THE Teaching PROFESSOR CONFERENCE

JUNE 6–8, 2025 • WASHINGTON, DC

TABLE OF CONTENTS

TPC Advisory Board & Magna Staff 3

General Information 4

Plenary Presenters 6

Agenda-at-a- Glance 6

Preconference Workshops 8

Poster Presentations 10

Conference Program (Abstracts) 9

- Friday 8
- Saturday 13
- Sunday 23

Exhibitors 28

Networking Tips 29

Making the Most of the Conference 30

ABOUT US

Magna Publications serves the higher education community by producing online programs, newsletters, conferences, and other products that support faculty and staff development. For over five decades we have given thought leaders a platform to share their ideas and advice with peers and colleagues to continually enhance teaching and learning on today's college campuses.

The Teaching Professor Conference is an in-person conference designed to help teachers at colleges and universities across the country. Sessions focus on innovative pedagogy, new classroom technology tools, best practices for engaging students, and more.

For more information about Magna, our products, or our other events, visit: magnapubs.com

2025 The Teaching Professor Conference Advisory Board

We're incredibly grateful to our advisory board, whose insight and dedication are integral to bringing this conference to life. From shaping the structure of The 2025 Teaching Professor Conference and selecting track topics to reviewing proposals, their contributions help ensure a meaningful experience for all attendees. Beyond that, they often step in to present, moderate panels, and offer invaluable behind-the-scenes support.

Tywana Chenault Hemby
Dean
Columbia College

LaQue Thornton Perkins
Associate Professor
Saint Leo University

Sarah Wackerbarth
Associate Professor
University of Kentucky

Madeline Craig
Associate Professor
Molloy University

Ken Alford
Professor
Brigham Young University

Jonathan Hill
Full Professor
Joyce University

Jeremy Rentz
Professor
Trine University

MAGNA STAFF

The Magna Publications team is here on-site and happy to help! If you need anything during the conference, don't hesitate to stop by—we're here to support you.

Bonny Wolter
Events Coordinator

David Burns
Vice President and Publisher

Matt Nieman
Content Coordinator

Tierney King
Content Manager

Mark Beyer
Customer Service Manager

Ryan Colwell
Digital Marketing Coordinator

Jon Crylen
Editor, Online Publications

GENERAL INFORMATION

We eagerly look forward to our higher-education conferences because of the cordial, talented, and dedicated people we meet. We are especially excited to welcome you to The 2025 Teaching Professor Conference and look forward to seeing you at many more. We have confidence you will return to your campus with new ideas, new enthusiasm, and new professional connections. Let us know if there's anything we can do to improve your experience here.

Networking Opportunities

- Use the networking portion of the conference app to plan social time or connect with other attendees and presenters beyond the conference
- Attend the reception
- Attend as many sessions as possible
- Use the breaks between sessions to continue conversations
- Share a meal with someone you don't know
- Attend the Board panel discussion
- Use social media to post about your conference experience
- Use fun photo props to take photos in front of the #TPC25 banner

Wi-Fi

Enjoy complimentary Wi-Fi in the meeting rooms:
Network Name: Magna Publications
Password: #TPC25$$

Name Badges

Name badges are required for all sessions, meals, and plenary presentations. Please wear your name badge at all times. If you lose your name badge, please see a conference staff member at the registration desk for a replacement. Only registered attendees with a badge will be allowed in the conference meeting spaces.

Photos

Magna Publications may be photographing or videotaping during the conference. Please let us know if you would not like to be photographed or videotaped.

STAY CONNECTED...

facebook.com/TeachingProfessor Linkedin.com/groups/4249252 #TPC25

Exhibitors

Visit the Concourse Foyer for exhibitor displays and other resources. Check out the TPC Literature Table on the Concourse Level for information from our partners! Magna will have several booths. For more information, hours, and a listing of all exhibitors, see page 28.

Sessions

Please keep in mind that sessions are available on a first-come basis and seating may be limited. Please be prompt; some sessions will fill early. Please have your second and third choices ready. If you attend a session and realize it's not for you, please feel free to leave and join another session.

Evaluation

You will receive an electronic survey after the conference via email. Please take note of the sessions you attend and complete the survey. Your feedback helps us improve future programs.

Conference App

Download the conference app from your app store for many features including networking, scheduling sessions, speaker handouts, and alerts about changes or updates to the program schedule.

- Scan the QR code below and download the Whova app
- Search for the Teaching Professor Conference event OR use your registered email to sign in
- Verify your email with two-factor authentication
- Enter the event code: TPCINDC2025
- Create your login using the email you registered with and complete your profile
- For web app: https://shorturl.at/bubKj

GENERAL INFORMATION

Registration /Check-In

Be sure to check-in at the Terrace Foyer on the Terrace Level registration desk when you first arrive to pick up your name badge and other materials.

REGISTRATION HOURS

FRIDAY

7:30 AM–9:00 AM: For early morning preconference participants ONLY
9:00 AM–4:00 PM: Registration opens for all participants
6:30 PM–7:30 PM: Registration continues

SATURDAY

7:30 AM–3:00 PM

SUNDAY

8:00 AM–12:00 PM

Meals

Your registration includes a reception with hors d'oeuvres and a cash bar on Friday, a continental breakfast and plated lunch on Saturday, and a continental breakfast and box lunch on Sunday. If you selected any dietary restrictions on your registration, you will be provided with special meal tickets. Make sure to present these tickets to the hotel banquet staff when the meal is served.

Posters

Poster presentations will be on display from 4 PM until 8 PM on Friday, June 6. Presenters should be stationed at their poster during the reception from 6:30 PM until 8 PM. Posters will be moved to Columbia West on the Terrace Level for viewing 8:00 AM–4:00 PM on Saturday. Attendees are encouraged to walk through the foyer area and engage with any posters of interest.

SESSION TRACKS

The Teaching Professor Conference represents the best thinking on issues related to teaching and learning today. Our interactive 60– and 20–minute sessions engage and inform attendees in nine topical areas, designated at the beginning of each session listing.

PREPARING YOUR COURSE AND CURRICULUM

These sessions promote innovative course design strategies, curriculum development, and ways to align learning outcomes with evolving academic standards.

TECHNOLOGY TOOLS FOR TEACHING

Sessions in this track focus on the latest educational technologies, digital tools, and platforms that enhance learning experiences and foster student engagement, including artificial intelligence (AI) tools.

THE ONLINE CLASSROOM

These sessions are for educators who seek to optimize their online courses, improve student engagement, and ensure quality teaching practices in the digital environment.

STUDENT ENGAGEMENT

These sessions address one or all of the dimensions of student engagement including behavioral, emotional, or cognitive.

ASSESSMENT AND FEEDBACK FOR LEARNING

These sessions focus on assignments, assessments, and grading practices, including strategies that measure students' accomplishment of course objectives and learning outcomes.

INCLUSIVE TEACHING

This track focuses on strategies to create inclusive classrooms that address diversity, equity, belonging, and social justice, ensuring all students feel valued, seen, and supported.

BEYOND THE CLASSROOM

Sessions in this track focus on real-world skills and experiential learning within higher ed curricula. Explore how to create meaningful connections between academic content and practical skills that students need to succeed in their careers and lives beyond graduation.

ACADEMIC CAREER GROWTH

This track is designed to support faculty at different stages of their academic careers, whether they are just starting out or are experienced professionals looking to revitalize their work and prepare for new challenges.

MENTAL HEALTH, WELL-BEING, AND RESILIENCE IN ACADEMIA

This track addresses the growing concern of mental health in academia, providing strategies for fostering resilience, well-being, and work-life balance for both faculty and students.

PLENARY PRESENTERS

Michelle Miller

Dr. Michelle Miller is a cognitive psychologist, researcher, and speaker focused on supporting and inspiring higher education faculty, instructional designers, and administrators. She advocates for building learning experiences based on research on how people learn and for using educational technologies in ways that align with those principles of learning. Dr. Miller currently serves as a Professor of Psychological Sciences and President's Distinguished Teaching Fellow at Northern Arizona University. She is the author of several books including *Minds Online: Teaching Effectively with Technology* (from Harvard University Press) and *Remembering and Forgetting in the Age of Technology: Teaching, Learning, and the Science of Memory in a Wired World* (from West Virginia University Press). She has a new book that came out in 2024 called, *A Teacher's Guide to Learning Student Names: Why You Should, Why It's Hard, How You Can* (from the University of Oklahoma Press).

Jason Gulya

Jason Gulya is professor of English at Berkeley College, where he teaches courses ranging from Writing and Literature to AI-Powered Communication and Social Media. He also works as an AI Consultant and Strategist for colleges, and has worked with more than a dozen colleges and thousands of faculty and administrators. His goal is to help colleges use AI responsibly and ethically, while improving students' learning experiences. For his work in AI and education, he has been featured in *Insider* and *Forbes* (three times). He is currently researching the future of close reading in *The Age of AI.*

AGENDA-AT-A-GLANCE

FRIDAY | JUNE 6

Friday June 6	GEORGETOWN WEST Concourse Level	JEFFERSON WEST Concourse Level	LINCOLN WEST Concourse Level
9:00–11:30 AM PRE-CONFERENCE WORKSHOPS Separate registration required	Equity-Centered Assessment Efforts to Advance Student Learning *J. Levy*	Empowering Digital Citizens in an Immersive Era: Integrating Digital Fluencies and Technology Tools (AI and XR) into Higher Education *JJ Wallace*	Becoming a (More) Present Professor *L. Norell*
1:00-3:30 PM PRE-CONFERENCE WORKSHOPS Separate registration required	Cultivating Learning Sanctuaries: Designing Spaces to Grow Together *M. Imad*	We Teach Because We Love: Guiding Students to Reach Their Full Potential *B. Dewsbury*	AI's Impact on the College Classroom: Practical Strategies for Pivoting in the AI Era *K. Yee*
4:00–4:30 PM	NEW ATTENDEE ORIENTATION International Ballroom – Concourse Level		
5:00–5:15 PM	WELCOME, OPENING REMARKS International Ballroom – Concourse Level		
5:15–6:30 PM	PLENARY PRESENTATION: Teaching Critical Thinking: Why You Should, Why It's Hard, How You Can – Michelle Miller International Ballroom – Concourse Level		
6:30–8:00 PM	RECEPTION, POSTER PRESENTATIONS, & EXHIBITOR MINGLE International Ballroom East – Concourse Level		

