Thursday, March 1 and Friday, March 2 UNI welcomes Robyn Ochs! For the flyer, please visit the fourth page of this document!

Thursday, March 1, 7:30 pm, Commons Ballroom
Beyond Binaries: Identity and Sexuality

Facilitator: Robyn Ochs, Speaker, Teacher, Writer, Activitist

How do we assign labels to our complicated and unique experiences of sexuality? In this interactive program Robyn will explore the landscape of sexuality, conduct a thought-provoking anonymous survey of those present, and look together at the data. Where do we fall on various sexuality continua? How do we label? How old were we when we came to our identities and to our sexualities? How asexual/sexual are we? How well do our friends/family members understand our sexuality? This program will expand your perspective and change the way you think about labels.

Friday, March 2, 10:00-11:30 am, LIB 301 (ScholarSpace)
The Changing Landscape of Identity: Understanding and Supporting Students of All Gender Identities and Sexual Orientations

Facilitator: Robyn Ochs, Speaker, Teacher, Writer, Activitist

Our teens and twenties are times of exploration, discovery and growth. For non-heterosexual students, this is a time when presumptive labels and sexuality are called into question. Robyn will discuss her work with teens and young adults, and share some of her observations and the lessons she has learned.

Tuesday, March 6, 3:30-4:30 pm, LIB 301 (ScholarSpace) AND
Wednesday, March 21, 12:00-1:00 pm, LIB 378

How Can I Incorporate Service Learning into My Course?: Lessons from our Colleagues

Panelists (March 6): Cara Burnidge, Philosophy & World Religions; Lisa Riedle, Technology; Denise Tallakson, Curriculum & Instruction; Jen Waldron, KAAHS

Panelists (March 21): Jennifer Cooley and Caroline Ledeboer, Languages & Literatures; Jeremy Schraffenberger, Languages & Literatures; Angela Waseskuk, Art

UNI’s Service Learning Institute (SLI) (May 14-16, 2018) offers faculty an opportunity to incorporate service learning activities into course in ways that align with course learning goals, enhance student growth and civic awareness, and strengthen our community. Come hear from your colleagues about course projects they have developed in partnership with community organizations, and learn how you can become involved! More information about the SLI can be found in the Announcements, page 3.
Wednesday, March 7, 12:00-12:30 pm, SEC 218

Making Professors’ Implicit Expectations Explicit to their Students Through More Transparent Assignments: A Micro-Workshop

Facilitators: Elana Joram, Ed Psych & Foundations; Shuaib Meacham, Curriculum & Instruction; Susan Hill, CETL

In this brief 30-minute workshop, we will introduce a strategy for making professors’ expectations more explicit in their assignments, based on the award-winning “Transparency Project.” By making our expectations more explicit for all students, we hope to even the playing field for those students who have less preparation for college, and who may not share our implicit assumptions about college-level work. We will describe our own experiences making use of this strategy in a course, and give participants an opportunity to try it out with one of their own assignments. Please bring an assignment to the workshop, if available.

Monday, March 19, 3:15-5:00 pm, LIB 378

Body Based Skills for De-Escalation, Grounding and Promoting Calm

Facilitator: Matthew Vasquez, Social Work

This workshop provides participants numerous skills to help students slow down, become more connected to their body, and feel more grounded. These skills can be especially useful when working with students who are displaying high levels of hyper-arousal, anxiety, and stress. Some of our time will be devoted to skill building through role-plays and instructor observation. All participants will receive step-by-step instructions of how to use the skills covered in the workshop.

Tuesday, March 20, 7:00-8:30 pm, LIB 301 (ScholarSpace)

Diversity Colloquium

Child Maltreatment, Race, & Internalizing Problems: Evidence of a Mental Health Paradox?

Presenter: Ashleigh Kysar-Moon, Sociology, Anthropology & Criminology

Join Assistant Professor Ashleigh Kysar-Moon for a discussion on diversity, child maltreatment, and mental health. Health disparities scholars describe the existence of a mental health paradox; specifically, when black adults have higher levels of stress exposure compared to whites, yet have better mental health outcomes. Whether such a paradox exists among black youth with a history of maltreatment is unclear. Professor Kysar-Moon will also discuss the role psychosocial resources play in post-hoc analyses for better mental health.

Monday, March 26, 12:00-1:00 pm, LIB 378

Wakonse Teaching Conference Information Session

Facilitators: UNI Wakonse Fellows

Overwhelmed by work? Need some time for relaxation and inspiration? Come find out how you can rejuvenile by attending the Wakonse Teaching Conference! Colleagues who have attended will share their experiences of the conference. Wakonse takes place over Memorial Day weekend, 5/24-5/29, 2018. More information and a link to registration can be found in the Announcements, page 3.

Visit the next page for our list of Announcements!

Find us online at: https://provost.uni.edu/CETL
Announcements

Service Learning Institute, May 14-16, 2018
This 3-day workshop will focus on incorporating service learning activities into one of your courses in 2018-19, in ways that align with course learning goals, enhance student growth and civic awareness, and strengthen our community. Participants will be partnered with a community agency prior to the seminar, and the faculty member and community agency partner will meet and begin to co-design a service-learning project. In addition, participants will explore the pedagogy of service-learning and community engagement, and visit some of the organizations in the community with whom UNI has partnered in the past.

The SLI is open to all full-time faculty (tenured/tenure-track and instructors.) 10 faculty will be accepted to participate in the Institute. More information on selection criteria can be found on the application on the CETL website. There is a participation stipend of $1000 ($500 upon completion of the May Institute; $500 upon completion of teaching and follow-up report, due May 2019). Submit your completed application and a copy of the course syllabus for which the project will be developed to Dr. Julianne Gassman at gassman@uni.edu by March 30, 2018.

Wakonse Teaching Conference, May 24-29, 2018
Wakonse (www.wakonse.org) is a yearly “professor camp” on college teaching that takes place at Camp Miniwanca on beautiful Lake Michigan in Shelby, MI (about an 8 hour drive from UNI). You’ll join faculty from around the country in a peaceful, not-too-rustic setting on the shores of Lake Michigan, to relax, rejuvenate, and talk about teaching. UNI has brought a group of faculty to the conference for the past four years, and we’ve come home feeling edified, relaxed and re-energized! For information about last year’s conference, go to www.wakonse.org.

What you do: Pay $100 of the registration fee, and your meals to and from the conference.

What the CETL does: Pay $600 of your registration fee, and offer you a ride in a UNI van to and from the conference. If you’re interested in the conference, but can’t attend this session, please contact susan.hill@uni.edu.

If you are interested in going to Wakonse, please register at THIS LINK by Friday, April 6.

Participant testimonials:
“As a senior faculty member, I went to be inspired, reinvigorated. I was! This truly is a retreat experience. It is full of great teaching ideas, wonderful people who share a passion for teaching, good food, a beautiful setting and time to rest and reflect.”

“I found Wakonse to be incredibly rejuvenating and rewarding, that it enabled me to explore myself and my teaching in ways no other "conference" has before or since. And, if you are reluctant to give up that much time, I found that the extra time is key to making the experience meaningful in a lasting way. Everything about it is worth it. I gained insights from others about non-violent and welcoming discussion and communication, practical strategies for grading and time management, and ended up changing my "first day" routine significantly and for the better.”

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