

24th Annual
UWSP Teaching Conference

Perspectives on Student Success

January 17, 2020 - Albertson Hall

AGENDA

9:30 - 10:00 a.m.	Check-in and Refreshments 6 th floor
10:00 - 10:45 a.m.	Keynote Presentation room 650
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11:00 - 11:45 a.m.	Session 1
11:45 a.m. - 12:45 p.m.	Buffet Lunch 6 th floor
12:45 - 1:30 p.m.	Session 2
1:30 - 1:45 p.m.	Break
1:45 - 2:30 p.m.	Session 3
2:30 - 2:45 p.m.	Break
2:45 - 3:30 p.m.	Session 4

KEYNOTE

Barriers to Student Success An Inclusivity Workshop

Based upon both Augusta Boal's Theatre of the Oppressed writings, and other educational theatre publications, this workshop seeks to address barriers to student success through facilitated forum-theatre. Facilitators seek to prompt and guide the audience in identification of oppressive forces, and explore possible solutions to navigate or avoid these behaviors in their own lives.

Written and Directed by

Wyatt Cross

UWSP Undergraduate Student

Major: Musical Theatre

Minor: Women's and Gender Studies

Performers:

Wyatt Cross - Facilitator

Cam Cieszki - Co-Facilitator

Florence Anderson

Spencer Blohm

Joe Kelly

Georgia Mobley

Maddy Van De Hey

Thank you for attending!

CHAIR MASSAGE APPOINTMENTS

Sign up at the registration table for a 15-minute chair massage.

My appointment time is

_____ in room 318.



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

SESSION 1

Open-Minded: Removing Barriers to Student Success through Open Access Publishing

Troy Espe, Mindy King

Don't hide your research on a hard drive or behind an expensive paywall, but instead promote student success by supporting open access to scholarly research. In this hands-on session you will learn about the changing landscape of the publishing industry and how to deposit your research into the UW System Institutional Repository, MINDS@UW. Feel free to bring a research project to deposit.

Meditation: Finding Action in Stillness

Katherine Clancy

In this session I will 1) Define meditation; 2) Describe how it affects the nervous system; 3) Describe a few of its benefits; 4) Demonstrate how you can use your breath to affect your mind and body; 5) Demonstrate a few ways to sit comfortably; and 6) Provide participants with a guided meditation.

Specifications Grading: A New Perspective on Evaluating Success

Pamela Terrell

Specifications grading is a method to grade more efficiently while maintaining rigor and flexibility. Student work is graded as "all or none," yet students retain agency and autonomy in that they can choose the grade that they want to work toward. They also have an opportunity to demonstrate learning on previous unsatisfactory assignments through virtual tokens. Some assignments are mandated to meet course objectives, but others are optional. This can be particularly beneficial for students who have a family crisis or an illness within a semester and it can result in greater student success. Pros, cons, and caveats of specifications grading will be illustrated and discussed.

On the Honor System

Shanny Luft

This roundtable of Honors faculty, moderated by Shanny Luft, will explore teaching in the University Honors Program. Faculty currently teaching Honors students will discuss how they have modified their course expectations, what surprised them about teaching honors students, and what advice they have for future Honors faculty. All faculty welcome—especially those teaching Honors students now or in the future.

SESSION 2

The UWSP Timber Marking Certificate: A Case Study

Michael Demchik

In its second year, the UWSP Timber Marking Certificate was designed to assist in developing student proficiency in a specific technical skill: timber marking. This certificate was designed using "backwards design." The required skills that needed to be

delivered by this certificate as well as how attainment of those skills should be assessed were determined by a combination of formal and informal survey and discussions with employers/forestry professionals. The activities/courses were designed to meet those needs. A specific "grading rubric" was developed for the on-the-ground timber marking that is completed as part of the certificate. Daily reflection sessions during a week-long required immersion training and written reflections for two of the other courses were used to provide both adaptive management opportunities as well as long-term improvement of the trainings. A set of IRB approved survey instruments were developed for gaining student feedback on the training after completion. Finally, this certificate was presented to the UWSP Forestry Advisory Committee (a committee composed of representatives of the main employers of our students), with the inclusion of presentations by three of the first graduates with that certificate, in order to gain assessment data from a committee composed of employers.

Best Practices for Using Think-Pair-Share in the Classroom

Kristine Prah

Learn about "Think-Pair-Share", an active learning technique used at all educational levels. Best practices for using this technique will be discussed, as well as potential pitfalls to avoid.

Yoga Principles in Teaching

Sallie Scovill

We will explore basic asanas (postures) that can be done anywhere, along with the other principles of yoga that can benefit our well-being. Just taking a few minutes each day to tune in, breathe, stretch, and be mindful can help reduce stress, increase focus, and benefit your overall well-being. These techniques are also appropriate to share with students to help them in developing skills of self-regulation and enhanced concentration for learning. Absolutely no yoga experience is required. In fact, participants are encouraged to wear regular, comfortable clothing and flat-soled shoes to the workshop as we'll be simulating a classroom experience.