Saturday June 7	GEORGETOWN EAST Concourse Level	GEORGETOWN WEST Concourse Level	JEFFERSON EAST Concourse Level	JEFFERSON WEST Concourse Level	LINCOLN EAST Concourse Level	LINCOLN WEST Concourse Level	MONROE Concourse Level	COLUMBIA 1&2 Terrace Level	COLUMBIA 6 Terrace Level	COLUMBIA 9&10 Terrace Level	COLUMBIA 8 Terrace Level
8:00–9:00 AM	**BREAKFAST** International Ballroom - Concourse Level										
9:00–9:45 AM	**HOW AND WHY WE TEACH: A PANEL DISCUSSION** International Ballroom - Concourse Level										
10:00–11:00 AM	Self-Efficacy as a Key Learning Condition *J. Kukis*	Supporting Students Through Loss & Grief: What to Say & What Not to Say *A. Harvey*	Teaching for Transformation: Strategies to Help Students See the World Differently *M. Blank*	Joyful Online Teaching: Finding our Fizz in Asynchronous Classes *F. Darby*	Bite-Sized Best Practices for Integrating Generative AI into Teaching *L. Low*	Keeping Us Engaged: Student Perspectives on What Works and Why *C. Harrington*	Educating Changemakers: Competency-based Antiracist Education *P. Copeland*	Students as Design Consultants: Enhancing Engagement and Inclusivity *T. Gist & K. Doro*	Creating ePortfolios for Personal Reflection and Professional Branding *L. Meade*	Enhancing Accessibility in Higher Ed: Practical Strategies for Inclusive Digital Content *S. Patil*	Pandemic Positives: Lessons that Can Improve Mental Wellness and Student Success *K. Gross*
11:15 AM–12:15 PM	Short and Smart: Team Challenges Hit the Mark *P. Totusek*	Promoting Student Academic Self-Efficacy and College Adjustment through Reflective Learning Journals *K. O'Carroll*	Rethinking Assessment: Challenging the Normal with "Ungrading" *R. Priore*	How Optional Assignments Can Improve Student Engagement *A. Davies*	Doing DEI in a Time of Crisis *N. Barton*	Creating Resilient Learners: Strategies for Fostering Well-Being in the Online Classroom *K. Gordes & V. Kulo*	Game On! Collaborative Learning Techniques for the Modern Classroom *J. Anzalone*	Authentic Assessment in Action: Inspiring Learners through Meaningful Assessment *K. Alaniz*	The Educator's Journey: Cultivating Longevity Beyond the Classroom *A. Williamson*	Developing Student Capacity for Self-Regulated Learning to Improve Achievement *C. Box, B. Fisher, & J. Rogers*	Pathways to Career Readiness: Real-World Company Projects in Higher Education *C. Jansson*
12:15–1:15 PM	**LUNCH** International Ballroom - Concourse Level										
1:30–2:30 PM	Prepping Myself and My Course for Underprepared First-Generation College Students *A. Brown & T. MacMillan*	Online College Success: Preparing Students for Online Learning *J. Harger, E. Harger, & C. McKnight*	Teaching with Balance: Integrating Mental Health and Well-Being into Everyday Practice *R. Burton-Roberston*	Mythbusting in the Classroom: Building Baloney Detection Kits to Empower Critical Thinkers *A. Emanuel*	Teaching What You Know *L. McCloud*	Assessment Strategies for the AI Era that Promote Student Learning *J. Rentz*	From Classroom to Career: Strategies for Teaching Transferable Skills *D. Jones & A. Hassan*	Empowering Success: Leveraging LinkedIn, YouTube, and AI for Learning *C. Hirschler*	Voice and Choice Across the Curriculum: What, How, When, Why *L. Cruz, J. Houck, & K. Osborne-Carroll*	Bringing Large Classes to Life: Connecting, Engaging, and Assessing Students *R. Eaton & T. Searle*	Co-Creating Agile Academic Integrity Guiding Principles for AI with Equity *H. Mostafa*
2:50–3:10 PM *20-Minute Mentors*	How Can Embracing Universal Design for Learning Foster an Inclusive Course Design? *M. Parker-Katz*		How Can We Increase Student's Knowledge Retention without Course Redesign? *M. Ritchey*	Can a Tree of Inquiry Approach Help Faculty Engage Students? *R. Pugh & N. Zimmermann*	How Can You Support Underprepared Students with Disciplinary Literacy Skills through Vocabulary Acquisition Strategies? *K. Ballard*	How Can Selfies, Memes, and Podcasts Transform Your Course Assessments? *D. Quirk*	Can Nearpod Replace Online Discussion Boards? *K. Morgan*	How Can You Use Quick Polling to Enhance Feedback Processes? *S. Wackerbarth & M. Aulisio Miller*	How Can Innovative Grading and Learning Modalities Reduce Performance Gaps and Support Diverse Students? *S. Jadhav*	How Can Faculty Spark Instant Engagement in the First Few Moments of Class with Focus Passages? *J. D. Wright*	
3:25–3:45 PM *20-Minute Mentors*	How Can Instructors Encourage Students to Engage with Assigned Readings in the Age of AI? *R. Rigolino*		How Do Power Skills Shape Leadership Success Within an Educational Framework? *L. Perkins & R. Brown*	How Can Embedding Career Competencies in the Classroom Enhance Student Success? *C. Ball*	How Can Faculty Use OER Materials to Tailor Online Courses to the Needs of Students? *L. Hall*	Do I Have to Keep that Group Assignment in My Course? *A. Hassan*	How Can Instructors Engage Gen Z Students Today? *R. Johnson*	What Inclusive Teaching Interventions Positively Impact Student Sense of Belonging Within a Class? *A. Jordan*	Faculty Forward: Teaching Smarter with AI Tools *J. Hill*	How Can Educators Link Classroom Knowledge to Career Readiness Effectively? *R. Dutt*	

Sunday June 8	GEORGETOWN EAST Concourse Level	GEORGETOWN WEST Concourse Level	JEFFERSON EAST Concourse Level	JEFFERSON WEST Concourse Level	LINCOLN EAST Concourse Level	LINCOLN WEST Concourse Level	MONROE Concourse Level	COLUMBIA 1&2 Terrace Level	COLUMBIA 6 Terrace Level	COLUMBIA 9&10 Terrace Level	COLUMBIA 8 Terrace Level
8:00–9:00 AM ≠≠	**BREAKFAST** International Ballroom - Concourse Level										
9:00–10:00 AM	A Brave New World: Creating Inclusive and Engaging Spaces *E. Swain & A. Scurry*	Equipping Minds for a Digital Revolution: Literacy in an AI and Metaverse Era *JJ Wallace*	Ticket to Play: Motivating Students with Token-Based Rewards *M. Kurtyka & S. Kanicki*	From Panic to Progress: Metacognition, Accountability, and the Flipped Classroom *R. Glazener*	Preparing Our Students for an AI-Enhanced Workplace *L. Blue*	Beyond the Screen: What Makes an Exceptional Online Instructor? *A. Mollengarden & L. Chervenak*	Looking for an AI Resistant Teaching Method? Try PBL! *M. Craig*	Engaging and Motivating Students in a Time of Distraction *M. Campbell & K. Pacholl*	From Burnout to Brilliance: Lifestyle Strategies for Sustainable Faculty Wellbeing *M. Bernstein & A. Craig-Rodriguez*	For Better or Worse: Teaching and Learning in the Era of AI *H. Mostafa*	Creating an Effective and Impactful Teaching Portfolio *T. Weiss*
10:15–11:15 AM	Beyond Asynchrony: Markers of Quality Technology-Mediated Teaching *T. Tobin*	Helping Students Build Resilience Within a Higher Education Program *J. Scully*	Going Beyond Diversifying: Decolonization in Teaching and Learning *S. Mathew*	Using Visual Learning Strategies to Understand Abstract Concepts *S. Ramos*	Mastering Your Academic Balancing Act: Strategies for Success *K. Alford*	Elevating Deep Reading in the AI Era: Collaborative Annotation and Other Reading Engagement Strategies *S. McDowall*	Creating Culturally Affirming and Meaningful Assignments *C. Harrington*	From Player to Creator: Using Board Games for Interdisciplinary Learning *J. Claudy*	Level Up Learning: Using Games to Engage Students *L. Kelly*	Empowering Student Voice: Creating a Culture of Resilience, Reciprocal Feedback, and Introspective Reflection for Continuous Growth *A. Cavazos*	Let Them LEAD: Fostering Student Leadership Beyond the Syllabus *A. Foster, S. Foster, & J. Davis*
11:30 AM–12:45 PM	**CLOSING PLENARY: FROM A REACTIVE TO A PROACTIVE MINDSET: ON TEACHING DURING THE AI STORM** - Jason Gulya International Ballroom - Concourse Level										
12:45–1:30 PM	**BOX LUNCH** International Ballroom - Concourse Level										

FRIDAY, JUNE 6

PRECONFERENCE WORKSHOPS

Separate registration and fee required

9:00 – 11:30 AM

Equity-Centered Assessment Efforts to Advance Student Learning

Joseph Levy, *Excelsior University*

Inequities in student learning exist at every institution, but they don't have to. Moreover, a tangible and university-wide area to leverage for moving the needle on equity in student learning is assessment practice. This preconference workshop provides assessment context and engagement challenges as relevant background for showcasing how assessment can be used to advance equity-related initiatives to best support student learning. Participants will explore the role of accreditation considerations and how compliance mindsets can work against true continuous improvement efforts, equity-oriented and otherwise. This interactive workshop equips participants with actionable strategies for integrating equity-focused practices into assessment and includes guided opportunities to develop personalized plans for implementing these practices at their own institutions.

Room: *Georgetown West*

Empowering Digital Citizens in an Immersive Era: Integrating Digital Fluencies and Technology Tools (AI and XR) into Higher Education

JJ Wallace, *Transylvania University*

In a world increasingly defined by digital innovation, higher education faculty are tasked with equipping students not only with foundational digital fluencies—Artificial Intelligence (AI) literacy, media literacy, Extended Reality (XR) literacy—but also with the ability to engage critically and responsibly with these transformative technologies. This preconference workshop blends conceptual exploration with hands-on practice, providing participants with a comprehensive framework for fostering digital fluency while experiencing the potential of AI and XR. Through a combination of interactive activities and demonstration/practice, participants will learn to design activities and assessments that integrate digital experiences and foster critical digital competencies. Additionally, participants will engage in hands-on XR experiences using Meta-Quest 2 Headsets, mixed reality glasses, and the Apple Vision Pro. Together, we will explore the intersection of fluency and immersion, preparing educators to empower adaptable, digitally fluent learners ready for the challenges of an evolving technological landscape.

Room: *Jefferson West*

Becoming a (More) Present Professor

Liz Norell, *The University of Mississippi*

Drawing from the recently released book, *The Present Professor: Authenticity and Transformational Teaching*, this workshop equips participants to gain deeper self-understanding through a series of reflection and discussion activities. Our goal will be to develop greater presence with students in ways that feel more authentic and psychologically safe. During their time together, attendees will engage in a mix of individual activities, reflections, and small-group discussion. Each of these activities is intentionally designed and specifically connected to teaching; while we'll focus on the engaging activities, we'll also touch on the evidence underlying these practices and how they connect to (more) present, (more) authentic teaching.

Room: *Lincoln West*

FRIDAY, JUNE 6

1:00 – 3:30 PM

Cultivating Learning Sanctuaries: Designing Spaces to Grow Together

Mays Imad, *Connecticut College*

This interactive workshop explores the concept and transformative potential of "learning sanctuaries"—spaces that nurture resilience, foster connection, and empower educators and learners to thrive despite adversity. Rooted in the principles of systemic and relational resilience, the session will blend theory with practical strategies for creating environments that inspire students to "bounce forward" from challenges. Drawing on insights from neuroscience, trauma-informed practices, and the relational nature of teaching and learning, participants will engage in activities that illustrate how to design classrooms, virtually or in-person, as sanctuaries of growth, collaboration, and wellbeing. We will examine how intentional course design, emotional attunement, and community building can transform education into a radical act of hope and empowerment.

Room: Georgetown West

We Teach Because We Love: Guiding Students to Reach Their Full Potential

Bryan Dewsbury, *Florida International University*

In this workshop, we will discuss the notion that teaching students as whole human beings requires cultivating more than their technical skills. This means that while technical preparation is critically important, the ways in which we engage with each other, carry out difficult dialogue, and do collective problem-solving matters as well. Attendees will make these implicit expectations explicit. We will consider "love" in this context as the belief in our ability to take students from their place of readiness toward seeing their full potential. We will also explore mechanisms to assess these approaches in ways that inform our future equity-minded teaching approaches moving forward.

Room: *Jefferson West*

AI's Impact on the College Classroom: Practical Strategies for Pivoting in the AI Era

Kevin Yee, *University of Central Florida*

By now, many of us have seen first-hand that students ARE using generative artificial intelligence (GenAI). If they use GenAI to skip effort, they risk shortcutting their learning. But it's hard to know what to do to prevent this. We'll explore the issues and consider adjustments to take-home assignments or assessment structures in general. In the end, we'll focus on practical solutions that will encourage students not to take inappropriate AI shortcuts. We will also talk about faculty uses of GenAI for their own workflows, such as helping them teach, grade, or engage in research.

