



PEER-LED TEAM LEARNING

INTERNATIONAL SOCIETY

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Contact: newsletter@pltlis.org

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Message from the President



Dear members of the PLTLIS community,

I hope this message finds you in good health and high spirits. Here are some updates for our PLTLIS community.

The Conference Committee has engaged thoughtful keynote speakers, one of whom is featured below, for our upcoming conference May 29 – June 1, 2024, in Rochester New York, hosted by the University of Rochester. The conference contains a diverse program featuring keynote speakers, panel discussions (more on that in the next newsletter), and interactive

workshops that will delve into the latest trends, innovations, and challenges in education. There will be something for everyone – faculty, staff, peer leaders and PLTL alumni.

I encourage each of you to *actively* participate, whether as presenters, panelists, or engaged attendees. Our collective knowledge and expertise are what make our community truly exceptional, and this conference is an excellent opportunity to further strengthen our bonds and contribute to the advancement of peer-led learning and PLTL. Submit abstracts by March 18; plan your attendance: in person or virtually! You can also share this flyer: https://pltlis.org/wp-content/uploads/2024/02/Outreach-flyer-Jan-23-2024_v2.pdf

Meanwhile, the Society has several working groups and your active participation is not only welcomed but crucial to our success.

On behalf of the PLTLIS Board, I want to express my deepest gratitude for your continued support and dedication. I am eager to witness the contributions each of you will make to our mission.

Warm regards,

Kimshi Hickman, Ed.D.
PLTLIS President, Board of Directors
WWW.PLT LIS.ORG

Lecturer Positions Available at Indiana University Indianapolis!

DEPARTMENT OF CHEMISTRY & CHEMICAL BIOLOGY

The Indiana University at Indianapolis School of Science Department of Chemistry & Chemical Biology invites applications for two full-time non-tenure track faculty positions as Lecturer beginning in August 2024. Our department offers a wide variety of courses for chemistry and other STEM majors, and pre-health professional and general education students. More information about the department can be found at <https://science.iupui.edu/chemistry/index.html>.

Applicants should hold a Ph.D. in Chemistry or a related field or an M.S. in Chemistry and share our values in inclusive and innovative teaching including active learning strategies. This is an open area search and candidates interested in teaching general chemistry, biochemistry, physical, or inorganic chemistry courses are especially encouraged to apply. **Experience in online or active learning pedagogy, such as PLTL, would be beneficial.** Non-tenure track teaching faculty have service and scholarly work expectations in addition to their primary teaching load and are eligible for promotion through Senior Lecturer to Teaching Professor.

Applicants should submit a cover letter describing their experience, educational background, and reasons for interest in the position, *curriculum vitae*, statements of teaching

philosophy (up to 2 pages) and efforts to foster diversity, equity, and inclusion (1 to 2 pages), and name and contact information for three references through the online application portal.

Apply at <https://indiana.peopleadmin.com/postings/22431> .

Review of applications will begin on Feb. 26, 2024, and continue until the position is filled. Department contact for questions: Brenda Blacklock (bblacklo@iupui.edu).

Submit an Abstract!

2024 Conference Theme:

PLTL IS: Inclusive, Engaging, and Meaningful Learning

Call for Presentations for 12th Annual Conference

Submission Deadline: March 18, 2024

The Peer-Led Team Learning International Society's Twelfth Annual Conference provides a forum for practitioners and researchers, including faculty, learning specialists/developers, administrators, Peer Leaders, teachers, and others, using various forms of peer-led learning. The Conference will be a hybrid event, in-person and virtual.

- Abstracts from all areas of practice of peer-led learning are welcomed, whether in-person or virtual
- Submissions for oral presentations and workshops are encouraged to be interactive
- All submissions will be peer-reviewed
- Submissions must be original contributions
- Suggested areas for topics:
 - Emotional support and sense of belonging
 - Emotional intelligence in practice
 - Sustainability of campus programs
 - Critical thinking and metacognition
 - Workplace skills development
 - Faculty development
 - Preparation for peer-led sessions; content and pedagogy

Oral Presentations: 30 minutes (20 minutes presentation; 10 minutes Q&A)

Workshops: Can be scheduled for 60 to 120 minutes

Posters: Presented at the Reception on Friday evening, May 31

For more information, go to: <https://pltlis.org/call-for-papers-twelfth-annual>. If you have questions, please contact M. Cecilia Barone, mbarone@ur.rochester.edu, Chair, Conference Committee.

Registration is Open!

