

WORKSHOP SESSION 1

Tuesday, May 24, 10:15 a.m. to 11:00 a.m.

Staff Senate Panel Discussion

Staff Senate Exploratory Committee Members

The Staff Senate Exploratory Committee seeks to fulfill the N2025 aim of creating and allowing access to a university-sponsored staff council for staff to provide input on relevant issues to university leadership.

This session will provide follow up from listening sessions held earlier in the spring semester, an overview of the nominations process, and timeline for elections of senators to be held in summer of 2022 with the inaugural senate commencing in Fall 2022. Members of the exploratory committee will be present to facilitate the presentation and dialogue. All three of the sessions will have the same content. Multiple opportunities have been included to aid in participation. Further information may be accessed at <https://www.unl.edu/chancellor/staff-senate-exploratory-committee>

Color on Campus: Seeing Color and Other Human Characteristics on Campus

Mynesha Spencer, Chief Inclusion Strategist, All of Us Together Co.

Marquisha Frost, Digital Learning Operations Specialist, IT Academic Technology

Seeing color and other human characteristics on campus is a facilitated interactive presentation that provides faculty, staff, students and other campus stakeholders the opportunity to step beyond our comfort zones and intentionally see color, other human characteristics and the advantages associated with this practice. Public service institutions will never prove more equitable, more inclusive or more diverse than the individuals who lead and learn in these spaces and the University of Nebraska is no exception. Attendance of this presentation guarantees a self-reflective experience and provides participants starter tools and resources to begin seeing (and embracing) color on campus.

Participants attending this interactive presentation should bring:

- Writing Utensil
- Favorite object or thing (*optional*)
- A set of colored pencils/crayons (*optional*)

Where's The Beef?! Let's Beef Up Your Linked-In Profile

Holly Smith, M.S., Career Coach, College of Education & Human Sciences

Dr. AnnMarie Gottner, Senior Director of Student Services, College of Education & Human Sciences

So many higher education professionals see Linked-In as “not for them.” If you have even a slight notion that you might switch jobs someday or try your hand at bursting into a parallel industry, this presentation is for you. If you work with students and would love to be able to support them, stay connected and share resources beyond their time at UNL, this presentation is for you. Even if it's not you, but someone you know that is seeking new employment, connecting with them on Linked-In, recommending them and endorsing their skill sets is crucial to their success. Bring your laptops or media devices. We'll spend time on our Linked-In's (NO MATTER how rough they are now!) beefing up photos, headlines, featured and about sections, experience, recommendations, skills and endorsements. This session will provide you with not only recommendations and strategies to increase your visibility on Linked-In but will also be time and space for you to sit back and put these ideas into action on your own page. If you can help and support your colleagues in this session with their profiles too, that would be a plus. Because, heck, your mom isn't going to tell you how awful your photo is but Jenny from accounting just might! (Disclaimer: I have no idea who Jenny is, and I am not in the business of offending mothers.) If there's time, we'll create space for open discussion about our career paths, career questions, upcoming career trends, and available resources. (NOTE: Presentation content is referenced from Career Coach Madeline Mann's YouTube channel “Self-Made Millennial” and can be found there if you are unable to attend and/or for later reference to content.)

How to be an Inclusive Leader

Rik Barrera, Associate Dean of Student Services & COO, College of Business

How can we develop into more inclusive leaders? Why do we even need to try?

This presentation will cover the basic tenets of inclusive leadership and how we can implement these principles in our leadership roles.

How to Conduct Evaluation Surveys

Lindsey Witt-Swanson, Associate Director, Bureau of Sociological Research

Rachel Wenzl, Associate Director, Research Compliance Services

Many departments and units at UNL are exploring the use of internal evaluation surveys on various topics. While many can administer these surveys on their own, some may struggle with various steps of the evaluation process. To aid staff at UNL, BOSR and Research Compliance Services, the administrative support office for the IRB, will team up to provide a mini-course on evaluation surveys. BOSR will provide the practical steps of preparing for and implementing an evaluation survey, including designing the right methodology, writing evaluation and survey questions, and visual design considerations. RCS will also provide guidance on if IRB review is necessary by using case studies as illustrative examples.

By the end of the session, you should have additional insight on:

- What survey and evaluation methods are appropriate for your evaluation project
- How to get started in the planning process
- How to write survey questions tailored to your evaluation
- Why visual design matters
- Whether the project requires IRB review and approval and if so, how to go about receiving approval

Create an Engaged Team with Networking

Ranelle Maltas, Training, Technology & Comm Coordinator, Human Resources

Learn about the five I's of building strong connections through three interactive activities. Attendees will leave with 15 activities to engage their team to connect with each other. Each activity provides practice in networking with intent.