Room: *Lincoln West*

CONFERENCE PROGRAM

4:00–8:00 PM

Poster Sessions

See page 10 for session abstracts and more details.

Room: *International Ballroom*

4:00–4:30 PM

New Attendee Orientation

Tierney King and Matt Nieman, *Magna Publications*

New and repeat attendees are encouraged to attend our brief orientation about navigating the conference, expectations, WiFi and app details, and making the most out of your experience.

Room: *International Ballroom*

5:00–6:30 PM

Conference Welcome and Opening Plenary

Welcome to The Teaching Professor Conference—where we're excited to introduce our dedicated Conference Advisory Board and invite you to make the most of your experience through engaging sessions, meaningful connections, and the full support of the Magna team.

Plenary Presentation

Teaching Critical Thinking: Why You Should, Why It's Hard, How You Can

Michelle Miller, *Northern Arizona University*

Across disciplines, critical thinking abilities are both sought-after and elusive. Even skilled instructors struggle with teaching students to engage with course concepts in this particular way, not because faculty lack the interest or motivation to do so, but because of the many challenges inherent to this aspect of how human beings think. In this plenary, Dr. Michelle Miller will invite faculty to explore the challenge and promise of teaching critical thinking, beginning with important principles that the learning sciences have uncovered so far and the surprising relationship between factual knowledge and reasoning ability. These research-based principles open up a range of practical strategies that faculty can begin using right away to help their students become adept and discerning critical thinkers.

Room: *International Ballroom*

6:30–8:00 PM

Reception, Poster Sessions, and Exhibitor Mingle

Room*: International Ballroom East*

Enjoy hors d'oeuvres and a cash bar while visiting the interactive poster sessions. This is also a good opportunity to visit the exhibitors who have products and services that support teaching and learning.

8:00 PM

Dinner and evening on your own.

POSTER PRESENTATIONS

Posters at the Teaching Professor Conference are visual representations of a model or strategy for teaching and learning and cover topics that align with many of the conference tracks. Conference attendees can view posters and discuss the project, program, or research with presenters during the opening reception. Posters will be on display from 4 to 8 PM on Friday and all day on Saturday in Columbia West. Presenters will be stationed at their posters to explain and discuss their work during the Friday reception from 6:30 to 8 PM.

PREPARING YOUR COURSE AND CURRICULUM

Increasing STEM Literacy and Confidence with a New Course Design

Jono Anzalone, Joshua Havelin, and Allison Moloney, *Thomas College*

This poster describes a team-taught course where students earn six total credits, three in math and three in science. This course is similar in structure to Course-Based Undergraduate Research Experiences (CUREs); however, the research topics studied are not required to be novel and the students in the course a predominantly non-STEM majors. This model provides more time to train students in lab, research, and data analysis skills than an average four-credit lecture/lab course. By the end of the semester, students work independently to design experiments, analyze, and communicate scientific data. The goals of this course are to increase scientific literacy and increase student confidence in science and math.

TECHNOLOGY TOOLS FOR TEACHING

Art and Science: Integrating Art into Nursing Education

Kelsey Scott and Ashley Kinder, *Alliant International University*

Nursing is both an art and a science, but can those two disciplines be used together in nursing education? This poster will showcase the use of guided creative notetaking in prelicensure nursing education. Studies show taking notes in color can increase the likelihood that information is stored and retrieved successfully. Drawing a concept engages visual, kinesthetic, and semantic memory, and guided notetaking has been shown to improve memory recall. After implementation, undergraduate nursing students reported increased engagement and understanding of complex concepts when using this method in multiple courses. This dynamic approach is scalable and adaptable to multiple disciplines.

Course Dynamics that Affect the Emotional Health of Online Students

Susan Snellgrove and Lori Gatling, *Arkansas State University*

Online course dynamics may affect the emotional well-being of students. The purpose of this descriptive study was to better understand faculty actions and course characteristics that energize or exhaust online students emotionally. A survey was sent to approximately 1,000 students enrolled in online nursing programs. The survey included demographic information and items exploring online course characteristics that contributed to or prevented learning and emotional wellness. Findings included student perceptions regarding faculty actions that promoted student belonging or isolation in the online environment and the effect of course dynamics on increased or decreased emotional health.

Exploring the Use of AI-Based Instruction to Increase Student Understanding

Ann Wheeler, *Texas Woman's University*

Attendees will learn about how AI-based technology tools, specifically ChatGPT, MagicSchool AI, and Snorkl, can be utilized in their classrooms to help increase student understanding of class content. Specific AI-based assignments from two STEM-based undergraduate courses and a non-STEM based graduate grant project will be shared, including prompts and pacing schedule. Findings from student work and written reflections will also be detailed, which consist of sample student work and students' opinions about the AI tools. Helpful hints and future modifications to the assignments will provide attendees with further knowledge about how to implement these tools into their own courses.

Student AI Use: How, When, and Why?

Shelby Lejeune, Brianna McCartney, and Jacob Stroman, *Southern Arkansas University*

With the rise in generative AI tools like ChatGPT, concerns about accuracy, ethics, and overreliance have emerged. While AI offers benefits, such as efficiency and accessibility, it also poses risks to critical thinking and academic integrity. This study focuses on understanding how, when, and why students use AI tools in coursework. Situational factors, including course interest, perceived course value, procrastination tendencies, GPA, and perceptions of degree pursuit, will be analyzed as predictors of AI use in brainstorming, content creation, proofreading, and more. Findings aim to inform policies that balance innovation with ethical and effective education.

THE ONLINE CLASSROOM

Using Formative Evaluation in Online to Improve Engagement in Online Courses

Lori Gatling and Susan Snellgrove, *Arkansas State University*

Online courses are becoming prevalent in education. Faculty are often unprepared for the fast-paced, complex instructional methodology. Whether synchronous or asynchronous, student engagement is more difficult to achieve without the traditional

face-to-face interaction. Further complicating the issue, many students opting for online education are non-traditional with work and family obligations. This presentation offers information for faculty on how to improve faculty and student engagement in online courses.

STUDENT ENGAGEMENT

AIRBAS Model for Generative AI Integration in Teaching and Learning

Manal Saleh and Ute Fiedler, *Nova Scotia Community College*

Over the past two years, the discourse on AI in academia has emphasized the need to rethink assessment and evaluation, centering on student-focused approaches that ensure authenticity and relevance. As business instructors at a Provincial Community College in Canada, we developed and piloted strategies to bridge the growing gap between AI adoption in industry and post-secondary education, equipping students with the skills needed for a rapidly evolving labor market. Our session will guide participants through our process of rethinking course design using backward learning design, with GenAI as a teaching assistant and students at the core.

Course Podcasts and Instructor Presence in Hybrid Humanities Courses

Stokes Schwartz, *Michigan State University*

This poster presentation will highlight the use of brief audio podcast episodes embedded within each online course module for a hybrid literature, drama, and film course. The aim is twofold: to establish instructor presence and provide additional 24/7 support to students should they seek it. Where face-to-face contact is limited to one meeting per week in a hybrid setting, podcast audio provides an easy way to connect with students outside of course meetings and encourage their engagement, paving the way for a more positive approach to course materials and tasks. The latter point is a key consideration given the sometimes less than positive attitude with which students view their general education courses. While there are many ways to establish and maintain instructor presence in the digital age, routine production of brief, albeit high quality podcast episodes, can help us build and maintain rapport with our students.

Enhancing Well-Being Through Weekly Nature Investigations and Mindfulness Practices in College Students

Cyna Schuster, *Arizona State University*

This study explores how weekly nature investigations and mindfulness practices affect college students' observational skills, well-being, and environmental connection. Based on Vygotsky's social-cultural theory and Kaplan and Kaplan's Attention Restoration Theory (ART), 50 ASU undergraduates practiced outdoor journaling and mindfulness. Using thematic analysis of journals and pre- and post-surveys (PSS, NR—Nature Relatedness Scale), findings show improved detail awareness, reduced stress, and a stronger connection to nature. The study highlights the mental health and sustainability benefits of incorporating nature-based mindfulness practices in higher education.

Unpacking the Untruths: Encouraging Critical Thinking in the Classroom

Ani Matt and Cerisa Reynolds, *Aims Community College*

Course resources are full of statements connecting various behaviors, illnesses, and treatments to specific groups of people. However, these statements are often highly problematic. For example, identity-based categories often aren't inclusive, biologically real, and/or don't account for all of the complex identities (cultural and biological) that we humans have. Furthermore, many of the studies are based on incomplete and/or biased data. Given that they impact how our students think about the world, we must challenge both these statements and our students. Here, we'll model how you can do this in the classroom, encouraging curiosity, critical thinking and empathy in ourselves and students.

ASSESSMENT AND FEEDBACK FOR LEARNING

How to Learn: Embed Learning Skills in Any Course

Jessica Cannon, *University of Central Missouri*

Students often need help with effective learning skills, regardless of their backgrounds. This poster presentation details a module-based method to build inclusive learning spaces and embed the development of learning strategies into any course and any delivery modality. Attendees learn design process and delivery practices for this method, and they will leave with digital access to content, sample assignments, cohort-building tools, and an AI-chatbot that supports just-in-time student learning 24/7. With a 97% positive feedback record over several semesters, this successful approach is both scalable and adaptable for faculty with all levels of prior instructional design/UDL training.

INCLUSIVE TEACHING

Achieving Teaching Success: Lessons Learned from Early Career Investigators

Chioma Kas-Osoka and Elizabeth Stewart, *Meharry Medical College*

Balancing research and graduate-level teaching can be challenging for early career faculty. In addition to the expectation to publish, secure funding, and establish a research program, instructors must develop innovative strategies to engage students and assess their understanding of course content. The goal of this project is to present lessons learned in the teaching environment as an early career faculty member. We identified four lessons learned: (1) become acquainted with your online learning management systems early on; (2) delegate tasks; (3) engage in supplemental teaching focused programs and networks; and (4) administer mid-semester and end-of-semester course evaluations.

Advancing Inclusive Teaching: Faculty Development in Trauma-Informed Pedagogy

Karen Gordes, *University of Maryland Baltimore*

This poster will describe the design, implementation, and evaluation of a multi-discipline/multi-school faculty development program designed to generate a pipeline of faculty trained in the principles of trauma-informed pedagogy. Evaluation data demonstrating positive impact across Kirkpatrick's four levels of training evaluation will be shared. Specifics on the impact of the training at the individual faculty level (changing instructional practices) and the collective program level (reformed policies, practices, and culture) to reflect trauma informed principles will be highlighted.

Embedding Scholarly Activity into Your Teaching Life

Zach Jones, *Southwestern Oklahoma State University*

This work describes a two-semester complementary course series where students using interactive GIS, satellite, and ground data design, sample, analyze, and present real-world ecological science. To sample student perspectives of Great Plains rangelands, both pre- and post-course surveys were given to 54 students across three semesters. Students strengthened their perception that 1) they understand what a rangeland is, 2) that fire is a positive thing in rangelands, and 3) rangelands have value to urban communities. In tandem with teaching, I describe how the courses are designed to increase scholarly productivity while generating assessment data that improve teaching effectiveness.

BEYOND THE CLASSROOM

Navigating the Digital Landscape: Tech Tools to Enhance Learning

Megan Fixen and Beverly Fleishman, *Minot State University*

Technology tools have become essential to teaching and learning in modern education. Students are comfortable with technology and enjoy technology-based teaching over the traditional teaching methods. The use of technology in the classroom encourages collaboration, engagement and communication between students and instructors in real time. Additionally, technology-based tools can lead to improved student outcomes and an increase in motivation. This poster presentation will outline six technology tools that can be used to increase engagement in the classroom.

