2016 Opening Workshop for New STEM Educators
Great Wolf in Wisconsin Dells, WI
September 22nd & 23rd, 2016
Sponsored by the UW System Women & Science Program

Thursday, September 22

10:30 **Welcome (Gray Wolf Room)**

10:40 – 11:10 **Introductions and Ice Breaker Activity**

11:15 – 12:00 **Cheri Rossi (Undergraduate Research Director at UW Madison) & Ryan Pakula (UW Madison)**
Establishing Expectations

12:00 – 12:50 **Lunch/Networking (White Wolf Room)**
Thursday Lunch- "South of the Border" Chicken Fajitas, Beef Tacos, and Fiesta Salad with fresh seasonal vegetables.

1:00 – 1:50 **Effective Communication**

2:00 – 2:50 **Inclusive Mentoring and Teaching**

3:00 – 3:20 **Refreshments (White Wolf Room)**
At the Movies Break

3:30 – 4:30 **Assessing Understanding and Fostering Independence**

4:30 – 5:30 **Addressing Equity and Inclusion**

5:30 – 6:15 **Break: room check-in**

6:15 – 7:15 **Dinner (White Wolf Room)**
Thursday Dinner- "Northwoods Buffet" with Pesto and Tomato Fettuccine or Broiled Salmon, Baby Spinach Salad (with mushrooms, onion, bell peppers, and roasted pecans), Parmesan Risotto, Seasonal Vegetables, and Caramel Bread Pudding.

7:15 – 8:30 **Networking Session (meet in the Lodge Wood Fired Grill)**

Friday, October 2

7:00 – 8:00 Breakfast (White Wolf Room)
Friday Breakfast- "Rise and Shine" Breakfast breads with butter and preserves, Melon, Home Fried Potatoes, Smoked Sausage, Scrambled Eggs, Coffee, and Assorted Tea

Meeting (Gray Wolf Room)
8:00 –8:20 Observations and Reflections from Day 1

8:20 - 9:20 Structured Small Group Activity

9:25 – 10:10 Jennifer Schuttlefield Christus (UW Oshkosh), Work-Life Navigation

10:15 – 10:45 Coffee break (White Wolf Room) Sweet Shoppe break

10:50 – 11:35 Jessica Orlofske (UW-Parkside) Curriculum Reform Grant
Engaging Students in Biostatistics
As biology has become increasingly quantitative the needs of our students have grown, however many biology students underestimate the value of or are intimidated by math-intensive courses. The Biostatistics (BIOS 210) course at the University of Wisconsin-Parkside is required by all Biological Science majors. The course covers the traditional suite of statistical material typical of an introductory statistics course at the undergraduate level, with the addition of some advanced techniques. I revised the Biostatistics course to include hands-on research and laboratory experiences, converted the lecture and laboratory materials from SYSTAT to the free, open-source platform R, and introduced in-class exercises to reinforce key information and identify gaps in student learning. Student engagement in this course has fostered a deeper appreciation for statistics in particular and math in general. Most importantly, these revisions have helped produce students capable of performing appropriate statistical analyses in other courses and their independent research.

11:40 – 12:00 Personal Reflection Time

12:00 – 12:50 Lunch (White Wolf Room)
Friday Lunch- "Pizza Buffet" with Assorted Pizza and Mixed Greens with Assorted Dressings

1:00 – 1:45 Evan Larsen (UW-Platteville) Curriculum Reform Grant
The Evolution of an Earth Science Curriculum to become more Accessible and Effective
Earth and environmental science courses are often looked to as avenues of escape for students wanting to fill general education requirements while avoiding other science classes perceived as difficult. This is particularly true for students pursuing non-science majors and who may carry with them the idea that they are somehow "bad at science." The rigor, complexity, and nuance of earth and environmental science courses can therefore result in difficult experiences, particularly on topics that are rich in scientific, societal, and personal implications such as evolution and climate change. In this presentation, I will describe how, through the support of a Women in Science Curriculum Reform Grant, I developed a curriculum for the largest course taught at UW-Platteville, GEOG 1040: Planet Earth, that applies a range of active learning strategies to disarm bias, engage students, and produce meaningful dialogue and learning on what can at times be difficult topics to effectively teach in large lecture-style courses. I will end by sharing a description of the final assessment in the course that was explicitly designed to empower students with a range of learning styles and to encourage their expression of what they learned over the semester.

1:50 - 1:55 Jennifer Schuttlefield Christus, OW Grant Information

1:55 – 2:35 Mary E. Jackelen (UW Stevens Point), "Centering: Master Stress through Meditation."

2:35 – 3:00 Closing: Workshop Evaluations