WORKSHOP SESSION 2

Tuesday, May 24, 11:15 a.m. to noon

Power-Up with a Professional Development Plan

Kelly White, Director of HR Engagement & Operational Strategy

Ranelle Maltas, Training, Technology & Comm Coordinator, Human Resources

A Professional Development Plan (PDP) is a valuable document that establishes both your career development goals and a strategy for meeting them. In this hands-on session, you will learn the three steps to creating an individualized professional development plan. You will have time to use worksheets in the session to start the process of documenting a plan. By the end of the session, you have started creating a useful roadmap for your growth and success.

Developing a Comprehensive and Efficient Recycling Operation at UNL

Morgan Hartman, Sustainability Coordinator, FM&P Waste Management & Recycling

This interactive presentation will focus on recent steps UNL has taken aimed at the development of a comprehensive and efficient recycling operation at UNL, and how these efforts impact and connect the entire UNL community. An overview of the current state of waste management and recycling at UNL will be shared, including information on UNL's recycling and landfill diversion rates and the internally managed waste management and recycling operation. Participants will gain an understanding of the Recycling Pilot Project currently operating on campus including its history and design, primary components, data and metrics gathered, and next steps regarding phased implementation across campus. Information will also be shared related to the Waste Management theme of UNL's 2020 Environment, Sustainability, and Resilience Masterplan, including the aspirational goal to become a zero-waste campus by 2030, and strategies to achieve that goal. Participants will be engaged in developing as a person, professional, and within their university community through a focus on how they can individually contribute to sustainability by practicing positive waste management behaviors including tips and strategies to reduce, reuse, and recycle right at UNL.

Sexual Misconduct Response for University Staff

Meagan Counley, Title IX Coordinator, Institutional Equity and Compliance
Leslie Shaver, Deputy Title IX Coordinator, Institutional Equity and Compliance
Rob Dohe, Civil Rights Resolution Specialist, Institutional Equity and Compliance
Ryan Fette, Education & Outreach Coordinator, Institutional Equity and Compliance

Many of us have had a student or colleague share information with us about an experience of sexual misconduct, discrimination, or harassment. Institutional Equity and Compliance is presenting this interactive workshop to build upon the information in the mandatory online sexual misconduct training and help staff members know what to do when someone makes a disclosure. Please be sure to have completed the mandatory online sexual misconduct training prior to attending this workshop. The workshop will further refine individuals' understanding of what should be reported, provide tips on how to respond compassionately to disclosures while explaining reporting responsibilities, and resources to refer the person making the disclosure.

Objectives:

- Be able to identify sexual misconduct, discrimination and harassment which should be reported to Institutional Equity and Compliance
- Be able to respond compassionately to disclosures and explain reporting responsibilities
- Refer individuals to appropriate support on campus

Collaborating with Microsoft Tools in Preparing and Delivering UNL Student Course Evaluations

Ben Lass, DLC Scanning Services Manager, IT Academic Technology

If you've been around UNL for a while, it's likely you've heard of or used Teams, but did you know that Microsoft also has a project management tool called Planner? And that Teams, Planner, and other Microsoft tools can be used together for effective collaboration and management of small or large-scale projects? Join Ben Lass from ITS Academic Technologies in demonstrating how he and his student worker team collaborate with 75+ staff and faculty across campus in the preparation and deployment of student course evaluations each semester. Scope, procedures, processes, tips, tricks, hacks—it's all packed into this 45-minute presentation designed to get you thinking: "how can I successfully, effectively manage my next project?"

Attending this presentation will assist you in:

- Becoming familiar with basic features of Microsoft Teams, Planner and other MS tools
- Learning how these tools can be used together for effective small or large-scale project management
- Generating ideas on how you can use these tools to manage your own project

Asking the Right Questions to Strengthen Relationships and Fuel Productive and Meaningful Engagement in Our Work

Annette Wragge, Autism Network Coordinator, Special Education & Communication Disorders

This training is designed to provide a case study of how we changed our practices using the appreciative inquiry and conversations worth having frameworks to strengthen relationships, deepen understanding, and expand possibilities for achieving goals and desired outcomes for the work of the ASD Network. The presenter will provide a variety of examples and resources for those in other fields to apply these practices for improved connection and outcomes.