ACADEMIC CAREER GROWTH

The Art of Communication: A Professional Development Course Model

Kristen Bowen, *University of Alabama at Birmingham*

More and more employers are looking for interpersonal skills related to teamwork, self-efficacy, and communication. This poster session will walk through how we integrated a professional development seminar into our master's level program focused on the art of communication. This three-prong approach starts with students' self-exploration through an individual development plan and learning their strengths. The second unit is focused on community building and how one interacts with others. The final unit focuses on preparing students for the next step: mock interviews, resume building, and application tips.

MENTAL HEALTH, WELL-BEING, AND RESILIENCE IN ACADEMIA

Building Academic Resilience Through Self-Care

Melinda McIsaac, *Indiana University of Pennsylvania*

This poster will provide relevant information on proven ways to maintain personal well-being by managing stressors, maintaining one's health, and developing self-care techniques for lasting resilience. The importance of self-care is directly related to physical, mental, and emotional health, which can affect one's ability to do their job successfully if those areas are neglected. Handouts will be provided that contain additional information and resources for self-care techniques.

Investigating the Impact of Clinical Practica on Critical Thinking

LaDonna Moreland, *Rush University*

This poster is a summary of a research study conducted in a health science program. The poster consists of the introduction, study design, methodology, results, conclusion, limitations, and future studies. In any healthcare profession, critical thinking, problem-solving and clinical reasoning skills are essential for appropriate clinical decision making. The goal of the study was to inform improvements in education and provide implications for enhancing critical thinking in other healthcare professions and educational settings. Clinical practica, internships, and externships in any profession are crucial for students to learn practical skills and understand professional norms, values, and responsibilities, including critical thinking.

Teaching for Thriving: Promoting Mental Well-Being and Resilience in Students

Tami Shadduck, *University of South Florida*

Faculty are uniquely poised to support the mental well-being of students in a direct and consistent manner. At USF's College of Public Health, undergraduate faculty proactively employ strategies in three areas of influence: student support, course policies, and university culture. Student support describes actions that connect students with resources and assistance. Course policies encompass syllabus policies and guidelines. University culture includes both verbal and nonverbal communication that creates an open and supportive environment. This poster will describe specific actions faculty can take to provide mental well-being support to students taking online and in-person courses.

SATURDAY, JUNE 7

8:00–9:00 AM

Breakfast

Attendees will enjoy a buffet-style continental breakfast, that allows you to select items that suit your preferences. The buffet will include a hot breakfast sandwich. All food items should be clearly labeled, indicating if they contain allergens or meet specific dietary requirements.

Room: International Ballroom

8:00 AM–4:00 PM

Exhibitor Display

Visit our exhibitors who have products and services that support higher education.

Room: Concourse Foyer

9:00–9:45 AM

How and Why We Teach: A Panel Discussion

Advisory Board Session

Join The Teaching Professor Conference advisory board for a thoughtful panel discussion that centers on the ever-evolving nature of teaching—and the enduring importance of staying connected to our purpose. As the landscape of higher education shifts, it's more important than ever to reflect on why we teach and how our approaches adapt. Panelists will briefly share how their own teaching has changed over the past year and offer insight into what grounds them in their work. The panel will then address written questions from attendees that will be collected during breakfast. This discussion offers a reflective space for educators to reconnect with their core values and consider how they want to grow in their teaching practice moving forward.

Room: International Ballroom

10:00–11:00 AM

BEYOND THE CLASSROOM

Self-Efficacy as a Key Learning Condition

Jennifer Kukis, *Lorain County Community College*

Self-efficacy—the belief in one's ability to succeed—plays a vital role in student motivation, engagement, and academic achievement. This session explores how faculty can intentionally foster self-efficacy in their students, promoting a growth mindset rather than a fixed mindset tied to self-esteem. Through interactive discussions and scenario-based applications, participants will gain practical strategies for integrating self-efficacy into their teaching, including the use of AI-enhanced assignments. This session emphasizes how strengthening students' confidence in their abilities leads to greater persistence and deeper learning. Faculty will leave with actionable techniques to create a more engaging, empowering, and student-centered learning environment.

Room: Georgetown East

MENTAL HEALTH, WELL-BEING, AND RESILIENCE IN ACADEMIA

Supporting Students Through Loss & Grief: What to Say & What Not to Say

Ashley Harvey, *Colorado State University*

Invited Session

Our students experience a variety of losses, from the death of loved ones to the non-death losses that accompany life transitions and change. Knowing how to offer meaningful support can be challenging. Attendees will learn and practice specific skills for what to say (and what not to say) in these potentially awkward moments. Participants will also explore frameworks that can be used to acknowledge and normalize loss and grief. While focused on student interactions, these skills are applicable across professional and personal relationships.

Room: Georgetown West

PREPARING YOUR COURSE AND CURRICULUM

Teaching for Transformation: Strategies to Help Students See the World Differently

Michelle Blank, *Goshen College*

Invited Session

Transformative learning empowers adult learners, like college students, to critically reflect, challenge assumptions, and shift perspectives—key skills for thriving in today's complex world. This session highlights how fostering critical reflection and perspective-shifting in the classroom can lead to deeper student engagement, improved critical thinking, and meaningful connections to course content. By integrating transformative practices into course design and curriculum, educators can move beyond surface-level learning to create experiences that encourage personal growth and lasting impact.

Room: Jefferson East

THE ONLINE CLASSROOM

Joyful Online Teaching: Finding our Fizz in Asynchronous Classes

Flower Darby, *University of Missouri*

Invited Session

Let's face it. Sometimes online teaching doesn't feel like real teaching. There's no buzz of interaction like we experience in the classroom. We struggle to engage with our asynchronous online students. Indeed, synchronicity is a key ingredient of meaningful connections. What happens when that's missing, by design? We'll acknowledge the challenges of online teaching, then identify ways to spark and sustain our own joy in our online spaces. You'll walk away with practical tips and tricks to support your well-being first and foremost, and that of your students, too. Plus, these strategies work in person, too! Join us to find and sustain your teaching joy in every class you teach.

Room: Jefferson West

TECHNOLOGY TOOLS FOR TEACHING

Bite-Sized Best Practices for Integrating Generative AI into Teaching

Lisa Low, *Texas Tech University*

This session offers practical, micro strategies for using AI in instructional design, student engagement, assessment, and inclusive teaching while safeguarding intellectual property and student privacy. Attendees will gain best practices for protecting student data, designing AI-based assessments that promote authentic learning, and shifting from AI detection to fostering ethical AI engagement. Faculty will leave with actionable tools to enhance their teaching while preparing students for an AI-driven future.

Room: Lincoln East

STUDENT ENGAGEMENT

Keeping Us Engaged: Student Perspectives on What Works and Why

Christine Harrington, *Morgan State University*

Invited Session

The student's voice is often missing from conversations about student success. Come hear stories from students attending various colleges and universities across the nation about what professors can do to motivate and engage students. Discover the research evidence behind the strategies suggested by students and walk away with an action plan to increase student engagement in in-person and online classes. We'll discuss the following topics: engaging students on the first day of class, connecting with students in and outside of the classroom, using powerful teaching strategies such as demonstrations and collaborative learning activities, creating meaningful assignments, and using feedback to engage students.

Room: Lincoln West

INCLUSIVE TEACHING

Educating Changemakers: Competency-based Antiracist Education

Phillipe Copeland, *Boston University*

We are living through an escalating, international racist backlash. This backlash seeks not only to undermine any progress towards more equal and democratic societies, but to take away any tool that made that progress possible. Higher education must ensure that every learner is prepared and equipped to meet the challenge of racism. The session provides a transdisciplinary model of competency-based, antiracist education (CARE). CARE focuses on ensuring that learners demonstrate the ability to integrate and apply knowledge, values, skills, and cognitive and affective processes to engage in antiracist change. CARE involves three core competencies, recognition, analysis and change. The most important takeaways for participants will be comprehension of the CARE model and how to apply it to their own curriculum development and pedagogy.

Room: Monroe

PREPARING YOUR COURSE AND CURRICULUM

Students as Design Consultants: Enhancing Engagement and Inclusivity

Toni Gist and Kelly Doro, *University of Illinois Urbana-Champaign*

This session explores how leveraging students as design consultants can transform classroom dynamics, boost student engagement, and foster inclusivity. By allowing students to take an active role in designing course components, educators gain invaluable insights into the learning experience from the students' perspective. Attendees will discover methods to integrate student feedback into instructional design, making the learning environment more relevant, accessible, and effective.

Room: Columbia 1 & 2

BEYOND THE CLASSROOM

Creating ePortfolios for Personal Reflection and Professional Branding

Lynn Meade, *University of Arkansas*

Students need a way to connect their academic learning to the professional world. ePortfolios provide a valuable platform for meaningful assignments that promote personal and professional growth while helping students develop their personal brand. It is essential to show students that their learning not only contributes to their intellectual development but also holds significance in their career opportunities. Drawing on nearly two years of research, this session shares insights from the development of a university-wide ePortfolio program, including a Professional ePortfolio course and an OER textbook. Participants will gain practical strategies for integrating ePortfolios into courses or programs, emphasizing self-reflection, professionalism, and personal branding.

Room: Columbia 6

INCLUSIVE TEACHING

Enhancing Accessibility in Higher Ed: Practical Strategies for Inclusive Digital Content

Sandeep Patil, *Luleå University of Technology*

Creating accessible digital content is essential for fostering an inclusive learning environment and supporting all students, including those with disabilities. This session will provide educators with actionable strategies to enhance the accessibility of their teaching materials. Participants will explore the significance of digital accessibility in higher education, learn practical methods for making content more inclusive using everyday tools like Microsoft PowerPoint, and understand how these efforts positively impact student engagement and learning outcomes.

Room: Columbia 9 & 10

MENTAL HEALTH, WELL-BEING, AND RESILIENCE IN ACADEMIA

Pandemic Positives: Lessons that Can Improve Mental Wellness and Student Success

Karen Gross, *Rutgers University*

This session will address what we term "Pandemic Positives," lessons we have collected from the lived experiences of many educators during the Pandemic. Given the frighteningly poor state of student well-being, we can, indeed we must, improve the mental wellness of our students and our educators. What we have learned from the Pandemic, some of which we have sadly discarded, can inform positive change in students' mental health at the micro, meso, and meta levels within institutions. In this session, we will focus on the specific positives that address mental wellness of students.

Room: Columbia 8

11:00–11:15 AM

Coffee Break

Head to the Concourse Foyer on the Concourse Level to recharge yourself during the 20-minute break. Enjoy some coffee, tea, or water before the 20-Minute Sessions begin. Visit the Lounge in Cabinet to check emails or recharge your electronics.

11:15 AM–12:15 PM

VENDOR SESSION

Strengthening Instructional Impact: Higher Education Partnerships with Keys to Literacy

Dr. Kelly Ballard, *Keys to Literacy*

Are your students struggling with complex texts or showing low levels of engagement? Are you a professor preparing future educators, an instructor of literacy or leadership courses, or a dean seeking innovative partnerships with local schools? Keys to Literacy is here to support you. Join Dr. Kelly Ballard, Coordinator of Higher Education Partnerships, to learn how Keys to Literacy can be the right partner to help you meet your goals. Together, we can empower educators and improve student outcomes.

Room: Columbia 3 & 4, Terrace Level

PREPARING YOUR COURSE AND CURRICULUM

Short and Smart: Team Challenges Hit the Mark

Patsy Totusek, *University of Texas Dallas*

Are you tired of hearing students complain about social loafers on team projects? Do students report difficulties in scheduling meetings for team collaboration? Consider replacing your team project with a series of team challenges. Team challenges are graded projects completed primarily during class time. While not a panacea, team challenges help students acquire important skills while decreasing the potential for group dislike. Upon conclusion, attendees will be able to: articulate the advantages of team challenges; work with others to create a team challenge that can be completed within one class session; and receive feedback on the team challenge developed.

