Unit Introduction
The Rothenberger Institute (RI) is housed within the Division of Epidemiology and Community Health in the School of Public Health. RI develops and delivers high-enrollment, peer-facilitated, one-credit, online, wellness-based courses for undergraduate students. RI is a small group comprised of one faculty director, five full-time and two part-time P&A staff members, and 25 Teaching Assistants/Peer Educators. Named after Morse-Alumni Distinguished Teaching Award recipient, Instructor Jim Rothenberger, RI seeks to reach and help as many college students as possible lead healthy, productive and balanced lives by engaging them through convenient online academic wellness courses that are relevant, accurate, and motivating. Our courses include PUBH1001: Success Over Stress, PUBH1003: Alcohol & College Life, PUBH1004: Sexuality Matters, and PUBH1005: Sleep, Eat & Exercise. Each year, we reach over 2,000 undergraduates here on the Twin Cities campus and hundreds more at our partner campuses across the state and country. In addition to these four academic courses, RI instructors recently developed an online training course on Peer Course Facilitation to be shared with campus partners to train and support teaching assistants in the delivery of RI courses.

Key Area 1
Professional Development:
The Rothenberger Institute encourages and supports professional and personal growth and development of all of its P&A employees. Employees are encouraged to seek out opportunities for growth on campus, within the community, and on a national level. Philosophically, RI takes a strengths-based approach in team development. Employees work closely throughout the year with the Executive Director to identify personal goals and professional direction, based on interest level and skillset; as a result, employees are provided multiple opportunities to not only complete work within their job descriptions and professional
expertise, but also expand on their strengths.

In addition to an environment supportive of seeking out opportunities for growth, RI allocated professional development funds for P&A employees in FY14 for conference attendance, membership dues, and continuing education to support professional skills; this shift in budgeting to support P&A employees was an unprecedented budgeting decision in our Division. Because of the support of our unit:

Sarah Keene and Laurie Lucachick are registered to attend the National Wellness Conference in Minneapolis.

Amy LimBybliw attended a course at the Science Museum of MN on using Adobe Captivate to enhance her skills in course development and design.

Sarah K. attended a course at the Science Museum of MN on using Adobe Illustrator to support her interest and work in marketing and design.

Emily Matson attended and presented at The BACCHUS Network General Assembly in Reston, VA.

Laurie attended the NASPA Mental Health and Alcohol & Other Drugs Prevention Conference in San Diego, CA.

Amy attended and presented at the Association for the Advancement of Computing Education’s eLearn 2013 Conference in Las Vegas, NV, the MN Elearning Summit in St. Paul, and the Academy of Distinguished Teacher’s conference at the U of M.

Xiong Yang attended the MN Elearning Summit in St. Paul.

Xiong completed additional training to enhance his programming skills.

Amy completed her M.Ed. through CEHD, Curriculum and Instruction--Learning Technologies with the assistance of the Regents Scholarship.

Laurie attended a Motivational Interviewing for Supervision workshop through People Helping People in Minneapolis.

Sarah K., Laurie, and Emily have all attended numerous supervisory trainings and work/life wellness workshops through the office of Organizational Effectiveness at UMTC.

Sarah S., Emily, and Laurie have all participated in the Early Career Teaching Program (’13/’14 cohort).

Policies Re: leave/schedules/travel:
While employees are strongly supported to grow professionally, at the same time, RI encourages a strong work/life balance and a culture of wellness. P&A employees consistently participate in wellness events and initiatives including the recent Physical Activity challenge sponsored by University Recreation and Wellness. Employees are encouraged to have flexible, productive schedules, are able to work from home when necessary, are encouraged to take breaks during work hours, and are supported in flexing schedules to work out at the Rec Center, if interested. P&A employees set their own schedule; meetings are typically set between the hours of 10am and 4pm to account for staggered schedules. Our executive
director works with P&A employees to create timelines for individual projects and associated tasks, but provides a great degree of autonomy on how each employee chooses to complete projects, allowing for free-flowing creativity and greater use of strengths.

Diversity/Equity/Inclusion:
RI staff members come from a diverse set of educational backgrounds including: Rhetoric & Composition, Kinesiology, Learning Technologies, Psychology, English, Family Social Science, Public Health, Asian American Studies, Studies in Cinema and Media Culture, and Hindi. Additionally, we frequently share and discuss our talent themes to best utilize individual strengths and interests when working on projects or other RI tasks. The development of RI courses focuses on making the content and learning environment welcoming to all students, including students of diverse races, ethnicities, ability levels, and sexual identities and expressions. Our vision of providing comprehensive health education can only be fulfilled if we are creating an environment that is inclusive and welcoming of all students. Finally, we develop and offer our courses in multiple formats to cater to a variety of learning styles.

Building leadership and promotional pipelines:
Three RI course instructors were recently reclassified from Coordinators to Teaching Specialists under the P&A job appointment to better reflect the work they do and to allow for greater professional mobility and development opportunities. Additionally, RI’s Technology and Media Specialist, Xiong, was recently reclassified from a civil service appointment to the P&A appointment of Academic Technologist II. These changes benefit Xiong by providing better retirement benefits, greater opportunity for advancement and job stability, and a more fitting job description reflective of the work he does that also adds to his credibility. Finally, Amy was reclassified from a Continuing Education Specialist to an Academic Technologist II, to also better reflect the work she does and provide opportunities for advancement.