Objectives:

- Build awareness of the difference between a problem-solving approach and an appreciative inquiry approach
- Recognize a generative question.
- Use generative questions to shift the tone and direction of a conversation.
- Experience flipping negative conversations to conversations worth having.
- Develop generative questions to fuel productive and meaningful engagement around challenges.

10 Ways to Support Diversity and Inclusion as a Staff Member

Jerri Harner, Executive Specialist, Office of Diversity and Inclusion

The presentation will discuss 10 tips staff members can use to support the diversity, equity, and inclusion efforts of their organization. The diversity, equity, and inclusion journey can seem overwhelming and often can be seen as a top-down effort, so how do we as staff members learn from and contribute to diversity, equity, and inclusion in our workplace? Staff members cannot discount the importance of personal commitment to the diversity efforts of our organization. Employee engagement at all levels is essential to the success of DEI efforts. The objective is for these 10 tips to provide employees concrete action and confidence in contributing to DEI efforts.

WORKSHOP SESSION 3

Tuesday, May 24, 1:30 p.m. to 2:15 pm.

Staff Senate Panel Discussion

Staff Senate Exploratory Committee Members

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This session will provide follow up from listening sessions held earlier in the spring semester, an overview of the nominations process, and timeline for elections of senators to be held in summer of 2022 with the inaugural senate commencing in Fall 2022. Members of the exploratory committee will be present to facilitate the presentation and dialogue. All three of the sessions will have the same content. Multiple opportunities have been included to aid in participation. Further information may be accessed at <https://www.unl.edu/chancellor/staff-senate-exploratory-committee>

Lessons Learned from Implementing Inclusive Hiring Practices

Amy Ort, Instructional Designer, Center for Transformative Technology
Beverly Russell, Associate Director, Center for Transformative Technology
Brian Wilson, Sen. Instructional Designer, Center for Transformative Technology
Jeff Kosse, Instructional Designer, Center for Transformative Technology

The university's strategic plan asks units to increase recruitment and retention of underrepresented staff. In response to this, in spring of 2021, the Center for Transformative Teaching began a full review of all aspects of our hiring process to ensure we follow best practices for equity and inclusivity at all stages. Throughout, we worked closely with the Office of Diversity and Inclusion, which has recently released guidance in the form of this Bridge training document: <https://diversity.unl.edu/bridge-breakthrough-recruitment-inclusive-diversity-growth-and-excellence>.

In this session, we will explain the process that we went through and the lessons we learned to help other units that may be interested in making similar changes. Specifically, we will talk about actions taken such as revising our job description, examining historical data for hiring trends, recruitment and advertisement, interview questions and hiring process, and developing a new search charge document for the hiring committee. We will talk about the successes and challenges we had in instituting the new procedures for the searches that have been conducted since we started working on this project as well as how we plan to continue reviewing the procedures over time.

In addition to hearing about our experience, we will make some of our materials available to participants. This will include the checklist of steps we developed, our original vs updated job description, and new search charge. We will also ensure there is ample time for Q&A at the end of the session.

Shift from Directing to Connecting with Your Staff

Vicky D. Highstreet, Vicky D. Highstreet, Diversity, Equity, & Inclusion Special Project Manager, Office of Student Affairs

Becoming a leader of a team is different than managing a team. If you have to convince a person into being helped, is that a good use of your time, or theirs?! Learning how to connect with people by finding common ground will bring us closer to overcoming the daily challenges. This session will provide an opportunity to discuss (John Maxwell's) seven things that will be most important to a leader who wants to connect with others, include questions to ask before you take on the role of mentoring someone.

Building the Framework: Integrating a Curricular Model into Learning Communities

Abby Groth, Assistant Director of Residence Life for Learning Communities & Academics, Learning Communities

Learning Communities are a partnership between Academic Affairs and University Housing, providing first-year students the opportunity to “Live, Learn and Connect” with each other in cohorts focused on academic majors, identities, or interests. Over the past two years, Learning Communities have benefited from turning toward a curricular model to guide its activities and initiatives. Much like an academic curriculum guides how course material is best organized and scaffolded to achieve learning outcomes, a curricular model in Student Affairs guides how teams approach their responsibilities in order to achieve goals. A curricular model helps teams take an inventory of what they do and consider how those tasks promote student or staff learning. Additionally, a curricular model can spotlight which activities are truly in line with mission and vision and identify possible gaps in a team’s efforts. While Learning Communities implemented a curricular model with a student staff of Peer Mentors, this model could be used for any team of professional or student staff. This presentation will share more about the development and first two years of execution of the LC curriculum, along with actionable ideas for how to apply a curricular model in other team settings.