Room: Georgetown East

MENTAL HEALTH, WELL-BEING, AND RESILIENCE IN ACADEMIA

Promoting Student Academic Self-Efficacy and College Adjustment through Reflective Learning Journals

Kelley O'Carroll, *Mount Holyoke College*

An Education Advisory Board (2023) survey of 20,000 US high-school students' feelings about attending college found that 26% cited "whether I'll be successful" as their main concern. Furthermore, 28% of first-generation students and 20% of non-first generation students planning to attend college reported feeling "not mentally ready." A student's first year in college can bring new social interactions, new academic material, new identity exploration, and general uncertainty (Jones et al., 2018). For students from non-dominant campus cultures, college can require new social and cultural capital to understand the hidden curriculum (Samuolis et al., 2015). To support students' development of these skills, this teaching strategy employs reflective learning journals with new students.

Room: Georgetown West

ASSESSMENT AND FEEDBACK FOR LEARNING

Rethinking Assessment: Challenging the Normal with "Ungrading"

Richard Priore, *Tulane University*

In traditional grading models, faculty often struggle to assign scores, limiting their ability to provide impactful feedback that fosters genuine learning and development. This session introduces

ungrading, an innovative assessment approach that replaces conventional scoring with a focus on student autonomy, self-reflection, and deep engagement with course content. Ungrading shifts the focus from merely earning a score to mastering the complex concepts essential for students' future careers. Through interactive discussions and practical examples, participants will explore how ungrading can transform assessment into a core element of the student learning journey.

Room: *Jefferson East*

STUDENT ENGAGEMENT

How Optional Assignments Can Improve Student Engagement

Andrew Davies, *Virginia Commonwealth University*

Invited Session

To tackle maintaining student engagement throughout a semester, higher-ed teachers have taken to incorporating video game techniques. One such tactic, side quests, offers students optional challenges and rewards to supplement in-class learning. Well-designed side quests can empower students, allowing them to practice skills and explore topics beyond the curriculum. When paired with an effective rewards system, these activities can make learning enjoyable rather than overwhelming.

Room: *Jefferson West*

INCLUSIVE TEACHING

Doing DEI In at Time of Crisis

Nimisha Barton, *California State University System*

Invited Session

Against the nation-wide assault on diversity, equity, and inclusion (DEI) efforts, many higher education institutions have begun to scale back their equity and inclusion initiatives. Drawing from her recent book, A Just Future: Getting from Diversity and Inclusion to Equity and Justice, this session will discuss the history of DEI in higher education and suggest a path forward in these tumultuous times. In particular, this session will discuss how social justice advocates have weathered political crisis before, highlight institutional strategies that have been effective in the past, and provide recommendations for action that faculty can implement immediately.

Room: *Lincoln East*

THE ONLINE CLASSROOM

Creating Resilient Learners: Strategies for Fostering Well-Being in the Online Classroom

Karen Gordes and Violet Kulo, *University of Maryland Baltimore*

This session offers faculty an evidence-based framework for promoting student well-being and resilience in online courses. Attendees will explore six guiding principles that support key facilitators of student success, including safety, belonging, connectedness, and self-agency. The session provides actionable strategies to create an inclusive and supportive online learning environment, addressing growing challenges to student mental health and engagement.

Room: *Lincoln West*

STUDENT ENGAGEMENT

Game On! Collaborative Learning Techniques for the Modern Classroom

Jono Anzalone, *Thomas College*

This session explores the dynamic impact of games and simulations on student engagement and collaboration. This session offers practical strategies for integrating team-based competitions, role-play, and simulations that promote critical thinking and teamwork. Attendees will learn how to align game-based activities with course outcomes, design inclusive games, and use debriefing to deepen reflection and understanding.

Room: *Monroe*

ASSESSMENT AND FEEDBACK FOR LEARNING

Authentic Assessment in Action: Inspiring Learners through Meaningful Assessment

Katie Alaniz, *Houston Christian University*

This session will guide participants through an interactive journey of discovering purposeful and applicable strategies for designing and implementing authentic assessment opportunities. Participants will engage in a reciprocal learning experience while exploring the "why" for authentic assessment and gaining ideas that can be immediately implemented within teaching and learning endeavors. As educators harness the enthusiasm students have for content creation into everyday assessment opportunities, they position themselves to enhance student engagement, motivation, and achievement in academic contexts.

Room: *Columbia 1 & 2*

ACADEMIC CAREER GROWTH

The Educator's Journey: Cultivating Longevity Beyond the Classroom

Ann Williamson, *Bernard Black Entrepreneurial Academy*

Educators in higher education face increasing demands that can lead to burnout and a loss of passion over time. "The Educator's Journey: Cultivating Longevity Beyond the Classroom" addresses the importance of sustaining mental health, resilience, and joy throughout a long career. This session provides practical, research-backed strategies for educators to enhance their well-being and maintain fulfillment in teaching, directly impacting their effectiveness and student engagement. The session fits perfectly in the wellness and resilience track, offering tools that are crucial

for educators to thrive professionally while promoting a healthy academic environment.

Room: Columbia 6

STUDENT ENGAGEMENT

Developing Student Capacity for Self-Regulated Learning to Improve Achievement

Cathy Box, Brian Fisher, and Jessica Rogers, *Lubbock Christian University*

Many students enter their first semester of college underprepared for the academic challenges of higher education. To address this, our university launched a campus-wide initiative focused on helping students develop self-regulatory skills to improve both academic achievement and success on major exams. This session will explore the self-regulated learning tools and strategies identified through our research that have significantly improved student outcomes. Participants will gain insights into innovative engagement strategies designed to assist first-semester students and will leave with practical knowledge of how to foster behaviors that lead to higher achievement and persistence to graduation.

Room: Columbia 9 & 10

BEYOND THE CLASSROOM

Pathways to Career Readiness: Real-World Company Projects in Higher Education

Courtney Jansson, *Stonehill College*

As employers increasingly report a gap between graduates' skills and workforce demands, higher education must adopt innovative teaching approaches to bridge this divide. Experiential learning—particularly through real-world company projects—offers a powerful way to develop students' career readiness by enhancing their communication, problem-solving, and professional competencies. This session explores best practices for integrating company-based projects into courses, highlighting institutional support requirements and student success outcomes. Participants will gain insights into how these projects transform learning, boost student confidence, and create tangible connections between coursework and career preparation.

Room: Columbia 8

12:15–1:15 PM

Lunch

Enjoy a plated lunch with your fellow attendees. Unless dietary restrictions were noted on your registration, your meal will include a salad, grilled chicken, a vegetable, a starch, and a dessert.

Room: International Ballroom

1:30–2:30 PM

PREPARING YOUR COURSE AND CURRICULUM

Prepping Myself and My Course for Underprepared First-Generation College Students

Angela Brown and Tad MacMillan, *Piedmont University*

First-generation college students often face unique challenges, including unfamiliarity with academic expectations, financial pressures, and feelings of isolation, which can impact their confidence and academic success. By designing inclusive syllabi, providing clear expectations, and fostering a supportive classroom environment, educators can help these students navigate higher education more effectively. This session explores practical strategies for supporting first-generation students, ensuring equitable access to learning, and enhancing student engagement through thoughtful course design and teaching practices.

Room: Georgetown East

THE ONLINE CLASSROOM

Online College Success: Preparing Students for Online Learning

Jim Harger, Elizabeth Harger, and Courtney McKnight, *Colorado Christian University*

As online education continues to expand, equipping students with the skills to succeed in virtual learning environments is more critical than ever. This session explores practical strategies for fostering time management, effective communication, and digital readiness among online learners. Participants will gain actionable methods to enhance digital literacy, support self-discipline, and improve student engagement in online courses. By addressing the unique challenges faced by non-traditional and online students, this session provides faculty with essential tools to help learners thrive academically in virtual settings.

Room: Georgetown West

MENTAL HEALTH, WELL-BEING, AND RESILIENCE IN ACADEMIA

Teaching with Balance: Integrating Mental Health and Well-Being into Everyday Practice

Roslyn Burton-Robertson, *Monroe University*

Mental health, well-being, and resilience are crucial for faculty, staff, and students in academia. This session explores practical strategies, including scenario-based simulations, interactive self-assessments, and resilience-building exercises, to actively address these challenges. Participants will engage in realistic academic scenarios, assess their own stress levels and coping strategies, and practice resilience techniques through structured reflection and feedback. These evidence-based methods foster a culture of well-being, enhance teaching effectiveness, and improve student success.

Room: Jefferson East

STUDENT ENGAGEMENT

Mythbusting in the Classroom: Building Baloney Detection Kits to Empower Critical Thinkers

Amber Emanuel, *University of Florida*

Engaging students to critically evaluate information is essential across disciplines. This session focuses on empowering students to be "mythbusters" by building their own metaphorical "Baloney Detection Kits." These kits equip students with tools to identify biases, spot common fallacies, and utilize heuristics and key research methodological concepts to evaluate claims and information. By creating these kits early in the semester, students have a foundation to continually assess source credibility, distinguish between misinformation and disinformation, and apply evidence-based reasoning to further course topics.

Room: Jefferson West

INCLUSIVE TEACHING

Teaching What You Know

Laila McCloud, *Grand Valley State University*

Invited Session

Using ACPA's Strategic Imperative for Racial Justice and Decolonization as a framework, this session is designed to help instructors identify how their pedagogical choices influence the learning experience. More specifically, the instructor's choices about readings, in-class activities, and assignments shape learners' understanding of what and whose knowledge is valuable and legitimate. Throughout the workshop, participants will be encouraged to reflect on their pedagogical choices in the name of creating inclusive learning environments.

Room: Lincoln East

ASSESSMENT AND FEEDBACK FOR LEARNING

Assessment Strategies for the AI Era that Promote Student Learning

Jeremy Rentz, *Trine University*

Advisory Board Session

In this session, we'll explore practical strategies—from small shifts to big ideas—to ensure students actively engage in their own learning. We'll cover every aspect of the class, from grading structures to alternatives for essays and papers. You'll learn how to incorporate uniquely human elements into assignments and discover ways to motivate students to complete their work without relying on AI. We'll also emphasize the value of in-person assessments, where you maintain the most control over the use of AI.

Room: Lincoln West

BEYOND THE CLASSROOM

From Classroom to Career: Strategies for Teaching Transferable Skills

Dianna Jones and Amanda Hassan, *University of Texas in Arlington*

As higher education evolves, heutagogy—self-directed, student-driven learning—is emerging as a powerful approach to prepare students for the modern workforce. This session explores how flipped classrooms, and experiential learning can foster transferable skills, adaptability, and career readiness in adult learners. Participants will examine strategies for designing student-oriented course materials, integrating real-world applications, and engaging students in active learning that enhances both conceptual understanding and practical experience. The session will present a Quality Matters (QM) course that incorporates self-directed learning (SDL) principles in both face-to-face and online formats. Attendees will leave with actionable insights on preparing students for success beyond the classroom through innovative, student-centered teaching practices.

Room: Monroe

TECHNOLOGY TOOLS FOR TEACHING

Empowering Success: Leveraging LinkedIn, YouTube, and AI for Learning

Christopher Hirschler, *Lorain County Community College*

In today's digital-first education landscape, helping students build a professional online presence and develop essential career skills is more important than ever. This session explores innovative strategies for using LinkedIn as an e-portfolio tool, student-created YouTube videos for presentations and career development, and non-credit Canvas modules for exam prep and pre-course resources. Attendees will also discover how AI can be integrated into coursework to enhance critical thinking and digital literacy. Participants will leave with actionable strategies to empower students in building a professional digital identity and excelling academically.