Setting Students Up for Success: Embedding Career Readiness Into Your Work with Students

Sue Kissinger, Shelley Auer

Employers have told us that our students need to be more "Career Ready" when they graduate from UWSP. Through embedding some career resources into your curriculum, you can help students polish their resumes/graduate school applications and sharpen their interviewing and networking skills so they can be successful throughout their career journey.

SESSION 3

Credit Score: How a Library Course Quietly Supports Student Success

Troy Espe, Dave Dettman

For a quarter century, University Library has offered the one-credit elective Library Resources 101. Yet, the course's influence on student success has not been assessed formally — until now. Embarking on the largest known study of its kind, two UWSP librarians recently analyzed 13 years of data from more than 33,000 students. Measuring graduation rates and grade point averages, the librarians compared students who successfully completed the library course against students who did not. The results were mixed, but promising. This interactive session will share findings in hopes of sparking a discussion about information literacy's role in student success.

Fostering Success in 8-Week Classes

Rhonda Sprague, Eric Simkins

Instructors frequently bemoan the short attention span of our students. Considering the average length of time our current generation of students can attend to a given activity is around 10 minutes, asking them to pay attention to a given topic for 16 weeks might not be in their best interests (or ours). In this presentation, we will reflect upon our experience teaching 3-credit, 8-week courses. We will overview pros and cons of teaching in condensed blocks and end with tips about how to transition to an 8-week format. The presentation will include guidelines about using campus resources to help the entire course design process. Participants should bring a schedule for a typical 16-week course and be prepared to engage in an activity to determine whether transitioning it an 8-week course format would be appropriate.

Reacting to the Past: Role Playing Games for Student Engagement

Rob Harper, Kyle Lincoln (UW-LaCrosse)

This double session introduces students to Reacting to the Past (RTTP), "an active learning pedagogy of role-playing games designed for higher education." Led by two experienced RTTP instructors, participants will play a short role-playing game, reflect on the experience, and discuss the potential uses of RTTP and other game-playing pedagogies in the UWSP curriculum. To learn more about RTTP pedagogy, visit <https://reacting.barnard.edu/>

How HIP Is It? A Taxonomy for Guiding and Measuring the Design of a High-Impact (research) Experience

Laura Lee

This presentation will demonstrate the use of a three-layer taxonomy for guiding the design and implementation of a high-impact undergraduate research experience. Participants will use the taxonomy to score one of their research activities across all three layers, and will also participate in an interdisciplinary discussion about equity and parity in undergraduate research. The generalizability of the rubric to other high-impact practices will also be discussed.

SESSION 4

Annual Program Assessment to Improve Student Success

Daniel L. Graf

We engage in program assessment at UWSP primarily because 1) we, as an institution, can always do better, and we strive, for the sake of our students, to help more students achieve more; and 2) because we are required to document that 1) is true for accreditation by the HLC. Beginning this academic year, we have opted away from semi-decadal assessment reports on all program learning outcomes in favor of annual reports on individual PLOs. The first round of annual reports will be due 20 February 2020. The purpose of this presentation will to provide programs with guidance for completing their reports, including development of their five-year assessment plans, and to affirm that the new reporting format will be less onerous and better suited to both improving student achievement and meeting our accreditation obligations.

Supporting Students: Distress, Crises, and How to Help

Rebecca Rogge

Our students arrive to campus with more than their academic and work experiences. They bring with them diagnosed and undiagnosed, treated and untreated, mental health concerns. They are working one, two, maybe three jobs to support themselves. They are balancing raising a family or have issues going on at home. They get sick and may miss classes for an extended period of time. They will experience grief and loss. The list continues on and no matter your role on campus, you can help ease their transition to UWSP and support their success. The Office of the Dean of Students strives to maximize each student's learning experience by creating a culture of care, fostering personal responsibility, and encouraging involvement as local and global citizens. At the core of this work is a clear guiding philosophy and message to our students at UW-Stevens Point: You Matter. Point Cares. Through reporting, case management, and the structure of our Care Teams, together we can help students navigate the many challenges they may face during their time here. This session will allow participants to identify students of concern, know how to report these concerns, and implement strategies when working with students.

New Student Success Software: Navigate Overview

Kari Van Den Elzen, John Gaffney, Greg Lang, Zanna Hittner

Navigate is a student success software designed to better support and retain students, while gaining important insights to the population health on campus. Faculty and advisers will have the ability to take electronic notes, schedule appointments with students, create appointment campaigns, and easily refer students to the resources on campus they need. Using the mobile app, students can easily find resources and schedule appointments with ease.

SESSION SCHEDULE

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SESSION 1 11:00 - 11:45 a.m.	Open-Minded: Removing Barriers to Student Success through Open Access Publishing Troy Espe, Mindy King	Meditation: Finding Action in Stillness Katherine Clancy	Specifications on Grading: A New Perspective on Evaluating Success Pamela Terrell	On the Honor System Shanny Luft
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