio Romero*

Staff from the Office of Sustainability will lead a panel discussion on a changing but recurring interactive wall project as well as the use of SMART goals as tools to build community, personal insights, accountability and trust.

#### Alumni Room

##### Hip-hip away! Study abroad as a high-impact practice

*Holly Petrillo, Roland Gong, Chris Yahnke, Chris McCart, Heather Molenda-Figueira*

In this panel discussion, new and experienced leaders of study abroad will share how they became involved in study abroad as well as the challenges and rewards of leading these trips. Participants will leave with a better understanding of the complexities of study abroad leadership and with practical strategies for leading a successful study abroad adventure.

##### What's in a Name? Making HIPs High-Impact

*Rachel Craig, Dave Dettman, Erin Speetzen*

Many can list the experiences commonly considered to be high-impact practices, but fewer understand the features of these experiences that make them so transformative. In this session, we will explore the research on what elements of an experience make it high-impact, what we know about how these features manifest in different kinds of high-impact practices, and hear from two faculty who have used these elements to design a high-impact experience. Participants will leave with practical tools and a better understanding of how to create high-impact experiences for students.

## Laird Room 230

### **Making the World a Better Place: Training students in ecosystem restoration from planning through implementation**

*Michael Demchik*

The forestry major at UWSP has an option called: Ecosystem Restoration and Management. This option was redesigned in 2021 to meet the changing needs of the industry. Some specific items discussed during this presentation will include:

- 1) use of student feedback (especially student reflection papers and after-action reviews) to enhance the course,
- 2) challenges of meeting multiple professional certification standards within the curriculum,
- 3) challenges of implementation,
- 4) how to meet future demands with increased student numbers within this option (this option has ballooned in numbers after these changes).

## Laird Room 230A

### **Instructor Modeling & Student Noticing as HIPs: When the Little Things are the Big Things**

*Lori Randall*

Using a case study of student performance in 6 separate sections of an upper-level ESL (English as a Second Language) writing course, the workshop facilitator will demonstrate how instructor modeling, student noticing, and classroom discussion can function as HIPs that facilitate students' ability to both identify and meet discipline-specific expectations. Participants will have the opportunity to:

- 1) identify two to three expectations of their respective disciplines that may be invisible to students, and
- 2) develop or adapt existing low-prep, high-impact activities that help students recognize and meet one or more of the identified "invisible" expectations.

## Alumni Room

### **Open Access, High Impact: Leveraging OERs to Transform Student Engagement**

*Mindy King, Erin Speetzen*

Ready to transform your course and amplify student success by integrating Open Educational Resources (OERs)? Traditional textbooks often present challenges such as high costs, limited access for online learners, outdated content, and lack of diverse perspectives. By adopting OERs, instructors can align their courses with high-impact practices to enhance accessibility, relevance, and equity. This session will provide an overview of the OER landscape, provide practical tips for implementation, and offer insight into campus resources available to support this transition.



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

---

*Thank you, presenters and participants.*