Room: Columbia 1 & 2

INCLUSIVE TEACHING

Voice and Choice Across the Curriculum: What, How, When, Why

Laura Cruz, Joseph Houck, *Penn State DuBois*, and Kristen Osborne Carroll, *Penn State University Park*

Student voice and student choice have emerged as key strategies to foster inclusive teaching and enhance learning environments. However, empirical research has been limited to date, with existing studies focused on specific course contexts or student populations. We assessed the impact of varied strategies to increase voice and choice in nine different courses ranging from 10 to 250 students. Instructor-researchers empowered students as decision-makers in curriculum and policy, while also offering choices in content, assignments, and assessments. The session will conclude with guided free-writing exercises to encourage reflection, imaginative thinking, and future planning.

Room: Columbia 6

STUDENT ENGAGEMENT

Bringing Large Classes to Life: Connecting, Engaging, and Assessing Students

Rob Eaton and Travis Searle, *Brigham Young University*

Helping learners become active learners in large classes is a problem that has plagued higher education for decades. The economic advantages of teaching large classes will continue to propel universities to offer them. Educators must become more adept at enhancing learning and use strategies that help students feel connected, engaged, and fairly assessed. Large classes can cause students to feel lost, unengaged, and unfairly assessed. This presentation will provide actionable tools for teachers to help their students become engaged learners who have the tools to become active participants in the learning process and lifelong learners.

Room: Columbia 9 & 10

INCLUSIVE TEACHING

Co-Creating Agile Academic Integrity Guiding Principles for AI with Equity

Hoda Mostafa, *American University in Cairo*

As AI continues to shape education, it is crucial for educators to maintain a commitment to equitable learning environments. This session presents a global co-design process that engaged students, faculty, and university staff in developing ethical guidelines for AI use while preserving equity in pedagogy within a postplagiarism era (Eaton, 2023). Participants will gain insights into how we structured these conversations and the key findings that emerged regarding the need for equitable academic integrity guidelines in the age of AI. Such policies can help educators make compassionate pedagogical choices and cultivate classroom environments that redress inequities and other potentially harmful practices.

Room: Columbia 8

2:30–2:50 PM

Coffee Break

Head to the Concourse Foyer on the Concourse Level to recharge yourself during the 20-minute break. Enjoy some coffee, tea, or water before the 20-Minute Sessions begin. Visit the Lounge in Cabinet to check emails or recharge your electronics.

2:50–3:10 PM
20-Minute Mentor Sessions

ROUND 1

PREPARING YOUR COURSE AND CURRICULUM

How Can Embracing Universal Design for Learning Foster an Inclusive Course Design?

Michelle Parker-Katz, *University of Illinois at Chicago*

Teaching is a core task for higher education faculty, yet few have been prepared to design a course and teach it. Participants will draw upon the highly touted principles and guidelines of Universal Design for Learning (UDL) to enhance success for diverse student assets and learning while blocking traditional barriers. Through a UDL lens, we can provide multiple pathways to use for student understanding and demonstration of their knowledge in active ways.

Room: Georgetown East

ASSESSMENT AND FEEDBACK FOR LEARNING

How Can We Increase Student's Knowledge Retention without Course Redesign?

Mary Ritchey, *Pennsylvania State University*

Instructors continually improve their courses to increase student learning and knowledge retention. But what if we could accomplish this goal without focusing on our teaching but rather our assessments? The strategy presented here outlines an alternative assessment that is compatible with most existing curricular structures and does not require a course redesign. At the same time, it has been shown to strengthen student learning and success through increased knowledge retention. A study was conducted in an introductory chemistry course in which students' exams included them creating videos teaching the key concepts and rationale for solving complex problems. Students (n=56) all completed videos, but for different concepts. When the concepts were tested again on the final exam, students who had created videos did better on those concepts compared to students who did not.

Room: Jefferson East

STUDENT ENGAGEMENT

Can a Tree of Inquiry Approach Help Faculty Engage Students?

Rhonda Pugh and Nina Zimmermann, *Maryville University*

The Tree of Inquiry is a pedagogical framework that enhances student engagement through structured exploration of case studies. This approach effectively transforms traditional learning by positioning students at the center of the inquiry process, encouraging them to formulate questions, investigate real-world scenarios, and collaboratively seek answers by working on a case study by writing the solutions on a large Post-it using a picture of a tree. The tree's roots represent the cues, the tree's trunk represents the prioritized problems, the branches represent activities, and the leaves represent the outcomes.

Room: Jefferson West

INCLUSIVE TEACHING

How Can You Support Underprepared Students with Disciplinary Literacy Skills through Vocabulary Acquisition Strategies?

Kelly Ballard, *Bryn Athyn College*

Faculty teaching in institutions of higher education are encountering students who are underprepared to meet the rigor and complexity of college-level material. Addressing this relatively new challenge has created an opportunity for faculty to add additional literacy instructional tools to their belts so that they mitigate the challenges experienced by these students, thereby increasing vocabulary acquisition and comprehension of complex texts. This session will be filled with practical evidence-aligned tips and strategies to support vocabulary acquisition in any discipline.

Room: Lincoln East

ASSESSMENT AND FEEDBACK FOR LEARNING

How Can Selfies, Memes, and Podcasts Transform Your Course Assessments?

Dustin Quirk, *Red Deer Polytechnic*

Not only can using alternative forms of assessment increase student engagement, but it can also expose students to new and creative ways of demonstrating their knowledge. This session will explore various forms of assessment that create engagement and interest through creative expression (selfies and memes) and alternative ways of demonstrating knowledge (podcasts). Examples of assessment guidelines, grading rubrics, and student work will be shared to inspire you to think about different ways to assess course learning outcomes and transform your course assessments.

Room: Lincoln West

THE ONLINE CLASSROOM

Can Nearpod Replace Online Discussion Boards?

Kristin Morgan, *Texas A&M San Antonio*

Discussion boards have been a fundamental component of online courses, yet their effectiveness in fostering meaningful engagement is often limited. Discussion boards can fall short due to limited contributions, surface-level posts, and repetition (Shroff et al., 2019). This session will describe how student survey data indicated patterns and themes to redesign the online learning experiences using Nearpod. Participants will learn how instructors can design online modules to create meaningful experiences through presentations, videos, open-ended questions, polls, and collaboration boards using Nearpod, and hear testimonies from college students who found that Nearpod enhanced their learning compared to traditional discussion boards.

Room: Monroe

ASSESSMENT AND FEEDBACK FOR LEARNING

How Can You Use Quick Polling to Enhance Feedback Processes?

Sarah Wackerbarth and Madeline Aulisio Miller, *University of Kentucky*

Advisory Board Session

Improving course feedback processes can be challenging for many instructors. This session reports on the experiences of an instructor who implemented quick polling to improve course feedback processes. Quick polling refers to brief, timely surveys checking student understanding and confidence. Data on quick polling's influence on student learning behavior, impact on learning and engagement with resources, and student reactions to quick polling were collected in a mixed methods study. The session also provides advice for quick polling implementation. Attendees will gain an understanding of the importance of course feedback processes and an understanding of what quick polling is and how to implement it.

Room: Columbia 1 & 2

INCLUSIVE TEACHING

How Can Innovative Grading and Learning Modalities Reduce Performance Gaps and Support Diverse Students?

Smita Jadhav, *University of Cincinnati-Blue Ash College*

Creating equitable learning environments is essential for supporting all students, particularly underrepresented and first-generation learners. This session explores how flexible learning modalities and innovative grading practices can reduce performance gaps in gateway courses. Discover how combining the HyFlex model, specifications grading, and AI tools can foster inclusivity, improve retention, and enhance student success.

Room: Columbia 6

STUDENT ENGAGEMENT

How Can Faculty Spark Instant Engagement in the First Few Moments of Class with Focus Passages?

J. D. Wright, *University of Pittsburgh*

"By the time students start engaging, it's almost time to wrap up." "It feels like my students have nothing to say." "They can paraphrase but struggle with analysis." Are these familiar concerns? Focus passages offer a simple yet powerful solution. By displaying a provocative quote, image, or fact at the start of class, instructors can prompt students to respond with short, informal reflections that activate higher-order thinking skills. This quick, easily assessable strategy encourages every student to participate, deepens analytical thinking, and sets the stage for meaningful discussion. Over 90% of former students found this approach beneficial, with qualitative data reinforcing its impact.

Room: Columbia 9 & 10

3:25–3:45 PM
20-Minute Mentor Sessions

ROUND 2

STUDENT ENGAGEMENT

How Can Instructors Encourage Students to Engage with Assigned Readings in the Age of AI?

Rachel Rigolino, *SUNY New Paltz*

Whether one teaches online or in-person, motivating students to engage with assigned texts is always a challenge, as is assessing student comprehension of texts. Participants will learn how to leverage social annotation (SA) tools like Hypothes.is to replace online discussion boards and reading quizzes. These tools can be used to prepare students to contribute to in-person class discussion or can operate as an alternative to online discussion boards in asynchronous classes.

Room: Georgetown East

BEYOND THE CLASSROOM

How Do Power Skills Shape Leadership Success Within an Educational Framework?

LaQue Perkins and Robert Brown, *Saint Leo University*

Advisory Board Session

Physics defines power as the amount of energy transferred or converted per unit of time. In project management, the conversion of energy is used to complete high value projects successfully on schedule. The project manager leads the project team responsible for completing the project. In 2022, Project Management Institute (PMI) revised the name on their Talent Triangle from "Leadership" to "Power Skills." PMI stated that power skills are the behaviors that enable people to succeed. Power skills are also called soft skills and interpersonal skills that are essential to lead a team to success. Subsequently, PMI surveyed their members about power skills which resulted in ranking the relative importance of 12 power skills. This session explores how these power skills align with Saint Leo University's six Core Values, providing a structured approach for educators to cultivate leadership and interpersonal effectiveness. By integrating these values with power skill development, we can better prepare students and educators to lead with confidence and purpose.

Room: Jefferson East

BEYOND THE CLASSROOM

How Can Embedding Career Competencies in the Classroom Enhance Student Success?

Christy Ball, *University of Arizona*

Embedding career competencies into courses bridges the gap between academic content and real-world skills that students need after graduation. This approach addresses the growing demand for career readiness, empowering students to apply classroom knowledge in practical, professional contexts. Graduates with key competencies like communication, critical thinking, teamwork, and leadership have a competitive edge in the job market. This session provides practical tools for faculty looking to boost engagement and foster student success through career-oriented learning.

Room: Jefferson West

THE ONLINE CLASSROOM

How Can Faculty Use OER Materials to Tailor Online Courses to the Needs of Students?

Leigh Suzanne Hall, *University of South Carolina Upstate*

Peer engagement, instructor presence, and personal learner self-efficacy can be developed within an online course to create an encouraging environment for all involved. This session provides an example of how OER materials can be utilized to tailor make course exercises designed to connect learners, create an inclusive classroom, and provide an outlet to engage directly with the instructor. Through incorporating the eight pillars of adult learning theory, this session demonstrates how OER materials can be used to design a course students feel comfortable to participate in.

Room: Lincoln East

INCLUSIVE TEACHING

Do I Have to Keep that Group Assignment in My Course?

Amanda Hassan, *University of Texas at Arlington*

Academic group work is a common component to coursework in higher education. Working in groups aims to help students understand the value of working with others and collaborating with those of not only different socioeconomic backgrounds, but also different cultures. One benefit to academic group work is student engagement and interactions with those of different cultural backgrounds prepares the students to participate in a globalized world (Poort, et al., 2020). Another benefit is that group work can give students the opportunity to meet others and form meaningful and lasting friendships after the conclusion of the course. However, challenges can occur in collaboration attempts, as well as grading requirements (Li & Campbell, 2008). In this session, attendees will define and identify the roles and responsibilities of faculty and students in academic group work, the benefits and challenges, and go through illustrative examples of academic group assignments as well as non-bias grading techniques.

Room: Lincoln West

STUDENT ENGAGEMENT

How Can Instructors Engage Gen Z Students Today?

