

Instructional Development Institute Sessions

University Union UW-Green Bay January 23, 2020

Welcome to the Instructional Development Institute!

Thank you for sharing your valuable time and energy with us today as we explore the theme of *Bandwidth Recovery*. As you peruse the program and schedule, notice we feature several types of events. We begin the day as a group for Dr. Cyndi Kernahan's keynote address. After that, you may choose to attend one of our workshops, which are designed to be highly interactive sessions, or to attend a group of shorter, focused presentations around a similar theme. Our frequent flyers with the IDI will also notice something new this year: The **Bandwidth Recovery Zone**. That's right—just before lunch you'll have the opportunity to do everything from get expert advice on an assignment or learn about online tutoring to play trivia games or add to your library of teaching books! Several "Zone" options will also be available throughout the day to keep you energized and try to live out our theme. See [page 4](#) for details.

Thank you again for attending, and please take this time to engage fully with the day—from keynote to closing social hour. The upcoming semester looms large, but the bandwidth we hope you gather today will help you approach it with renewed energy!

KEYNOTE (8:45-10)

Helping our Students Think Better and Succeed More: Small Tweaks and Wise Interventions

Dr. Cyndi Kernahan (UW-River Falls)

Phoenix B

Just like us, our students have a lot of stressors: things to think about, plan for, take care of and remember in navigating the world. Stressors are normal and expected, of course, but there are times and situations when stressors pile up a little too high, exceeding our capacity to handle them, robbing us of our insight, our capacity to think, and, at times, causing us to doubt ourselves.

In this talk, Cyndi will describe how this process happens and why it can be especially likely for the students who are most at risk of academic underperformance. After examining the process and the ways in which stressors can influence our own and our students' thinking and performance, we will explore what to do in a couple of different ways. That is, how can we design both our courses and our larger campus policies with bandwidth taxes in mind?

Cyndi Kernahan is a Professor of Psychology and Assistant Dean for Teaching and Learning in the College of Arts and Sciences, University of Wisconsin-River Falls. A social psychologist, Cyndi's expertise is in the psychology of prejudice and racism, and her scholarly work is typically focused on better understanding how students learn about these topics and how psychological factors influence student learning and student success more broadly. Her book Teaching about Race and Racism in the College Classroom: Notes from a White Professor is just out from West Virginia University Press. In addition to her teaching and scholarly work, Cyndi regularly gives talks and provides workshops for faculty on a variety of topics related to race, bias, and student success. She also coordinates the First Year Adventure program, providing development and support to the instructors who teach first-year courses in the College of Arts and Sciences at the University of Wisconsin-River Falls. Learn more at her website: <http://cyndikernahan.com>

SESSION 1 (10:15-11:30)

Leveraging What We Know about Dispositions for Teaching to Increase Bandwidth of Students and Instructors Alike

Miranda Schornack (UW-Green Bay)

Todd Dresser (UW-Green Bay)

Workshop (1965 Room)

Classrooms call on instructors to feel their way through situations. No matter how much one knows about their discipline or how well they construct an assignment, instructors often lack training in how to help students feel included, for example. This workshop will provide a framework for cultivating dispositional skills to navigate situations that often leave one with questions such as "how could I have handled that situation better when that student said that thing?" Come and learn how the Minnesota Educator Dispositions System provides a framework for helping us feel better.

Feminist Pedagogy and Practices from the Women's and Gender Studies Department

Alison Staudinger (UW-Green Bay)

Alison Gates (UW-Green Bay)

Christine Smith (UW-Green Bay)

Valerie Murrenus Pilmaier (UW-Green Bay, Sheboygan Campus)

Jessica Van Slooten (UW-Green Bay, Manitowoc Campus)

Workshop (Phoenix C)

Members of the UWGB Women's and Gender Studies Department will share practical and theoretical resources for approaching challenges of "bandwidth recovery" from feminist perspectives. These will include sessions on theoretical interventions from the field such as intersectionality, but also practical tips for community-building, crafting undergraduate research experiences, and assignments built on the "threshold concepts" models. Presenters will briefly describe their ideas in a panel format and then work with smaller groups at tables to practice or explore their idea, assignment, or model.