RI seeks to not only serve students on the UMTC campus, but due to the online nature and peer education approach of our courses, RI courses are also offered on Crookston and Duluth campuses and four MNSCU campuses. Additionally, in 2013 our small team finalized a formal relationship with Student Health 101, a national college health organization, to expand the reach of our courses to campuses across the country. With a new college partner in North Carolina already delivering our Sleep, Eat & Exercise course, and more partners ready to start in the 14-15 school year, our small team of P&As and one faculty member will expand the impact and reach of our work to improve the health and wellness of hundreds of students across the country.

Awards:
- RI: Innovative Use of Technology – BACCHUS Network’s Peer Education General Assembly Conference

Nominations:
- Outstanding Unit Award - Office of Equity and Diversity
- Sarah K.: SELP Supervisor of the Year
Key Area 2
Our P&A team functions democratically and collaboratively in making decisions that affect the direction, impact, and scope of our work. Bi-monthly meetings provide our team with the opportunity to connect personally and professionally, as well as discuss pressing issues and provide updates; our collegial and friendly work environment provides everyone with a say in the direction of our unit. Small group meetings, delineated by tasks, provide P&A team members with the ability to make decisions within professional areas of expertise (e.g. technology, instruction, marketing, etc.).

Each year, our entire team also works collaboratively to develop our budget for the upcoming fiscal year. Through this process, all team members have a say in how our budget should be distributed and spent; the allocation of professional development funds was determined as a high priority through this process last year and eventually approved by our division, as a result.

P&A team members are encouraged to participate in division, school, and University-wide committees if interested. For many employees, involvement is guided by goals set in annual evaluations.

Laurie is or has been a member of the University of Minnesota’s:
- Early Career Teaching Program
- Alcohol Policy and Abuse Prevention (APAP) Committee
- Women’s Leadership Institute
- Alpha Chi Omega Sorority (serves as Faculty Advisor on UMTC Campus)

Amy is or has been a member of the University of Minnesota’s:
- Hype Cycle Affinity Group through the Academic Technology Community of Practice
- Women’s Leadership Institute

Emily is or has been a member of the University of Minnesota’s:
- Early Career Teaching Program
- Former SPH Film Festival Committee

Xiong is or has been a member of the University of Minnesota’s:
- University Media Community
- E-Learning Network

Hardi Wangsabesari is a member of the University of Minnesota’s:
- P&A Senate

Sarah Sevcik is a member of the University of Minnesota’s:
- Undergraduate Committee for the Division of Epidemiology and Community Health
- AHC Global Coordinating Committee

Key Area 3
RI supports the University’s mission by:
- promoting lifelong learning in our students by teaching them the value of self-care, personal reflection, and proactive health management;
- empowering students to take control of their health and make independent decisions based on personal values and accurate information;
- responding continuously to a changing world by using innovative technology, implementing ongoing
Laurie holds the following positions:
- Guest Lecturer: University of St. Thomas, Department of Health and Human Performance, Community Health Education and Boynton Health Service, Health Advocates
- Volunteer: National Park Service, Mississippi National River & Recreation Area; Hennepin County Environmental Services - Master Recycler & Composter Program; and Urban Wilderness Canoe Adventure (UWCA) Program (Minneapolis)
- Mentor, Fundraiser: Bolder Options (Minneapolis)

Emily holds or has recently held the following positions:
- State Coordinator: BACCHUS Peer Education Network
- Guest Lecturer: University of St. Thomas, Department of Health and Human Performance, Community Health Education
- Grant Review Committee: Minnesota Department of Health - Family Planning Special Projects
- Presenter: BACCHUS Network Annual Conference (2013)

Sarah S. holds the following positions:
- Adjunct Faculty, University of St. Thomas (Spring 2014 term: Human Sexuality Education)
- Adjunct Faculty, St. Olaf College (January 2014 term: Issues in Global Health)
- Faculty mentor, St. Kate’s University
- Board Member and Community Activist, Carrot Initiative
- Program Chair and Board Member, Minnesota Evaluation Association

Xiong has worked with a college-bound mentee for the last two years through College Possible.

Amy had three publications this past year:
http://scholar.google.com/citations?user=WJEQ7ioAAAAJ&hl=en. In addition, she presented on RI’s use of technology at three professional conferences.

Sarah K. organized an animal-assisted stress management event titled “Pet Away Stress” in May 2013; over 100 students attended.

Amy designed and created our Tech Hub site for RI courses. This site answers many of the questions our students typically have regarding technology and helps them troubleshoot error messages or other difficulties, greatly reducing the number of questions regarding technology issues.

To remain a leader in online, wellness courses and meet a growing national audience, RI invested in a custom-built Lesson Development and Management System (LDMS) last year, to develop, customize, manage, and deliver course content. This system, accessible on smart phones, tablets, or computers, allows students to view or listen to lessons, use resources, interact with materials, watch student interview videos, and flip between lessons within a visually appealing interface. This tool also makes course building and edits much easier. By Fall ‘14, all RI courses were moved to this system for enrolled students. This tool supports RI’s vision to be a leader in health and wellness online learning.