

THE Center POINT Press

A monthly publication of the Center for Inclusive Teaching and Learning at UW-Stevens Point

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The Free, but Scholarly Exploration of Ideas

By Lindsay Bernhagen, Ph.D.

As college campuses figure out how to function in an age of heightened and, in some cases, dangerous political rhetoric, the news is rife with stories about the state of free expression in higher education. As a hallmark of higher education, institutions must serve as places for discourse, for the development and rigorous exploration of ideas—even controversial ones. On that much, I believe that most of us can agree.

The challenge comes, then, in determining how to create

learning environments where all students have equal access to the discourse, as well as equal standards to adopt when they participate. As academics, we all already do this—it is woven into the traditions of disciplinarily and collegiality. Yes, we may hold opposing views from our other expert colleagues, but those are not positions that we have come by easily. They are ideas that we have worked hard to explore and to modify based on scholarly conventions of what counts as evidence, as reasoning, and as a conclusion.

Lynn Pasquerella, President of the AAC&U elaborates in the Spring/Summer 2017 issue of *Diversity & Democracy*:

“While all views have equal standing in the public square under the First Amendment, this is not the case in the classroom. Faculty members on public and private college and university campuses can mandate respectful dialogue by proscribing certain types of language and other forms of expression and can stipulate rules for being recognized in a discussion. During classroom discussions, on exams, and in essay assignments, not all perspectives are considered uniformly valid. Content and viewpoint are dictated to the extent that one’s contributions must not only be relevant to the topic at hand, but must also demonstrate certain reasoning and communication skills....”

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Center for Inclusive Teaching and Learning

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Upcoming Dates

in the CITL Training Room
 (ALB 403A)

Careers and Coffee

Monday, October 2 at 10:30 am

Tuesday, October 3 at 9:30 am

See page 3 for details.

What's New? Wednesdays

~a weekly brown bag series~

Noon - 1:00 pm

October 4

Students in Need—Students in Crisis

October 11

Academic Resources: Text Rental and
 University Store, Library Resources

October 18

Alcohol and Other Drug Use Prevention
 and Interpersonal Violence Prevention

October 25

Aiming for Student Success—Academic,
 Persistence, Personal Growth

CITL Advisory Board Members Are Announced

A CITL Advisory Board was formed to offer input on CITL's overall plan and direction. The Board, comprised of representatives from academic and campus programs, will offer guidance to the CITL in contributing to campus-wide efforts to promote diversity, inclusivity, and evidence-based pedagogical practices. The Board will meet three times per academic year. The members of the advisory board are:

PAM BORK, Assistant Professor—School of Education (CPS)

PAM DOLLARD, Chief Human Resources and Affirmative Action Officer (HR)

PAUL DORUSKA, Professor—Forestry (CNR)

DAVID HASTINGS, Professor—Department of Music (COFAC)

JODY LEWIS, Professor—Department of Psychology (COLS)

LIZETTE RIVERA, Director—Diversity and College Access (DCA)

GIGI STAHL, Inclusivity Director—Student Government Association (SGA)

DÔNA WARREN, Assistant Dean for Curriculum and Student Affairs (COLS)

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Faculty members themselves are subject to peer review based on the standards of their profession. Professional autonomy, while valued on college and university campuses does not extend to freedom from review of one's teaching and scholarship or judgement based on content and viewpoint. To ensure academic integrity and quality, experts within a field apply agreed-upon methodologies for discerning truth and knowledge, as well as identifying what constitutes reliable and accurate evidence. This is a critical component of educational responsibility since the faculty bears the primary obligation for knowledge production and student learning" (p. 35).

Our advice to you, then, is to talk with your students about evidence, reasoning, and knowledge construction. Maybe share with them your own journey to where you have arrived as a thinker—not through knee-jerk, inflammatory opining—but careful, thoughtful consideration of the issues at hand. Set guidelines for civil discussion, and explain to students how the values of the academy foster the exploration and free exchange of ideas. ■

Online Course Development Grants Are Awarded

We are very pleased to again be able to support UWSP faculty in their development of online courses by providing funding through the Online Course Development Grant program. The program provides recipients with professional development to strengthen their online teaching skills, instructional design support from CITL staff, and helps strengthen the university's online offerings.

We received more grant applications during this grant cycle than we have ever had, forcing the grant evaluation committee to make some difficult decisions. We also awarded more grants than have ever been previously distributed! We are excited to see the program taking off and look forward to being able to continue to support UWSP faculty and departments in the development and teaching of online courses.