The Experiences of Students of Color on Predominantly White Campuses: How Can We Enhance Classroom Inclusivity?

Mai Lo Lee (UW-Green Bay)

Rosa Serrano (UW-Green Bay)

Bao Sengkhamee (UW-Green Bay)

Workshop (Phoenix A)

What does it mean to be a student of color on a predominantly White campus? That question will be the focus of this workshop. Staff from Multi-Ethnic Student Affairs will provide information on a range of issues that students face in the classroom—from microaggressions to being asked to "speak" for one's culture to special challenges associated with forming work groups. They will also share examples of potential best practices. Student or alumni voices will be incorporated as panelists or via written case examples. Those who attend this interactive workshop will engage with provided classroom and/or advising scenarios to process their reactions and brainstorm possible approaches to commonplace events faced by our students that draw on their available cognitive bandwidth.

From Intangible to Transparent: Grading Rubrics

Joan Groessl (UW-Green Bay)

Gail Trimberger (UW-Green Bay)

Franklin Chen (UW-Green Bay)

Partnered Presentation (World Unity B)

This session will highlight a model of assignment description and rubrics which can promote student success in understanding and outcomes. The three presenters participated in UW-Green Bay's Teaching and Learning Community Transparency in Teaching and Learning in 2018-2019 and will explain the model and results of their pilot projects.

Fostering a Growth Mindset via Assignment Design

Breeyawn Lybbert (UW-Green Bay, Manitowoc Campus)

Partnered Presentation (World Unity B)

Over that past few years teaching freshman and sophomore students, I have tweaked the design of several of my class assignments to be more transparent, encourage metacognition via assessment, and/or allow a "fault-tolerance," all in an effort to help students develop a growth mindset. The assignments that were tweaked were chosen specifically because they were the assignments that students, in the past, typically struggled with the most – a poster project, lab reports, and in one instance a whole exam. To help my students learn how to learn I needed them to see that they were capable of college-level work. The trick was that they needed significant guidance. This led me to create a transparent assignment for their poster project and to use formalized peer-review and self-assessment for their lab reports and to use scratch cards for the multiple-choice questions on one of their exams. This presentation will discuss how I have used each of these techniques to help my students gain a growth mindset. It will also discuss the pit-falls and struggles along the way.

Using a Revision Checklist: A Strategy for Creating Transparency and Success

Linda Toonen (UW-Green Bay)

Partnered Presentation (World Unity B)

Due to a lack of experience, many of our students gloss over the directions for written work, do not look at the rubric, and do not know how to apply the rubric to their work. Therefore, students are confused and have a hard time 1) hitting the mark and 2) understanding the rationale for their grades. However, using a transparency strategy called an "oral revision checklist" can help avoid the frustration for students who think "I just don't know what she wants me to do in this paper" or the misguided belief that "I didn't do well because my professor doesn't like me."

On "oral revision checklist" day, students bring a copy of their completed papers, and I lead them through a step-by-step assessment of their papers. I help the students assess their drafts in terms of how they align with the characteristics on the rubric. As I guide them, students assess their drafts for these characteristics and note revisions they need to make.

This transparency strategy has been very successful. I get better drafts, students get better grades, and the mystery is taken out of not only how grades are determined but also how students can be successful. Once students get used to using a rubric to assess their work, they can transfer this strategy to any assignment that requires written work.

There are many ways this transparency strategy could be adapted for face-to-face or online courses. This presentation will focus on facilitating the "oral revision checklist" for in-person classes, and also offer some ideas for how you can implement it for online classes.

THE BANDWIDTH RECOVERY ZONE (11:30-12:15)

Even an invigorating conference takes bandwidth! We've put together a selection of opportunities for you to recover some right before lunch without needing to go too far. Please also note that the *Idea Boards*, *free coffee*, *work zone*, and various resources from the *Bandwidth Commons* described below will also be **available throughout the entire day**.

