*The Student Affairs Committee (subcommittee of Faculty Senate),
the Division of Student Affairs, and the Faculty Center for Teaching Excellence
invite you to the series titled:*

HUMANIZING OUR CAMPUS

Humanizing Our Work: Understanding the Scope of Mental Health on Campus
Tuesday, February 15 at 3:00PM

Humanizing our Response to Students in Crisis
Wednesday, February 23 at Noon

Humanizing our Curriculum and Programs: Creating Supportive Learning Environments
Wednesday, March 2 at 10:00AM

All sessions will be located in the Faculty Center for Teaching Excellence in the Cunningham Memorial Library.

Humanizing Our Work:
Understanding the Scope of Mental Health on Campus

Tuesday, February 15 at 3:00PM

Humanizing our work [as faculty] means recognizing everyone in a classroom as a person first, and a student second. It means appreciating the invisible aspects of people that can influence their experience as a student. The purpose of this session is to review ISU mental health data to help make the invisible aspects of students visible. Specifically, the session will focus on mental health and its influence on retention and academic success.

Humanizing Our Response to Students in Crisis

Wednesday, February 23 at Noon

In this session, we will discuss resources responding to students in various states of concern or crisis, specifically exploring how to determine the difference between emergency and non-emergent situations. We will offer strategies for when, how, and where to respond to student disclosures of need or crisis, while foregrounding care and compassion. Additionally, we will share resources for referrals and assistance.

Humanizing Our Curriculum and Programs:
Creating Supportive Learning Environments

Wednesday, March 2 at 10:00AM

This session will offer insights into how to engage students and foster supportive learning environments during times of national, regional, and individual crisis. Considerations include utilizing content warnings, auditing our syllabi and programming maps to identify ways these can serve as mechanisms to cultivate safe spaces, suggest campus resources, and build relationships. Specific examples will be provided that will assist attendees with responding to specific student needs and recognizing ways that, as professionals, we can scaffold certain supports into our daily environments to initiate positive change.