Regina Johnson, *Harford Community College*

Instructors are entering classrooms and encountering a "new" generation of students who have experienced a global pandemic, unprecedented technological advancements, and mental health challenges. As we know, these students are struggling to acclimate to the college environment and face unique academic challenges. Therefore, instructors have had to adapt their pedagogical approaches to meet the specific needs of this "new" student population. This presentation offers strategies for helping Gen Z students meet college expectations and raise success rates by exploring the characteristics of this unique population, their perceptions of high-impact teaching strategies, and the barriers they face.

Room: Monroe

INCLUSIVE TEACHING

What Inclusive Teaching Interventions Positively Impact Student Sense of Belonging Within a Class?

Ashley Jordan, *University of Arizona*

This presentation addresses the critical role of the classroom in fostering students' sense of belonging, a key predictor of academic success, particularly for first-generation and historically underrepresented students. By focusing on an inclusive teaching intervention in an online statistics course, the session provides evidence of how targeted activities such as academic coaching and strength-based assessments can improve belonging. The significant gains observed, especially among first-generation students, underscore the value of inclusive practices for closing equity gaps.

Room: Columbia 1 & 2

TECHNOLOGY TOOLS FOR TEACHING

Faculty Forward: Teaching Smarter with AI Tools

Jonathan Hill, *Joyce University of Nursing and Health Sciences*

Advisory Board Session

Artificial Intelligence is reshaping education, but many faculty feel unprepared to harness its potential or navigate its challenges. In this fast-paced, 20-minute session, participants will receive a high-impact overview of AI essentials tailored for educators. Focused on practical, accessible insights, we'll explore how generative AI tools like ChatGPT can support teaching, streamline workflows, and enhance student learning. Participants will walk away with a foundational understanding of key terms, common use cases, and critical considerations around ethics, academic integrity, and accessibility. Designed for those new to AI, this session offers a concise but impactful starting point to engage confidently with AI in the classroom and beyond.

Room: Columbia 6

BEYOND THE CLASSROOM

How Can Educators Link Classroom Knowledge to Career Readiness Effectively?

Rosie Dutt, *Washington University in St. Louis*

In today's rapidly evolving job market, bridging classroom knowledge with career readiness is essential to student success. This session will provide actionable strategies for aligning course material with real-world applications, teaching soft skills such as communication and adaptability, and preparing students for professional expectations. Participants will leave with practical ideas to enhance student readiness for the workforce.

Room: Columbia 9 & 10

5:00 PM

Dinner and evening on your own.

SUNDAY, JUNE 9

8:00–9:00 AM

Breakfast

Attendees will enjoy a buffet-style continental breakfast, that allows you to select items that suit your preferences. The buffet will include a hot breakfast sandwich. All food items should be clearly labeled, indicating if they contain allergens or meet specific dietary requirements.

Room: *International Ballroom*

8:00 AM–12:00 PM

Registration is open for all attendees.

Room: *Terrace Foyer*

8:00 AM–12:00 PM

Exhibitor Display

Visit our exhibitors who have products and services that support higher education.

Room: *Concourse Foyer*

9:00–10:00 AM

INCLUSIVE TEACHING

A Brave New World: Creating Inclusive and Engaging Spaces

Elaine Swain and Alexis Scurry, *Columbia College*

Creating brave spaces is not just about what we teach but how we teach. As educators, we are tasked with fostering environments that not only promote learning but also support the holistic development of our students. The rapid changes in society, coupled with increasing awareness of systemic inequities and the emotional complexities students face, challenge us to rethink traditional classroom dynamics. A "brave new world" in higher education—one that is inclusive, engaging, and student-centered—requires us to interact and deeply connect with the diverse needs of our students, navigate uncomfortable conversations, and create spaces where both intellectual and emotional competence can bloom.

Room: *Georgetown East*

TECHNOLOGY TOOLS FOR TEACHING

Equipping Minds for a Digital Revolution: Literacy in an AI and Metaverse Era

JJ Wallace, *Transylvania University*

As digital and media literacy become increasingly essential, faculty must not only comprehend these changes but also adapt their teaching practices to prepare students for a technology-driven society. AI and the Metaverse offer unparalleled opportunities for personalized learning, immersive experiences, and data-driven decision-making, but they also present challenges related to privacy, equity, and digital misinformation. By understanding these dynamics, faculty can create learning environments that support all students, foster digital responsibility, and harness the potential of these powerful tools to enhance educational outcomes.

Room: *Georgetown West*

STUDENT ENGAGEMENT

Ticket to Play: Motivating Students with Token-Based Rewards

Michelle Kurtyka and Stephen Kanicki, *Penn State University*

Looking for ways to increase student engagement? This session will explore the use of a ticket reward system to encourage positive behaviors such as class attendance, participation, and performance on quizzes. Students can redeem tickets for bonus points or a chance at a prize drawing, creating an incentive for greater involvement. Participants will also learn how to integrate ticket rewards into class projects, including an interactive activity using the MapMyRun app, where students create images by walking around with their phones.

Room: *Jefferson East*

PREPARING YOUR COURSE AND CURRICULUM

From Panic to Progress: Metacognition, Accountability, and the Flipped Classroom

Rachel Glazener, *Pellissippi State Community College*

Balancing content delivery with student engagement in high-volume, problem-solving courses—especially in STEM—can be challenging. This session explores strategies to help students take ownership of their learning through metacognitive reflection, low-effort learning journals that foster accountability without increasing grading load, and flipped classroom models that maximize in-class problem-solving time. Rooted in STEM but broadly applicable, this session provides practical approaches for designing courses that enhance learning outcomes and foster student ownership.

Room: *Jefferson West*

BEYOND THE CLASSROOM

Preparing Our Students for an AI-Enhanced Workplace

Lisa Blue, *Eastern Kentucky University*

Invited Session

Industries are rapidly transforming with the adoption of Generative AI, automating routine tasks while amplifying creativity, innovation, and efficiency across every sector. To ensure our students don't just adapt but lead in this evolving landscape, we must redefine the skills we teach and how we teach them. This presentation introduces a dynamic framework that integrates ten essential employability skills, or "soft skills," with seven key GenAI competencies—bridging the gap between theory and real-world application. Participants will explore strategies for AI literacy, ethical and inclusive AI use, workflow automation, and human-AI collaboration, all grounded in sound pedagogical principles. We'll also address the critical importance of adaptability in a rapidly shifting technological environment. Prepare to equip students with the critical thinking, creativity, and leadership skills needed to thrive in an AI-enhanced workplace—and to shape the future of it.

Room: Lincoln East

THE ONLINE CLASSROOM

Beyond the Screen: What Makes an Exceptional Online Instructor?

Art Mollengarden and Lisa Marie Chervenak, *Post University*

What makes an exceptional online instructor? This session explores key predictors of effective online teaching, including instructional clarity, empathy, adaptability, and student-centered learning. Through research-backed insights and collaborative discussion, participants will examine strategies for fostering engagement, designing interactive assignments, and leveraging technology to enhance learning. Presenters from marketing and psychology will share cross-disciplinary approaches, providing universal principles applicable to all educators. Attendees will leave with practical strategies, new perspectives, and a renewed enthusiasm for online teaching.

Room: Lincoln West

PREPARING YOUR COURSE AND CURRICULUM

Looking for an AI Resistant Teaching Method? Try PBL!

Madeline Craig, *Molloy University*

Advisory Board Session

As artificial intelligence reshapes education, ensuring students engage in critical thinking and authentic learning experiences is more important than ever. This session explores Project-Based Learning (PBL) as a strategy that prioritizes process over product, fostering collaboration and problem-solving skills. Participants will be introduced to the research-based "Gold Standard PBL" model and examine case studies of successful implementation in teacher preparation programs. Through discussion and reflection, attendees will explore ways to integrate PBL into their online, hybrid, or face-to-face courses to enhance student engagement and deeper learning.

Room: Monroe

STUDENT ENGAGEMENT

Engaging and Motivating Students in a Time of Distraction

Mandi Campbell and Keith Pacholl, *University of West Georgia*

In today's fast-paced world, students juggle numerous demands that make engagement and motivation a growing challenge for faculty. This session offers fresh strategies to re-energize your teaching through assignment feedback and active learning. Participants will identify their unique instructional hurdles and explore practical solutions to engage students while streamlining grading.

Room: Columbia 1 & 2

MENTAL HEALTH, WELL-BEING, AND RESILIENCE IN ACADEMIA

From Burnout to Brilliance: Lifestyle Strategies for Sustainable Faculty Wellbeing

Melissa Bernstein, *Rosalind Franklin University of Medicine and Science,* and Alicia Craig-Rodriguez, *Florida State University*

Declining mental wellbeing along with stress, anxiety, depression, and lack of motivation are increasingly common symptoms of burnout in academia. Harnessing both personal strengths and leadership skills related to the challenges facing today's academic workforce, this presentation will support cultivating a healthy work environment beginning with self-care. Participants will complete a self-assessment to create a personal action plan and will learn strategies to improve workplace systems to engage in effective, positive team and student interactions across academic environments.

Room: Columbia 6

TECHNOLOGY TOOLS FOR TEACHING

For Better or Worse: Teaching and Learning in the Era of AI

Hoda Mostafa, *American University in Cairo*

This session explores how generative AI can enhance student engagement, personalize learning experiences, and create AI-resilient assessments. Presenters will discuss real-world applications of AI in education, strategies for upskilling faculty, and approaches for fostering critical AI literacies in the classroom. Participants will leave with a structured framework for faculty development, practical methods for integrating AI into teaching, and strategies to empower students with essential AI skills. By reframing AI as an opportunity rather than a threat, this session will help faculty build confidence in navigating the evolving educational landscape.

Room: Columbia 9 & 10

ACADEMIC CAREER GROWTH

Creating an Effective and Impactful Teaching Portfolio

Toni Weiss, *Tulane University*

An effective teaching portfolio is a narrative, where each component—teaching philosophy, syllabi, assessments, and evaluations—works together to tell the story of who we are as educators. It reflects both past achievements and future goals, creating a cohesive portrait of our teaching journey. For educators at all levels, from adjuncts to tenured professors, crafting a thoughtful portfolio allows us to reflect on our growth and articulate our aspirations. Too often, portfolios become "document dumps," failing to convey the value we place on teaching. A well-constructed portfolio advocates for our professional development, signaling our commitment to continuous improvement.

Room: Columbia 8

10:15–11:15 AM

THE ONLINE CLASSROOM

Beyond Asynchrony: Markers of Quality Technology-Mediated Teaching

Thomas J. Tobin, *University of Wisconsin-Madison*

Invited Session

The research and advice in Evaluating Online Teaching (2015) covered the range of then-possible online instructional scenarios: what we might nowadays call "traditional" online spaces like learning management system (LMS) shells that afforded a highly mediated and structured range of possible interactions among instructors, learners, and the tool sets within those spaces. Largely asynchronous, online teaching left a clear trail of observable phenomena. We now find ourselves in an instructional world where the bounded environment of the LMS seems almost simple. For those of us tasked with observing, evaluating, crediting, and critiquing the teaching that happens at our institutions, we can no longer assume that looking in one "place"—whether that is a classroom, an LMS shell, or a Zoom recording of a live remote session—will afford us a representative sample of the teaching practices and behaviors that instructors exhibit. This session outlines what has changed in online teaching and offers ways to offer observation and assessment of online teaching that are consistent, equitable, and fair.

Room: Georgetown East

MENTAL HEALTH, WELL-BEING, AND RESILIENCE IN ACADEMIA

Helping Students Build Resilience Within a Higher Education Program

Jennifer Scully, *Marymount University*

Research shows that students who to develop secure attachments, healthy emotional regulation, and good interpersonal skills tend to develop a stronger inclination to be resilient. This session is designed to have participants diagnose gaps in resiliency in their collegiate settings and formulate a plan to address those concerns within the walls of their universities. When there are record numbers of professionals leaving education, it takes a collaborative mindset to help retain strong and talented faculty. Oftentimes, faculty/staff put their own mental health aside for the sake of their students. This will not only acknowledge faculty/staff's need to be heard but will offer tangible actions to help them be more resilient, and in turn, provide socio-emotional support to their students.