First But Not Alone: Understanding and Supporting First Generation Students

Morgan Green, Student Conduct Officer, Conduct and Community Standards

Mollie Rappl, Career Coach, College of Education & Human Sciences

Objectives: Assisting Students as they navigate through college presents a new challenge everyday but how do we best support First Generation students? Members from the First Generation Advisory Board share some tips, tricks and resources on how to best support First Generation students. First Generation Staff members and First Generation Allies are encouraged to attend!

Objectives:

- Participants will be able to define and recognize first generation students.
- Participants will understand resources that UNL offers for First Generation Students.
- Participants will recognize how their own First Gen identity as a staff member can build connections with students.

Highly Effective Teams Need Psychological Safety: 5 Key Strategies

Cindy Copich, HR Specialist, IANR Finance & Personnel Office

Sara Skretta, Senior Director, Accreditation, Placement & Licensing, College of Education & Human Sciences

Does your work environment seem “stuck? We hear you! It seems we are all struggling to build strong, positive and cohesive teams where diverse ideas can be respectfully shared and also challenged. Between dealing with a long pandemic and a divisive political climate, it can make it difficult to know what you can do to build a greater sense of community, collaboration, and connectedness with coworkers. In this session we will share 5 key strategies and action steps to promote psychological safety within your team that you can start implementing right away.

Learning Objectives:

- Developing as a Person: Learn why establishing psychological safety in the workplace is worthwhile and what strategies we can take to build an environment that promotes innovation by establishing ground rules, identifying values, and exploring conflict styles.
- Developing as a Professional: Discover how strengths-based performance contributes to psychological safety and higher team function by acknowledging individual traits and leveraging those within an effective team.
- Developing in Community: Explore how to have difficult conversations at work that help build trust, promote curiosity, and establish common ground.
- Collaborating: Discuss communication strategies that help all people speak freely and respectfully; simultaneously challenging ideas and valuing others.

WORKSHOP SESSION 4

Tuesday, May 24, 2:30 p.m. to 3:15 p.m.

“A” is for Accessibility: Making Every Interaction Matter for Persons with Disabilities

Jill Flagel, Director of Faculty/Staff Disability Services, Institutional Equity and Compliance

Ryan Fette, Education & Outreach Coordinator, Institutional Equity and Compliance, Institutional Equity and Compliance

Would you like to increase your competence in interacting with and providing services for colleagues, students, visitors to campus and other individuals with disabilities? This interactive presentation will provide you with an understanding of basic disability etiquette, insight into inclusive language use, and strategies for appropriately interacting with individuals who have observable and/or hidden disabilities. These concepts will be reinforced through activities and discussion.

Objectives:

- Develop a basic understanding of disability etiquette.
- Gain insight into what language to use and not use when interacting with individuals with disabilities and discussing disability topics.
- Learn strategies to appropriately interact with individuals with disabilities.

Effortless: Make it Easier to Do What Matters Most

Laurie Sampson, Learning & Development Coordinator, Office of Research & Economic Development

Getting ahead doesn't have to be as hard as we make it. Based on the book, "Effortless" by Greg McKeown, we'll explore ways to:

- change our thinking that the most essential things can be the easiest ones by looking for ways to remove complexity so even the slightest effort can move what matters forward;
- find the easier path to execute by recognizing that past a certain point, more effort doesn't produce better performance, but instead sabotages our performance;
- get the right results with burning out.

Creative Well-being: Adding this Critical Piece to our Well-Being Model

Connie Boehm, Director of Student Resilience, Big Red Resilience & Well Being

Jackie Mattingly, Interim Assoc Dean, Hixson-Lied Student Affairs, Hixson-Lied College of Fine and Performing Arts

Abbey Ragain, Coordinator, Suicide Prevention Program, Big Red Resilience & Well Being

Participants will learn about Nebraska's ten dimensions of well-being with a focus on the important addition of the creative dimension. According to the American Public Health Association, engagement with artistic activities, either as an observer or a creator, can enhance a person's mood, emotions, and other positive psychological states or have a salient impact on important health parameters (American Nurse Today, Volume 13). This session supports the conference's subtheme of participants gaining a better understanding of themselves and exploring how to bring one's best self to work.

This presentation will present the innovative addition of a creative dimension and how Nebraska gained support across campus among students, faculty, and staff to enhance the well-being model. Participants will take a well-being assessment and receive a specific score in each of the ten dimensions of well-being. Following the assessment participants will share what they currently do to enhance their creative well-being.