CITL was able to award grants to six instructors for the development of five online courses which will be developed this fall and offered during either the Winter 2018 or Spring 2018 term. Grant recipients for this cycle were: **Rhonda Sprague-Communication 280**, **Christine Koeller and Eric Larsen-Geography 341** (co-development), **Dave Story-Music 105**, **Debbie Palmer-Psychology 260**, and **Jeffrey Stephens-Theatre 105**. To date, CITL has supported the development of 13 courses by 14 instructors through the Online Course Development Grant program.

Applications are currently being accepted for future development cycles. We strongly encourage previous applicants to resubmit applications and welcome new applications, as always. [Click here](#) to apply for a grant.

“Creating an online class from scratch involves a lot of work, but Eric Simkins, who I worked with at CITL, made the process much easier.”

David Wang,
Assistant Professor,
Department of Psychology



CITL team member, Eric Simkins (left) worked with Assistant Professor David Wang to develop an online offering of PSYC 260.



Workshops Offered

If you interact with students, this workshop is for you. The Academic and Career Advising Center is offering several “Careers and Coffee” workshops designed to help faculty and staff learn about tips and tools available when working with students on career related topics.

Workshop sessions are held in the CITL training room (ALB 403A) and [pre-registration](#) is required. Coffee and donuts will be provided!

Careers and Coffee Session Information

Session 1:

Monday, Oct. 2, 10:30 a.m. **or**
Tuesday, Oct. 3, 9:30 a.m.



Session 2:

Monday, Nov. 6, 10:30 a.m. **or**
Tuesday, Nov. 7, 9:30 a.m.



Session 3:

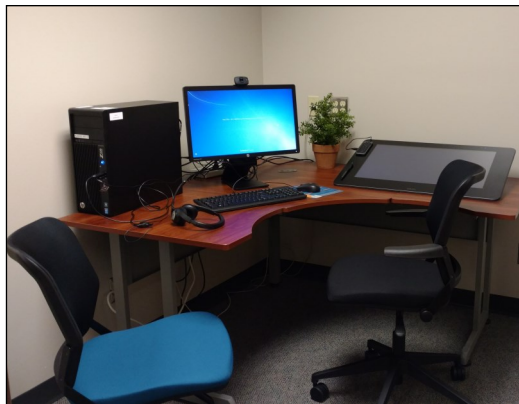
Monday, Dec. 4, 10:30 a.m. **or**
Tuesday, Dec. 5, 9:30 a.m.

Tips: Resume, Curriculum Vitae (CV), & Cover Letter

Why Would I Use a CITL Lab Room ?

The recent remodeling of the Center of Inclusive Teaching and Learning revealed new gathering spaces and workspaces that are available to faculty and staff.

Over the course of the summer, three lab rooms were created with the remodeling project that will offer a variety of opportunities. So, if you are asking yourself, "Why would I want to use a lab room?," here are a few great answers provided by CITL team member, Sean Ruppert.



Departments Should Schedule Inclusivity Training

"Toward a More Inclusive Campus" is a five-part training for UW-Stevens Point faculty and staff.

This training program, offered through the CITL, will raise awareness of inclusivity and diversity on campus, help us understand and value our differences, and feel empowered to make changes that enhance inclusivity at UWSP.

Each department or unit is responsible for scheduling trainings on a semester basis. Please contact Lindsay Bernhagen to schedule trainings (lindsay.bernhagen@uwsp.edu).

More information on "Toward a More Inclusive Campus" can be found on the [CITL website](#).

Reason One: Hard to find software – The lab room computers are installed with software packages that are not available campus-wide. Examples: Articulate Storyline and Camtasia Studio.

Reason Two: Convenient help – The CITL team members are available just down the hall for hands on assistance on a project or if you have a question or problem.

Reason Three: Privacy – The lab room spaces in CITL offer privacy for recording video content, working on research, and a quiet space to develop courses.

Contact the CITL team (citl@uwsp.edu) to reserve a lab room, or just stop in at 403 Albertson Hall.

CITL Hosts a Welcome Reception

A reception was held on Wednesday, September 13, in the CITL office suite to welcome new and returning faculty and staff to campus.

Photo: UW-Stevens Point Chancellor Bernie Patterson (left) and Professor Eric Yonke (right) joined CITL Director Lindsay Bernhagen during the Welcome Reception held in September. You can view more photos from the event on the [Facebook page](#).