<https://pltlis.org/registration-form-twelfth/>

Friday Keynote Presentation: Tricia Shalka

CREATING TRAUMA-INFORMED LEARNING

ENVIRONMENTS TO SUPPORT STUDENTS' SUCCESS

Dr. Tricia Shalka will present her research about what it's like to be a college student experiencing trauma. Specifically, she will explore how experiences of trauma in college create deeply embodied and affective moments of both struggle and resilience in terms of how students navigate their learning environments through the lens of threats to safety and integrity. This session will highlight tangible strategies that will help guide peer leaders, PLTL faculty, and staff in being good supports for college students who have experienced trauma



TRICIA SHALKA is an associate professor of higher education at the University of Rochester's Warner School of Education & Human Development and the author of the recent book, *Cultivating Trauma-Informed Practice in Student Affairs* (Routledge). Dr. Shalka's research primarily investigates the impacts of traumatic experience(s) on college students, particularly in terms of identity development, relationships, and navigating campus environments. Her scholarship also explores how trauma-informed practices can inform the work of both administrators and faculty in higher education. Dr. Shalka's research has appeared in some of the top journals in higher education and she has won several awards for her research and teaching. Prior to becoming a faculty member, Dr. Shalka spent several years working in higher education administration in areas such as residential life, fraternity and sorority life, institutional assessment, and development and alumni relations. Dr. Shalka holds a Ph.D. from the Ohio State University, a MA from the University of Maryland, and a BA from Dartmouth College.

Hot Off the Presses: Works by Tricia Shalka

One question you should be asking yourself about virtually everyone you meet in your work in academe, writes Tricia Shalka, is "What else might be going on?" Read the article published

February 21, in *Inside Higher Ed*: <https://www.insidehighered.com/opinion/career-advice/2024/02/21/question-you-should-always-ask-about-others-opinion>

Dr. Shalka is also one of the editors of *Creating Space for Ourselves as Minoritized and Marginalized Faculty: Narratives that Humanize the Academy*. Published in February 2024 by Routledge, the book, edited by Claudia Garcia-Louis, Sonja Ardoin, Tricia R. Shalka, Keon M. McGuire, and Eugene T. Parker III, moves away from conventional faculty success books by providing early career faculty with innovative perspectives about successfully navigating the professoriate, while humanizing their lived experiences and naming the unspoken. Through the use of interdisciplinary methods, such as creative artistic expression, testimonies, and personal narratives, chapter authors share experiences learned about surviving, thriving, navigating, and succeeding as early career underrepresented and marginalized faculty. Chapters discuss issues such as navigating workplace hostility, finding community beyond the academy, work-life balance, and creating a scholarly identity, while also offering little-known tips about how to survive the professoriate while growing into thriving minoritized and underrepresented scholars. This book explores personal and institutional factors that are seldom discussed in other career success books, helping faculty as well as institutional leaders understand how we can, individually and collectively, create systems that invite and recognize humanity while ensuring successful career pathways for marginalized folks with doctoral degrees.

Published by Routledge, February 2024; <https://doi.org/10.4324/9781003398783>

Plan Now to Bring a Team to the PLTLIS Twelfth Annual Conference!

We are looking forward to welcoming experienced and novice practitioners at this year's PLTLIS conference.

In-Person or Virtual: Hybrid Format

Hosted by the University of Rochester, Rochester, New York

Wednesday – Saturday, May 29-June 1, 2024

PLTL IS: Inclusive, Engaging, and Meaningful Learning

Attending in Person: Lodging Information

Lodging information and travel directions have been posted on the conference website. Book your lodging soon! To secure the Conference rate, you must book your hotel by **Tuesday, April 30, 2024**. Go to: <https://pltlis.org/wp-content/uploads/2024/01/2024-Conference-Lodging-Information-Jan-19-2024.pdf>

For more about the Twelfth Annual Conference, go to <https://pltlis.org/twelfth-annual-pltlis-conference/>

So Much to Do! So Much to See in Rochester!

Frederick Douglass, Susan B. Anthony, International Museum of Photography and Film, the Erie Canal, and so much more! An inviting brochure designed by the Conference Committee can guide you to the many facets of this fascinating city in upstate New York: <https://pltlis.org/wp-content/uploads/2024/01/Roc-attractions-brochure-final-1.pdf>

Participate on a Committee!

Are you interested in helping to spread the work of Peer-Led Team Learning? The success of the Peer-Led Team Learning International Society is dependent on the continued support of practitioners like yourself. Whether you've known about PLTL for only one or more than twenty years, the PLTLIS Board of Directors invites you to join a committee and impact the growth of PLTLIS. If you would like to be involved write to info@pltlis.org

Connect on Social Media!

PLTLIS is proud to connect past and present Peer Leaders and all who are interested in Peer-Led Team Learning. What is happening at your campus? What opportunities do you know about where peer leading would be a valuable attribute? *Follow, like, and link* with us on Instagram, Facebook and LinkedIn:

Instagram: [@pl_tl_is](#)

Facebook: Peer-Led Team Learning Society

LinkedIn: Peer-Led Team Learning International Society

Contribute to the Peer Leader!

Do you want to share news with the PLTL community? Send news items, story suggestions, and updates from your campus Peer-Led Team Learning program to newsletter@pltlis.org.