Behavioral Patterns which are under our control and can be changed impact all individuals. One out of four individuals have a mental health problem. Presenters will share a number of practices that support individual well-being focused on how creative endeavors can enhance relationships and positive emotions, reduce stress and decrease depressive symptoms. This presentation shows participants how little changes in one dimension can pull other dimensions along in a positive way. By making small, achievable changes especially in the creative dimension individuals can reinforce the foundation of their overall well-being.

Participants will be able to identify:

- Nebraska's ten dimensions of well-being
- Their own well-being scores through the well-being assessment

- The importance of making small changes in behavior that can lead to big results
- Strategies that they can use to enhance their creative dimension of well-being

Use the Forms, Luke: Creating High-Quality Webforms and Surveys

Markeya Peteranetz, Learning Assessment Coordinator, College of Engineering

What's worse than having to take a survey? Having to take a bad survey! If you've ever had to take a survey or complete a webform, chances are you've been frustrated by the process. Unclear questions, response options that don't fit, and a seemingly endless stream of questions can be enough to leave you cursing your computer! Despite the frustrations they can cause, webforms can be a great way to gather information from your colleagues and clients, and they can be used for more than just surveys. Whenever you need to gather similar information from multiple people, a webform can help you be more efficient. In this session, we will go step-by-step through the process of creating a webform that is painless for the users and produces useful and usable data for you. We will cover guidelines for writing good questions, learn about different options within free webform programs, see how the programs enable you to analyze your data, and review options for distributing your webform. You are encouraged to bring your laptop to the session along with an idea for a survey or webform you want to create (but neither are required).

By the end of this session, attendees will be able to:

- Build and distribute high-quality forms and surveys using freely available web-based programs
- Write survey questions that adhere to principles of good item writing
- Design forms and surveys that produce useful, useable data
- Conduct a basic analysis of some of the most common types of survey questions

Humanity and the Staff of the University of Nebraska

Nicole Church, Administrative Coordinator, Chemical & Biomolecular Engineering

Mona Bavarian, Assistant Professor, Chemical & Biomolecular Engineering

It is a universally known fact that the University of Nebraska could not exist without their staff. However, over the past few decades as state funding has steadily been reduced, staff benefits and opportunities for advancements have decreased dramatically. Most training sessions offered focus on how staff can be better servants to the university by enhancing their technical competencies. Although technical training can be valuable, opportunities focused on personal growth and creativity are essential for staff to broaden and diversify humanitarian skills. Skills which can help guide departments through challenges such as conflict resolution, bias, discrimination, and challenges associated with the return to the workplace after the pandemic including adjusting to staff reductions/additions, re-orienting to physical encounters with faculty and students, and re-establishing basic trust among our campus communities.

In this session, we introduce ideas centered on enhancing staff visibility and valuing their roles without the standard practice of task compartmentalization. Rather, we will discuss specific options for fostering community cohesiveness between staff, students and faculty in departments, colleges and across campuses. For example, we will talk about writers, artists, athletes, musicians, nature enthusiasts, knitters, dancers, activists and volunteers. Promotion of staff importance is intertwined with the interests of faculty and students in a symbiotic relationship. The possibilities for creative engagement are endless, and they encourage a 'village' motif, a sense of belonging and community among groups of people with vastly different backgrounds. We believe this approach can contribute to departments being more productive, intellectually stimulating, and fun. As an adaptation to post-pandemic academia, the 'village' motif has the potential for innovation and creativity that would benefit departments, colleges, and the university while strengthening university participation and collaboration with city and state communities.

Song of Ourselves: Exploring How Identity and Creativity Enrich Our Workplace Interactions

Courtney Santos, Director, National & International Fellowships, Undergraduate Education & Student Success

How can employees and teams benefit from bringing a richer sense of self to work? The session will open with two guided, interactive exercises. The first is designed to spark your creativity and express background and identity in the form of a quickly-generated lyric poem. The results can be used to enrich your self-understanding and enhance appreciation of the subtleties and textures of your campus and community relationships. The second exercise will reveal deeper values that motivate your actions and set the tone and rhythm of your goal-setting and relationship-building decisions. Subsequent

small group discussion will focus on harmonizing this richer self-understanding with your workplace activities, interactions with colleagues, and professional development ambitions. Participants may be able to use these activities for later team-building or community engagement in their various roles.

SOLUTIONS SHOWCASE

Tuesday, May 24, 3:15 p.m. to 5:00 p.m.