Idea Boards

Traveling

They may seem like just ordinary dry-erase boards, but no—they are canvases on which you can share your favorite bandwidth recovery strategies, your newly-minted semester goals/self-commitments, or your ideas for future SoTL projects or other collaborations. Look for these boards in the *Bandwidth Recovery Zone* and **throughout the day**. Share your ideas and benefit from reading those from others!

Bandwidth Commons

University Union Plaza (Outside Common Grounds)

Visit with individuals who have information to offer about existing programs, applications, and technology that may help you teach better, advise students more efficiently, and engage in your own professional development. The following individuals will be available for engaging discussions.

- Roger Wareham, *Office of Grants and Research*
- Stacie Christian, *Inclusive Excellence Certificate*
- Jennie Young & Sherri Arendt, *Brainfuse Online Tutoring*
- Pooja Agarwal, *EAB Navigate*
- Jolene Truckenbroad, *Wellness Committee*
- Kim Mezger, *Glean Notetaking Application*

Fair warning, you might be inspired to make improvements to your courses! If so, you're invited to contribute to our running *commitments board* or add +1 to goals others have posted (see above). You may also want to stop by the "Collaboratory" to expand these topics into an investigation or larger project (see below).

Free Coffee, Work Zone, & "Collaboratory"

Common Grounds

There will be many things brewing in Common Grounds during this time. Not only will they be serving free coffee, but new ideas will be percolating. After all, it's the site of CATL's "Collaboratory!" We haven't decided if they will wear white lab coats or not, but experts on the scholarship of teaching and learning, assessment, and course/assignment/universal design will be available to consult on individual projects, and we would love to link up people with shared interests for future collaborations.

Of course, Common Grounds is also a great place to use as a guilt-free work zone before lunch if you want to check email or make a small tweak to a syllabus.

Book Sale & Signing

Heritage Room

We'll have tables featuring some recent publications from our keynote speaker, Cyndi Kernahan, and from our very own faculty! Katia Levintova, Alison Staudinger, JP Leary, Ryan Martin, and David Voelker are just a few authors who have recently written or contributed to books specifically about the scholarship of teaching and learning or education policy. The Phoenix Bookstore will have a select number of books for sale. Cyndi Kernahan will be there to sign her book—and who knows what UWGB authors might as well? Also look for our sign-up sheet if you wish to read your new books with others—CATL is happy to facilitate a reading group!

Games!

Phoenix A

A game's afoot! Come and play a trivia game, if you just want to have fun! The structure of this event is such that you do not have to be there at the beginning; join us at any time. If you want to play but don't want to miss out on the other exciting offerings above, never fear—there's a very good chance this particular recess activity will spill over to lunch.

LUNCH / TEAM TABLES (12:15-1:15)

Team Tables

Phoenix B

At lunch, you'll notice each table has a small sign dedicating it to a "team."

Most of the tables will have an interesting "**Table Topic**" conversation starter—sit at a table with a topic that interests you and chat with folks you otherwise might not. We also encourage you to draw connections between your morning sessions and the table topic!

Cohorts are asked to sit together. If you are part of the **UWGB Teaching Scholars** or the **Equity-Minded Institutional Change Community of Practice** you'll be sitting with your facilitators.

For those who were busy during the *Bandwidth Recovery Zone* games session, we'll continue to host a **trivia game** during lunch. Bring your lunch next door to Phoenix A to play along! In this case, your table is literally your team!

SESSION 2 (1:30-2:45)

Teaching Criteria that Matter

Caroline Boswell (UW-Green Bay)

Bill Dirienzo (UW-Green Bay, Sheboygan Campus)

Luke Konkol (UW-Green Bay)

Katia Levintova (UW-Green Bay)

Jessica Van Slooten (UW-Green Bay, Manitowoc Campus)

Workshop (1965 Room)

The Evaluation of Teaching Effectiveness Working Group has been charged with reviewing our current policies for evaluating teaching, include how we use student ratings of instruction. In this interactive session, Working Group members will share aggregate results from a survey of faculty, chairs, and deans about teaching evaluation and what it has learned from research in the field. Next, we will engage participants in a discussion of those results, and workshop draft policy revisions and measures of teaching the group has considered. We hope this session will serve our goal of making the work and objectives of the Working Group as transparent and inclusive as possible.

