

28TH ANNUAL UWSP TEACHING CONFERENCE

WEDNESDAY, JANUARY 17, 2024

Time	Keynote: Hope in a Time of Monsters - Supporting Faculty and Student Mental Health Presented by Sarah Rose Cavanagh, Ph. D. DUC Laird Room North and via webinar		
10:00 - 11:20 a.m.	BREAK		
Session 1	Laird Room North	Laird Room South	Legacy Room
11:30 a.m. - 12:10 p.m.	The Red Folder Project Rebecca Rogge	Instilling Agency and Self-Advocacy in First Year University Students Sarah Manasreh-Decker	Using Participation to Build Behaviors for Student Success Amanda Jonsson, Erin Speetzen
12:10 - 1:10 p.m.	LUNCH - DUC Laird Room North		
1:10 - 2:20 p.m.	Provost's Welcome La Vonne Cornell-Swanson, PROVOST & VICE-CHANCELLOR FOR ACADEMIC AFFAIRS CITL Dialogue: Exploring What's Next and Supporting Your Needs Erin Speetzen, DIRECTOR - CENTER FOR INCLUSIVE TEACHING AND LEARNING Sean Ruppert, INSTRUCTIONAL TECHNOLOGY SUPPORT SPECIALIST/CANVAS ADMINISTRATOR		
2:20 - 2:30 p.m.	BREAK		
Session 2	Laird Room North	Laird Room South	Legacy Room
2:30 - 3:10 p.m.	How to Respond to Unreasonable Student Requests with Validation and Empathy While Also Requiring Accountability Jeana Council	A Proper Welcome: Developing Orientation Courses to Promote Student Retention and Success Sarah Jane Alger	Enhancing Student Support: Utilizing Weekly Check-Ins for Academic Engagement and Social-Emotional Well-Being Jesse Mossholder
3:10 - 3:20 p.m.	BREAK		
Session 3	Laird Room North	Laird Room South	Legacy Room
3:20 - 4:00 p.m.	The "It Depends" Dilemma: Getting Comfortable in the Gray of Our Work Rebecca Rogge	Pedagogical Micro-Memoir Writing Workshop Freesia McKee	Equipping Students to Engage in Productive Dialogue Dona Warren, Dave Dettman, Rob Manzke, Erin Speetzen
4:00 - 4:10 p.m.	BREAK		
4:10 - 4:45 p.m.	Plenary - The Mental Health Quandary on Campus: Helping Ourselves to Help Others Sallie Scovill - DUC Laird Room North		

Visit the Teaching Conference Web Page for the keynote webinar link:

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

The remainder of the day after the keynote is in-person only.

N O T E S :



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

uwsp.edu/citl



citl@uwsp.edu

**OPENING KEYNOTE: Hope in a Time of Monsters-
Supporting Faculty and Student Mental Health**

Sarah Rose Cavanagh, Ph.D.

How can we support our students without burning ourselves out? Dr. Cavanagh's presentation focuses on the last several years of disruption, uncertainty, and overburdened workloads that have exhausted teachers and students alike. In this interactive keynote, we will learn about pedagogies of care and how higher education should respond to both faculty depletion and the student mental health crisis.

Laird Room North

The Red Folder Project

Rebecca Rogge

The Red Folder Project is a tool designed by the Office of the Dean of Students to help you, faculty and staff, in your interactions with students. Let's bring this helpful guide to life together.

**How to Respond to
Unreasonable Student
Requests with Validation and
Empathy While Also Requiring
Accountability**

Jeana Council

Student requests for assignment extensions, Zoom attendance or recordings of live lectures, make-up exams, accommodations that are not formally approved, course withdrawal well past drop-deadlines, and Incompletes when they have not completed even 50% of the coursework have become a very regular occurrence for most faculty. In this presentation, strategies for handling unreasonable requests for accommodations while maintaining respect and empathy for students will be provided. Benefits to this approach for faculty well-being will also be discussed.

Laird Room South

**Instilling Agency and Self-
Advocacy in First Year
University Students**

Sarah Manasreh-Decker

From late and missing assignments, unanswered emails, and disappearing students to disparities in professionalism - many students coming into higher education are struggling with administrative tasks. This presentation takes participants on a journey of a music professor's goal to help students learn how to help themselves.

**A Proper Welcome:
Developing Orientation
Courses to Promote Student
Retention and Success**

Sara Jane Alger

This Fall, the Biology Department piloted a new course: BIOL 190: Introduction to the Biology Major. I will discuss the framework of the course, what went well, and how we plan to improve and integrate it into our program. I will share course materials and you will brainstorm how to develop an orientation course in your own discipline.

Legacy Room

**Using Participation to Build
Behaviors for Student Success**

Amanda Jonsson, Erin Speetzen

In this presentation, we will explore how a set of participation assignments were used in General Chemistry to help students

- 1) understand how we, as college instructors, expect them to participate in their learning,
- 2) reflect on how their behavior matches those expectations,
- 3) set goals for how to improve their participation, and
- 4) reflect on how their participation has changed over the semester.

We will discuss the details of these assignments as well as what we (and our students!) learned in the process.

**Enhancing Student Support:
Utilizing Weekly Check-Ins for
Academic Engagement and
Social-Emotional Well-Being**

Jesse Mossholder

This presentation explores a Weekly Check-In system that goes beyond attendance tracking. The system has fostered over 6,000 student entries and provided valuable insights into stress levels and challenges related to students attending UW-Stevens Point. The session highlights real-world examples of how this practice supports students facing mental health challenges and how similar principles can be adapted across disciplines.

Laird Room North

The “It Depends” Dilemma: Getting Comfortable in the Gray of Our Work

Rebecca Rogge

Grab a seat, let's get comfy in the gray! Engage in thoughtful, guided discussion of selected case studies aimed at broadening how we look at our work with students, elevating care and empathy, and thinking creatively about solutions.

Laird Room South

Pedagogical Micro-Memoir Writing Workshop

Freesia McKee

Creative writing faculty member Freesia McKee will facilitate low-pressure micro-memoir writing exercises open to all. You'll narrativize your teaching values and experiences: key moments in the classroom, events from your teaching that expressed purpose or (un)belonging, times you felt like an utter failure or know that you really made a difference as an educator. We may read excerpts from creative pedagogues such as bell hooks (Teaching to Transgress) and Stacey Waite (Teaching Queer) and/or writers such as Nicole Stellan O'Donnell and Cornelius Eady who've narrativized their teaching experiences via poetry. Then, it will be your turn to reflect on key stories from your teaching life using fun techniques from the “micro-memoir” genre. No prior writing experience needed. Participants who've never done any creative writing before are especially welcome.

Legacy Room

Equipping Students to Engage in Productive Dialogue

Dona Warren, Dave Dettman, Rob Manzke, Erin Speetzen

Supporting students includes equipping them with the skills they need to flourish in potentially stressful environments, and one such environment is dialogue about controversial issues. Participants in this session will

- 1) discuss the results of a state-wide survey of student views about freedom of expression,
- 2) be introduced to a campus-wide effort to help students hone their ability to communicate productively about divisive topics,
- 3) learn about one approach to fostering meaningful discussions in class, and
- 4) suggest resources that would be most useful to them as they work to foster productive dialogue in their courses.

CLOSING PLENARY:

The Mental Health Quandary on Campus: Helping Ourselves to Help Others

Sallie Scovill

Employees are reporting high levels of burnout and challenges of dealing with student mental health. As we navigate the increasingly complex world of student mental health issues, faculty and staff must learn how to take care of their own wellbeing. We will cover best practices in and out of the classroom to boost mental well-being.



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

Thank you, presenters and participants.