Lessons Learned from Implementing Inclusive Hiring Practices

Amy Ort, Instructional Designer, Center for Transformative Technology
Beverly Russell, Associate Director, Center for Transformative Technology
Brian Wilson, Sen. Instructional Designer, Center for Transformative Technology
Jeff Kosse, Instructional Designer, Center for Transformative Technology

The university's strategic plan asks units to increase recruitment and retention of underrepresented staff. In response to this, in spring of 2021, the Center for Transformative Teaching began a full review of all aspects of our hiring process to ensure we follow best practices for equity and inclusivity at all stages. Throughout, we worked closely with the Office of Diversity and Inclusion, which has recently released guidance in the form of this Bridge training document: <https://diversity.unl.edu/bridge-breakthrough-recruitment-inclusive-diversity-growth-and-excellence>.

In this session, we will explain the process that we went through and the lessons we learned to help other units that may be interested in making similar changes. Specifically, we will talk about actions taken such as revising our job description, examining historical data for hiring trends, recruitment and advertisement, interview questions and hiring process, and developing a new search charge document for the hiring committee. We will talk about the successes and challenges we had in instituting the new procedures for the searches that have been conducted since we started working on this project as well as how we plan to continue reviewing the procedures over time.

In addition to hearing about our experience, we will make some of our materials available to participants. This will include the checklist of steps we developed, our original vs updated job description, and new search charge. We will also ensure there is ample time for Q&A at the end of the session.

Sustainability at UNL

Morgan Hartman, Sustainability Coordinator, FM&P Waste Management & Recycling

Through casual conversation and information sharing, attendees will learn about opportunities to engage in sustainability initiatives at UNL. Presenters from UNL's Office of Sustainability (OS) will provide an overview of recent sustainability accomplishments and accolades, current efforts, and future priorities. Attendees will have the opportunity to engage with OS staff to learn about how they can personally integrate sustainability behaviors into their campus life, helping to develop them as a person, professional, and member of the UNL community. Specific material shared will include the Sustainability on Wheels program, UNL's recent submission to and rating by the Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment, and Rating System (STARS) program, and an overview of the 2020 UNL Environment, Sustainability, and Resilience Masterplan.

Building Community Through Positive Post

College of Business Positive Post Committee Members

Positive Postcards encourage messages of recognition in a light-hearted, branded format. Each month, a themed event around a quirky holiday or creative idea generates a fun environment for individuals to write posts and sustain a culture of inclusion. The promotional events build community within the college and serve as reminders and inspiration for expressing gratitude. We've learned that building a culture of recognition needs to be intentional and authentic. Being recognized for the good work we do makes us more productive, positive, and increases our engagement in the community.

WORKSHOP SESSION 5

Wednesday, May 25, 9:00 a.m. to 9:45 a.m.

Staff Senate Panel Discussion

Staff Senate Exploratory Committee Members

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Effective Staff-Student Cross-Cultural Communications

Mia Azizah, Project Coordinator, Office of Global Partnerships & Initiatives

Liz Khalil, Office Associate, Office of Global Partnerships & Initiatives

Cultures, languages and norms of our countries affect the way we communicate with each other. The age of globalization and digital communications highlight the importance of effectively interacting communicating with staff, especially those from international backgrounds and multicultural heritage, and the impacts it can have to staff success and working experience. This presentation will discuss the definition of cross-cultural communications, staff to staff cross cultural communications improvement, and how staff in various roles, from managerial, administrative, student-facing and housing, can grow into their roles and professional development.

B is for Barrier: Creating Content That Doesn't Exclude Your Audience

Jeremy Sydik, PhD, Director of Accommodation Resource Services, Institutional Equity and Compliance

Ryan Fette, Education & Outreach Coordinator, Institutional Equity and Compliance

Are you interested in ensuring that your programs, communication methods and materials are accessible to everyone, including individuals with disabilities? The training will focus on accessibility of electronic resources such as documents, webpages, and multimedia products, but with introduction to accessibility of presentations and processes. While the focus will be on accessibility in technology, you do not need to be an Office or Adobe expert, a web developer, or have a degree in computer science to benefit from the information. We will be discussing the broader concepts that you can communicate to those who help you create and use such materials. The training will provide you with a big-picture understanding of accessibility on campus and in university programs, common barriers that individuals experience, and strategies for removing those barriers.

Participants will develop:

- A 10,000-foot view of accessibility, as it relates to the campus community.
- An understanding of common barriers to accessibility, generally media and technology such as electronic documents, presentation programs, webpages, and multimedia sources.
- A familiarity with common strategies and resources for removing those barriers.