Using Sport and Performance Psychology Strategies to Recover your Bandwidth

Jana Fogaca (UW-Green Bay)

Alan Chu (UW-Green Bay)

Workshop (Phoenix C)

Faculty and instructors have various responsibilities and high productivity expectations in teaching, scholarship, and service. In addition, instructors are constantly evaluated, not only by their annual reviews, but also by their students' evaluations, the quality of their manuscript submissions, and their commitment to the department, university, community, and profession. The high demands of this career can take a toll on instructors' cognitive abilities, confidence, and wellbeing. One area of expertise that helps performers improve their wellbeing and work quality is sport and performance psychology. In this workshop, Drs. Chu and Fogaca will present their favorite strategies for bandwidth recovery as assistant professors. Dr. Chu will present and

engage participants in activities on the topic of mindful self-compassion, a strategy that helps us acknowledge our difficult thoughts and feelings and respond to them with kindness and understanding. Dr. Fogaca will present about progressive muscle relaxation, its benefits for recovery, sleep, and wellbeing. Participants will also experience the progressive muscle relaxation activity during the workshop. This workshop will present literature supporting the use of these strategies for wellbeing and performance, and participants will leave with strategies that they can use to recover their bandwidth.

Mental Health Bandwidth Barriers: Gain Tools to Respond to and Support Students with Mental Health Concerns via Presentation, Discussion, and Interactive Case Studies

Amy Henniges (UW-Green Bay)

Mark Olkowski (UW-Green Bay)

Lissa Balison (UW-Green Bay)

Workshop (Phoenix A)

Nationwide, students use of college and university counseling services has vastly outpaced enrollment growth. More and more undergraduates cope with mental illness, trauma, and issues related to neurodiversity. All of these concerns can subtract from a student's bandwidth capacity for learning and engagement before they even walk onto campus, or enroll in a class. In this interactive workshop, staff members from Counseling and Health and the Dean of Students Office will discuss collegiate mental health trends, typical mental health issues our students face, how to recognize the warning signs, and skills to provide support. Participants will learn how to respond and refer to campus resources when they recognize warning signs. In addition, time will be provided to practice skills through interactive case studies. Participants will also receive a handout of campus and community resources to add to their tool box.

“I Don’t Think I Belong Here, but Maybe I Do?”: Utilizing Self-Affirmation as an Intervention to Keep First-Gen and Working-Class Students in the Classroom

Valerie Murrenus Pilmaier (UW-Green Bay, Sheboygan Campus)

Partnered Presentation (World Unity B)

How can we engage our students and keep them motivated through the high-stress times of the semester? How can we help students keep the monster of Imposter Syndrome at bay? All students feel nervous when they start college, but First-Generation and Working-Class students' experiences with Imposter Syndrome result in higher drop/fail/withdraw rates, causing them to be less likely to persist. Since FGS and WCS are less likely seek out support networks available on campus, an easy and effective intervention to bring to them is to engage in a self-affirmation exercise that enables them to focus on why they are in college, the goals that they would like to achieve and how to get there. This simple, ten-minute intervention, first introduced by Cresswell et. al at Carnegie Mellon in an article entitled, "Self-Affirmation Improves Problem-Solving Under Stress," entails a worksheet that is provided to students with a list of values that they can choose from (family, travel, career, health, money) and asks them to pick one and then write a few sentences that explains how and why that value is important to them. Completed during the first few weeks of the semester, this simple intervention helps to increase students' ability to withstand the stress of the semester, thereby enabling them to better complete the necessary tasks in the course and remain in the class. No longer "performing" the role "college student," they now embrace all of the possibilities. This article discusses how I have utilized this intervention in my own classes and details anecdotal results from past students as well as quoted comments from current students.

Cultivating Participatory Classrooms and Cohesive Groups

Jen Schanen-Materi (UW-Green Bay)

Partnered Presentation (World Unity B)

One way to create deeper shared awareness during class discussions and assist students in creating firm foundations for group work is through the use of Technology of Participation (ToP) facilitation methods. ToP methods help students process course material in ways that inspire full integration while also supporting critical analysis. Furthermore, these methods create an open environment for conversations about important issues like politics, social systems, and culture.

