**SGID Training:** The CETL needs more SGID facilitators! Small Group Instructional Diagnosis (SGID) is a method of course evaluation that uses an outside facilitator to conduct a discussion with students and to provide feedback to an instructor, usually midway through a course. SGIDs are used to improve teaching, develop ideas for strengthening a course, and enhance communication between students and teachers. This training is primarily for those who are interested in conducting SGIDs for your colleagues, but do come if you also want to know more about SGIDs and how they function. The CETL offers $100 stipend for each SGID a facilitator conducts, up to $500 a year. Email Susan Hill at susan.hill@uni.edu regarding any questions.

**Thursday, Sept. 17, 3:30-5:00 pm, University Room in Maucker Union**  
**Small Teaching: From Minor Changes to Major Learning**  
**Facilitator:** James Lang  
Hosted by the UNI Center for Excellence in Teaching and Learning (CETL)  
Join Conference on Ethics in Higher Education Keynote Speaker, James Lang, for an interactive workshop on his forthcoming book, *Small Teaching*, which will explore how a small number of key principles from the learning sciences can make a big impact on student learning in almost any kind of course. This workshop will introduce some of those principles and focus on how to use a variety of elements of course design and classroom practice—from the syllabus to the closing moments of class—to boost learning in powerful new ways. Registration limited to 40 participants. Please register here: [https://jameslangsmallteachingworkshop.eventbrite.com](https://jameslangsmallteachingworkshop.eventbrite.com)

**Monday, Sept. 21, 3:30-4:30 pm: Teach UNI Project Presentations, Lib 378**  
**Incorporating Literature Review and Discussion of Anthropogenic Climate Change in a Sophomore-level Biology Course**  
Mark Myers (Biology): As a participant in the 2014 Faculty Leadership in Sustainability Education Summer Institute, I developed a teaching module about the ecological consequences of recent climate change for a sophomore-level Biology class. The objectives of the module were to: 1) improve student awareness of climate change and its causes, 2) increase student awareness of the documented ecological responses to recent climate change, and 3) improve student understanding of the nature of science and practice skills in assessing the validity of scientific claims. I will describe the module and discuss the successes and failures in its implementation.

**Seeing the Big Picture: The Jigsaw Puzzle as a Metaphor for Chemistry Lab**  
Brittany Flokstra (Chemistry and Biochemistry): One of the challenges that students face in beginning chemistry labs is understanding how all of the different parts of a lab connect. This activity uses the familiar—a jigsaw puzzle—to explain the unfamiliar, thereby allowing the professor and the students to have a frame of reference for connecting the pieces and seeing the big picture.

**Wednesday, Sept. 23, 2:00-3:00 pm, Lib 378**  
**Fall Faculty Workshop Follow-up Session**  
**Facilitators:** Martie Reineke (Philosophy and World Religions) and Susan Hill (CETL)  
Susan Wolcott shared great information with us during the Fall Faculty Workshop. Are you wondering how you can start implementing these ideas about critical thinking into your courses? Bring your packet of workshop materials, and/or an assignment you'd like to work on. Let's talk with each other about how we can help our students improve their critical thinking skills. Please register [here](#) so that we know how many people to expect!
Announcements

2015 Conference on Ethics in Higher Education

*Ethics in Practice: Building a Classroom and Campus Culture for Academic Integrity*

University of Northern Iowa, Maucker Union

Friday, September 18, 2015

Find more information and registration [here](http://www.uni.edu/provost/cetl).

(with special pre-conference sessions to be held Thursday, September 17th)

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**Advisor Development**

**eLearning Course & Advisor Certificate Program**

This course provides the core knowledge needed to successfully advise UNI students during their academic careers. It is available to all undergraduate faculty and advisors through their eLearning site. Advisor Development Course and Certificate are both available options. For more information, click [here](http://www.uni.edu/provost/cetl).

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**teach UNI**

Don’t forget to sign up for TEACH UNI! It is open to all UNI faculty who wish to develop, enhance, and/or revitalize their teaching. Click [here](http://www.uni.edu/provost/cetl) for more information and registration.

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**Fall Reading Groups**

*Creating Self-Regulated Learners: Strategies to Strengthen Students’ Self-Awareness and Learning Skills* by Linda Nilson

Wednesdays, 2:00-3:00 pm: Oct. 7 and 21, Nov. 4 and 18 in Lib. 378

Facilitator: Susan Hill, CETL

*Privilege, Power, and Difference* by Allan G. Johnson

Tuesdays, 2:00-3:00 pm: Sept. 29, Oct. 13 and 27, Nov. 10 in Lib. 378

Facilitators: Kim Baker, SAC, and Susan Hill, CETL

Click here to [register](http://www.uni.edu/provost/cetl) for reading groups!

Please register by Friday, Sept. 11th, and we’ll order a copy of the book for you.