STAR Interviewing

Mary Couture, Research Manager, Nebraska Center for Research on Children, Youth, Families & Schools

Do you get nervous for interviews? Learn how to shine in this interview prep workshop using the STAR method. Well start off with a simple grounding technique to help us calm down before an interview. Then well cover how to prepare for possible questions, what to bring with you to the interview, and outstanding action words to use. Finally, well end by practicing the STAR method with sample questions. Use the skills learned in this workshop and you'll be receiving glowing reviews after your next interview!

The How and Why of Diversity Statements

Rik Barrera, Associate Dean of Student Services & COO, College of Business

Many companies are now requiring diversity statements as a part of an application packet. This presentation will cover why these are important and how we can develop our own diversity statement.

Where's The Beef?! Let's Beef Up Your Linked-In Profile

Holly Smith, M.S., Career Coach, College of Education & Human Sciences

Dr. AnnMarie Gottner, Senior Director of Student Services, College of Education & Human Sciences

So many higher education professionals see Linked-In as “not for them.” If you have even a slight notion that you might switch jobs someday or try your hand at bursting into a parallel industry, this presentation is for you. If you work with students and would love to be able to support them, stay connected and share resources beyond their time at UNL, this presentation is for you. Even if it's not you, but someone you know that is seeking new employment, connecting with them on Linked-In, recommending them and endorsing their skill sets is crucial to their success. Bring your laptops or media devices. We'll spend time on our Linked-In's (NO MATTER how rough they are now!) beefing up photos, headlines, featured and about sections, experience, recommendations, skills and endorsements. This session will provide you with not only recommendations and strategies to increase your visibility on Linked-In but will also be time and space for you to sit back and put these ideas into action on your own page. If you can help and support your colleagues in this session with their profiles too, that would be a plus. Because, heck, your mom isn't going to tell you how awful your photo is but Jenny from accounting just might! (Disclaimer: I have no idea who Jenny is, and I am not in the business of offending mothers.) If there's time, we'll create space for open discussion about our career paths, career questions, upcoming career trends, and available resources. (NOTE: Presentation content is referenced from Career Coach Madeline Mann's YouTube channel “Self-Made Millennial” and can be found there if you are unable to attend and/or for later reference to content.)

WORKSHOP SESSION 6

Wednesday, May 25, 10:00 a.m. to 10:45 a.m.

Power-Up with a Professional Development Plan

Kelly White, Director of HR Engagement & Operational Strategy

Ranelle Maltas, Training, Technology & Comm Coordinator, Human Resources

A Professional Development Plan (PDP) is a valuable document that establishes both your career development goals and a strategy for meeting them. In this hands-on session, you will learn the three steps to creating an individualized professional development plan. You will have time to use worksheets in the session to start the process of documenting a plan. By the end of the session, you have started creating a useful roadmap for your growth and success.

How to Be Happy at Home and at Work—Mindfulness for All

Patrick T. Randolph, Independent Researcher, Materials Writer, Freelance Speaker and, Writer

This highly interactive and spiritually enhancing workshop on mindfulness practices and their benefits focuses on helping participants better understand themselves, their relationship with their cognitive and emotional states, and their immediate physical environment. The theme is “How to Be Happy at Home and at Work—Mindfulness for All.”

First, the presenter will briefly discuss three perennial issues that plague the modern adult: (1) work-burnout, (2) inattentiveness, and (3) loneliness. These issues have been researched extensively by the neuroscience community, and they have discovered that simple mindfulness practices are the best solution for each one.

The presenter will then define mindfulness and offer practical tips for the participants, showing how easy it is to implement the different activities in their lives to reduce stress and anxiety, and, most important, embrace life's magic! Next, the presenter surveys the cognitive, physical, spiritual, and emotional benefits of mindfulness; these include promoting longevity and an enhanced memory.

The third part of the presentation is a workshop that focuses on practical and easy-to-implement mindfulness practices. The participants practice these activities and also discuss how they can incorporate them in their daily lives. These activities include: (1) mindful observations in one's personal life and at work (e.g., training the mind through short mindful observations, mindful body scans; mindful eating, and mindful walking); (2) gratitude awareness (e.g., waking up and giving thanks to the body and a condensed loving-kindness meditation); and (3) being aware of and appreciating the unique experiences during the day (e.g., being mindful of the five senses). Each activity leads to a growth and development in the both mind and body and shows how each is intimately related (Kabat-Zinn, 1994).