This session will include an overview of the focused conversation method, which is a way of writing and asking questions for class discussion, in an order that follows a natural flow of processing. While students can sometimes find academic content intimidating, focused conversations can help anyone grapple with a new, difficult, or significant subject.

Modifications to an action planning process will be shared, intended for use before students begin group work, to foster a productive and healthy group dynamic. This process includes visioning, an analysis of strengths and weaknesses, and concludes in group commitments. A "check-in" reflection process will also be shared, for use during or at the conclusion of the project or semester.

To conclude, participants in this session will be provided with resources to move forward with integrating facilitation into their own teaching styles.

Social Identity Threat in Higher Education

Elif Ikizer (UW-Green Bay)

Kathleen Burns (UW-Green Bay)

Partnered Presentation (World Unity B)

Social identity threats manifest themselves in different experiences and situations. While stereotype threat specifically refers to situations that make the individual perform worse or in line with negative group stereotypes, social identity refers to a broader set of outcomes such as being categorized against one's will or having one's group's value undermined. In this talk, effects of stereotype or social identity threats on the racial and gender achievement gaps, working memory and belonging will be reviewed. Recent discussions on the replicability and robustness of the effects, as well as perceptions of claims of stereotype threat experiences will be discussed. We will suggest ways to be aware of stereotype threat in the classroom and routes to combat its potential impacts.

SESSION 3 (3-4:15)

Hungry, Hungry Hippocampus

Jared Dalberg (UW-Green Bay, Manitowoc Campus)

Workshop (1965 Room)

The hippocampus in the brain is central to emotion and memory. It is the hub of the limbic system which controls feelings such as reward, anxiety, and conflict. The hippocampus is sensitive to stress and evidence shows it actually diminishes in size when experiencing depression. According to the National College Health Assessment the top five health concerns that impact college students' academic success are: 1) Stress, 2) Anxiety, 3) Sleep difficulties, 4) Depression, and 5) Internet use. Our students on campus have depleted and hungry hippocampi. This workshop will share information on how health behaviors can feed or starve the hungry hippocampus. More importantly, this workshop will share several interactive classroom tips and strategies to foster "bandwidth" recovery that feed our students' hungry, hungry hippocampi on campus.

Bandwidth Recovery for Lecturers: Department and University Best Practices to Support Non-Tenure Track Instructors

Tara DaPra (UW-Green Bay)

Paired Presentation (Phoenix C)

This session will highlight the unique challenges faced by non-tenure track academic instructional staff, commonly referred to as lecturers, instructors, ad hocs, or adjuncts. This session will be led by Lecturer Tara DaPra, who has been an adjunct at UW-Green Bay and the UW-Colleges, and who now holds a so-called permanent lectureship at UW-Green Bay. This presentation, an extension of the November CATL "Tough Talk" on *The Adjunct Underclass*, will highlight issues in non-tenure track labor nationally and specific to UW-Green Bay, identify campus policies and culture that both support and inhibit the careers of lecturers, and provide specific recommendations for supporting lecturers in your department. Administrators, department chairs, tenured and tenure-track faculty, lecturers, and academic staff are all welcome and encouraged to attend.

What Strategies Support Faculty, Instructor, & Staff Bandwidth Recovery? An Interactive Discussion

Susan Gallagher-Lepak (UW-Green Bay)

Jennifer Jones (UW-Green Bay)

Chuck Rybak (UW-Green Bay)

Jolanda Sallmann (UW-Green Bay)

Paired Panel (Phoenix C)

Please join Deans Susan Gallagher-Lepak and Chuck Rybak, Assistant Vice Chancellor Jennifer Jones, and Associate Professor Jolanda Sallmann in a discussion of how we support the work of instructors, faculty, and staff who promote equity, inclusivity, and diversity at UW-Green Bay. The goals for this session are to share current strategies and generate new ideas for how we may help our colleagues who commit bandwidth to support equity, inclusivity, and diversity in the classroom, on our campuses, and in the community. Possible topics include making this work visible, supporting work-life balance, and faculty/staff/instructor empowerment.