The session concludes with a review of the activities and benefits. Participants receive a handout with additional mindfulness activities they can implement in their lives.

Humanity and the Staff of the University of Nebraska

Nicole Church, Administrative Coordinator, Chemical & Biomolecular Engineering

Mona Bavarian, Assistant Professor, Chemical & Biomolecular Engineering

It is a universally known fact that the University of Nebraska could not exist without their staff. However, over the past few decades as state funding has steadily been reduced, staff benefits and opportunities for advancements have decreased dramatically. Most training sessions offered focus on how staff can be better servants to the university by enhancing their technical competencies. Although technical training can be valuable, opportunities focused on personal growth and creativity are essential for staff to broaden and diversify humanitarian skills. Skills which can help guide departments through challenges such as conflict resolution, bias, discrimination, and challenges associated with the return to the workplace after the pandemic including adjusting to staff reductions/additions, re-orienting to physical encounters with faculty and students, and re-establishing basic trust among our campus communities.

In this session, we introduce ideas centered on enhancing staff visibility and valuing their roles without the standard practice of task compartmentalization. Rather, we will discuss specific options for fostering community cohesiveness between staff, students and faculty in departments, colleges and across campuses. For example, we will talk about writers, artists, athletes, musicians, nature enthusiasts, knitters, dancers, activists and volunteers. Promotion of staff importance is intertwined with the interests of faculty and students in a symbiotic relationship. The possibilities for creative engagement are endless, and they encourage a 'village' motif, a sense of belonging and community among groups of people with vastly different backgrounds. We believe this approach can contribute to departments being more productive, intellectually stimulating, and fun. As an adaptation to post-pandemic academia, the 'village' motif has the potential for innovation and creativity that would benefit departments, colleges, and the university while strengthening university participation and collaboration with city and state communities.

Connections Through Responding to Bias Reports

Stephanie Bondi, Associate Professor of Practice, Educational Administration

Research has shown that higher education institutions have their fair share of bias incidents. These incidents can create fractures in individual's experiences at the institution. Many are not aware and have not been trained how to effectively respond to bias incidents even when they intend to be supportive. A misinformed or ineffective response can create additional harms and fractures in our community. This session will provide information about and a process for those who want to support someone who has experienced bias or discrimination. It is relevant for administrators, supervisors, office staff, and anyone else desiring to support fellow staff and/or students. Effectively responding to reports of bias will strengthen connections and our community.

Use the Forms, Luke: Creating High-Quality Webforms and Surveys

Markeya Peteranetz, Learning Assessment Coordinator, College of Engineering

What's worse than having to take a survey? Having to take a bad survey! If you've ever had to take a survey or complete a webform, chances are you've been frustrated by the process. Unclear questions, response options that don't fit, and a seemingly endless stream of questions can be enough to leave you cursing your computer! Despite the frustrations they can cause, webforms can be a great way to gather information from your colleagues and clients, and they can be used for more than just surveys. Whenever you need to gather similar information from multiple people, a webform can help you be more efficient. In this session, we will go step-by-step through the process of creating a webform that is painless for the users and

produces useful and usable data for you. We will cover guidelines for writing good questions, learn about different options within free webform programs, see how the programs enable you to analyze your data, and review options for distributing your webform. You are encouraged to bring your laptop to the session along with an idea for a survey or webform you want to create (but neither are required).

By the end of this session, attendees will be able to:

- Build and distribute high-quality forms and surveys using freely available web-based programs
- Write survey questions that adhere to principles of good item writing
- Design forms and surveys that produce useful, useable data
- Conduct a basic analysis of some of the most common types of survey questions

Color on Campus: Seeing Color and Other Human Characteristics on Campus

Mynasha Spencer, Chief Inclusion Strategist, All of Us Together Co.

Marquisha Frost, Digital Learning Operations Specialist, IT Academic Technology

Seeing color and other human characteristics on campus is a facilitated interactive presentation that provides faculty, staff, students and other campus stakeholders the opportunity to step beyond our comfort zones and intentionally see color, other human characteristics and the advantages associated with this practice. Public service institutions will never prove more equitable, more inclusive or more diverse than the individuals who lead and learn in these spaces and the University of Nebraska is no exception. Attendance of this presentation guarantees a self-reflective experience and provides participants starter tools and resources to begin seeing (and embracing) color on campus.

Participants attending this interactive presentation should bring:

- Writing Utensil
- Favorite object or thing (*optional*)
- A set of colored pencils/crayons (*optional*)