Mindfully Engaging: Examining the Role of Various Mindfulness Traits on Academic Engagement

Gaurav Bansal (UW-Green Bay)

Karl Schindl (UW-Green Bay, Manitowoc Campus)

Workshop (Phoenix A)

Mindfulness has recently emerged as an increasingly important and popular topic for social scientists as well as educators; however, the impact of mindfulness on academic engagement is relatively understudied. It is believed that academic engagement is a multi-faceted construct comprising of several dimensions or qualities, including student and faculty interaction, academic challenge, active learning, collaborative work, and beyond-class collaboration, among others. These facets are captured via different engagement scales - intellectual engagement, peer engagement, student-faculty engagement, online engagement, and beyond-class engagement. Similarly, research suggests that mindfulness has four traits: alertness to distinction, awareness of multiple perspectives, openness to novelty, and orientation in the present. Even though research indicates that mindfulness and academic performance are related, there is no systematic examination to reveal such relationships. We will present and discuss the research findings from our study conducted to examine the relationship between different mindfulness traits and academic engagement scales. We will also discuss and explore what various mindfulness activities can be used to enhance student engagement.

Neurodiversity: Resources for a New Generation of College Students

James Zarling (UW-Green Bay)

Lynn Niemi (UW-Green Bay)

Partnered Presentation (World Unity B)

Neurodiversity may include individuals that experience the Autism spectrum, ADHD (Combined presentation, Predominantly Hyperactive / Impulsive Presentation, Predominately Inattentive Presentation), Dyslexia, Dyspraxia, Dyscalculia, Tourette Syndrome and more. Each year incoming freshmen to graduate students disclose that they are neurodiverse, and often they disclose this while asking for help and assistance. This session will focus on university and community resources for neurodiverse students. Additionally, this session will begin discussing tools for faculty and staff to utilize to have effective, clear, and supportive conversations for neurodiverse students. After this presentation faculty and staff will be able to respond to a student that discloses a disability and be able to identify different university and community resources

Efforts to Reduce the Anxiety Inherent in a Majors-level STEM Class

James Kabrhel (UW-Green Bay, Sheboygan Campus)

Partnered Presentation (World Unity B)

Though efforts have been made to address student anxiety from sources external to the classroom (family issues, mental illness, food or financial insecurity), there are many aspects of anxiety that come from within the classroom setting. Test anxiety and the pressure to succeed are aspects of student life that lead to accommodation plans, lower test scores, and unhappiness in the day to day lectures. Adjustments have been made to assignments, giving students options on which problems to complete. Students were also allowed to come up with different possible group projects to complete in the Spring. How these changes have altered student anxiety and perception of stress in the class will be discussed.

Teaching Online: Small Tweaks to Help Students Succeed in Online Courses

Georjeanna Wilson-Doenges (UW-Green Bay)

Todd Dresser (UW-Green Bay)

Partnered Presentation (World Unity B)

Regardless of the delivery method or course content, we know what it takes to be a good teacher. Often though, we are not at our best when we teach online and our students may not be either. This presentation is designed to provide some small tweaks to online courses that will help students navigate Canvas and understand the course requirements, learn the material, feel like they belong, and feel supported to succeed in an online course. Specifically, we will discuss: 1) Streamlining course navigation to help students be more efficient in their use of your Canvas course. 2) Using emojis in the Canvas Home Page to help students navigate and understand course requirements. 3) Ways to incorporate students' submission of a short video introduction to learn how to pronounce students' names and learn their pronouns, as well as allow fellow students to put names to faces in the online course to help create community. 4) Ways to align learning outcomes with particular assignments to clarify what the take-home message is of each assignment. 5) Using short "snack-size" videos of content instead of full lecture-length narrated PowerPoints/videos. 6) And more ... if time allows.

#GBIDI20

Please remember to
complete session
evaluations:



<https://bit.ly/2Rj1h67>