Room: Georgetown West

INCLUSIVE TEACHING

Going Beyond Diversifying: Decolonization in Teaching and Learning

Sera Mathew, *University of Pittsburgh*

Decolonization is a growing focus in educational development, yet its meaning and implementation often remain unclear. This session engages educators in critical discussions and activities to uncover colonial influences in university teaching and learning. Participants will explore how decolonization can inspire innovative and equitable educational practices, moving beyond diversification to create systemic change. Through guided dialogue and reflexive exercises, this session provides a foundational understanding of decolonization as a praxis of equity and actionable strategies for transforming classrooms and institutions.

Room: Jefferson East

STUDENT ENGAGEMENT

Using Visual Learning Strategies to Understand Abstract Concepts

Suzanna Ramos, *Texas A&M University*

In this session, participants will discover how visual learning strategies can enhance the comprehension and retention of abstract concepts across various content areas. By incorporating visual learning strategies, students are engaged in metacognitive practices that can foster self-directed learning and higher-order thinking skills. This session will introduce "Mindsketching," a visual learning strategy that helps students comprehend and articulate abstract concepts in their own words.

Room: Jefferson West

ACADEMIC CAREER GROWTH

Mastering Your Academic Balancing Act: Strategies for Success

Kenneth Alford, *Brigham Young University*

Advisory Board Session

Join us for a dynamic and fast-paced presentation packed with ideas and insights to help you excel in the multifaceted world of academia. We'll dive into practical strategies for balancing teaching, scholarship, and citizenship responsibilities, to help you to thrive in all three areas. Whether you aim to enhance your classroom presence, boost your research or publication output, or make a more meaningful contribution to your institution and discipline, this session will offer valuable insights and actionable advice. Engage in an empowering discussion designed to help you achieve increased excellence and satisfaction in your academic career.

Room: Lincoln East

TECHNOLOGY TOOLS FOR TEACHING

Elevating Deep Reading in the AI Era: Collaborative Annotation and Other Reading Engagement Strategies

Susan McDowall, *Central Community College*

As AI reshapes education, fostering deep reading and scholarly engagement remains critical. This session explores how collaborative annotation tools like Harmonize and Perusall can enhance students' critical reading skills while building a supportive, engaged learning community. Drawing from real-world implementation, the presenter will share strategies for integrating these platforms and engage with diverse student populations. Attendees will gain practical techniques for cultivating close reading practices in an AI-driven landscape and fostering peer collaboration through digital annotation.

Room: Lincoln West

ASSESSMENT AND FEEDBACK FOR LEARNING

Creating Culturally Affirming and Meaningful Assignments

Christine Harrington, *Morgan State University*

Invited Session

Think beyond traditional assignments that are more likely to activate stereotype threat and amplify equity gaps and instead develop innovative assignments that validate, honor, stretch, and engage their diverse students. Through mini-interactive lectures and small group discussions, participants will explore research-based practices related to increasing assignment choice and transparency, and determine how to engage and support students in learning tasks that affirm their varied lived experiences. Participants will walk away being able to apply principles to create or revise assignments that students will find culturally affirming and meaningful, and will be ready to champion this approach with colleagues on campus.

Room: Monroe

PREPARING YOUR COURSE AND CURRICULUM

From Player to Creator: Using Board Games for Interdisciplinary Learning

Joanna Claudy, *Trine University*

Board games offer a powerful yet underutilized tool for fostering interdisciplinary learning, critical analysis, and student engagement. This session explores how to use commercial board games and student-designed prototypes to enhance storytelling, audience awareness, and soft skills. Participants will interactively explore the four frames of game use—action, structuring, bridging, and designing—and discover strategies for integrating board games into their own courses.

Room: Columbia 1 & 2

STUDENT ENGAGEMENT

Level Up Learning: Using Games to Engage Students

Laura Kelly, *University of Mount Union*

Discover how in-classroom games can transform engagement and deepen learning across disciplines. This session begins with a brief overview of games as powerful tools in education, focusing on their impact on student motivation, retention, and comprehension. Participants will then explore three adaptable game formats designed to fit diverse subject matter. Attendees will work in small groups to customize these games, aligning them with their specific teaching goals and topic areas. Leave equipped with practical, ready-to-use game ideas and new insights into how play can support active learning in your classroom.

Room: Columbia 6

MENTAL HEALTH, WELL-BEING, AND RESILIENCE IN ACADEMIA

Empowering Student Voice: Creating a Culture of Resilience, Reciprocal Feedback, and Introspective Reflection for Continuous Growth

Alyssa Cavazos, *University of Texas Rio Grande Valley*

Student voice in teaching and learning is a well-documented practice that has been linked to student self-efficacy and sense of belonging. This session provides practical, research-based strategies to embed student voice seamlessly into course content. Participants will explore: (1) resilience-focused weekly prompts tied to learning outcomes, (2) reciprocal feedback loops using writer's memos, and (3) reflective strategies to foster continuous improvement.

Room: Columbia 9 & 10

BEYOND THE CLASSROOM

Let Them LEAD: Fostering Student Leadership Beyond the Syllabus

Ashanti Bryant Foster, Sidney Foster, and Julius Davis, *Bowie State University*

Empower students to become leaders both in and beyond the classroom by integrating leadership development into coursework, campus initiatives, and community partnerships. This session explores strategies such as Open Educational Resource (OER) curriculum development, student-led organizations, service-learning projects, and mentorship programs to cultivate student agency and leadership. Participants will gain actionable insights into fostering a diverse pipeline of future educators, particularly supporting underrepresented groups in teaching professions. Featuring different perspectives, attendees will leave with concrete strategies to create inclusive, student-centered environments that inspire the next generation of educators and leaders.

Room: Columbia 8

11:30 AM–12:45 PM

Plenary Presentation

From a Reactive to a Proactive Mindset: On Teaching During the AI Storm

Jason Gulya, *Berkeley College*

Part 1 (The AI Storm): We'll begin by giving some context to what is happening right now, and what the events mean for the future of education. Students are being greeted with more and more "buttons," which promise to do the heavy lifting for them quickly and easily. Increasingly, students aren't going to programs like ChatGPT and creating an account. Instead, they are accessing those programs natively on their devices or through other programs. Our role as educators is fundamentally reactive, at least in part. These changes are foisted upon us without our consent. Part 2 (The Beauty of Colleges): Recent developments are a chance to adapt and revise what colleges do. But that does not mean they roll over. In this part of the presentation, we will cover where these recent developments in AI leave us. What choices do we still have to make, both as individual professors and as colleges? It's a tough question, because the beauty of colleges is that professors have multiple viewpoints that need to somehow coalesce so that students are career- and life-ready. Part 3 (The Redesign): How, then, can we redesign our courses in light of AI? What does this technology mean for how we reach and teach our students? In this part of the presentation, Gulya will cover process-based teaching, in particular. This form of teaching asks students to think critically not just about what products they are making, but about how and why they make those products.

Room: International Ballroom

12:45–1:30 PM

Lunch

Please feel free to eat your boxed lunch in the ballroom or grab it and go. Boxes will include a sandwich, chips and dessert. Special meals are packed for those attendees with dietary restrictions. Special meal tickets can be provided directly to the hotel banquet staff to receive a specific meal.

Room: International Ballroom

EXHIBITORS

HOURS - Friday: 4:00–8:00 PM | Saturday: 8:00 AM–4:00 PM | Sunday: 8:00 AM–12:00 PM

Exhibitor tables and resources will be on display in the Concourse Foyer on the Concourse Level. We encourage attendees to stop by to see what is available between sessions, or during meals and the reception.

Keys to Literacy

At **Keys to Literacy**, we believe the ability to read and write is the foundation for all learning and essential for a fulfilling and impactful life. We also believe effective, culturally responsive literacy instruction is a critical equity issue. Our mission is to provide high-quality, engaging, and practical professional development that is aligned to evidence-based literacy instruction. The goal is to help educators teach literacy skills in a way that increases literacy achievement for all students. www.keystoliteracy.com

Faculty Focus through its free e-newsletter and dedicated website publishes articles on effective teaching strategies for the college classroom—face-to-face, online, blended, and flipped. facultyfocus.com

MAGNA

Magna Publications serves the higher education community with products that support faculty and staff development. magnapubs.com

THE Teaching PROFESSOR MEMBERSHIP

The Teaching Professor Membership is an annual membership that reflects the changing needs of today's college faculty and the students they teach. This online publication includes meaningful articles and practical, evidence-based insights about teaching and learning. TeachingProfessor.com

Check out the TPC Literature Table for information from our partners!

- Bloomsbury Academic
- *Normal Isn't Real: Succeeding with Learning Disabilities & ADHD*—a documentary

LEADERSHIP IN HIGHER EDUCATION CONFERENCE

Leadership in Higher Education Conference

October 2–4, 2025 | Philadelphia, PA

To excel in your leadership responsibilities at your school, join other like-minded colleagues to explore the groundbreaking strategies, influential trends, and best practices that define effective leadership at the college and university levels today.

www.AcademicLeadershipConference.com

Teaching Professor Online Conference

Teaching Professor Online Conference

Live Online Conference: July 22–24, 2025
On-demand: July 25–October 27, 2025

An online conference experience that will truly transform how you teach and how your students learn. Be a part of the conference committed to bringing practical teaching ideas, research, and methods.

www.TeachingProfessorOnlineConference.com

THE Teaching PROFESSOR CONFERENCE

The Teaching Professor Conference

June 5–7, 2026 | St. Louis, MO

Join educators with a passion for teaching to explore the latest pedagogical research, network with like-minded teachers, and discuss the state of today's changing classroom.

www.TeachingProfessorConference.com

TOP 5 TIPS FOR NETWORKING

Networking at a conference can be a valuable opportunity to meet new people, establish connections, and expand your professional network. Here are five tips to help you make the most of your networking experience:

1. **BE PREPARED AND SET CLEAR GOALS**
   Before attending the conference, identify your goals and objectives for networking. Determine the type of professionals you want to connect with, specific information or advice you seek, or potential collaborations you're interested in. Having a clear plan will help you focus your efforts and make meaningful connections.

2. **APPROACH WITH A GENUINE AND FRIENDLY ATTITUDE**
   When initiating conversations, be approachable and friendly. Smile, maintain eye contact, and introduce yourself with confidence. Show genuine interest in the other person and actively listen to what they have to say. Networking is about building relationships, so make a positive impression by being authentic and friendly.

3. **HAVE A CONCISE ELEVATOR PITCH**
   Prepare a brief, compelling introduction that highlights your background, skills, and interests. This elevator pitch should be concise, engaging, and tailored to the context of the conference. It helps to make a strong initial impression and gives others a clear understanding of who you are and what you bring to the table.

4. **BE A GOOD LISTENER AND ASK THOUGHTFUL QUESTIONS**
   Engage in meaningful conversations by actively listening to the other person. Ask open-ended questions that demonstrate your interest in their work or experiences. This approach not only helps you learn more about them but also encourages them to open up and feel valued in the conversation. Remember, networking is a two-way street, so aim for balanced exchanges.

5. **FOLLOW UP AND NURTURE RELATIONSHIPS**
   After the conference, take the initiative to follow up with the individuals you connected with. Send personalized emails or LinkedIn messages, expressing your gratitude for the conversation and mentioning something specific that you discussed. Maintain regular contact with your network by sharing relevant resources, attending industry events, or scheduling follow-up meetings. Nurturing these relationships over time can lead to collaborations, career opportunities, or valuable professional advice.

Remember, networking is about building mutually beneficial relationships, so strive to contribute value and foster genuine connections.

CONVERSATION STARTERS

- Is this your first Teaching Professor Conference?
- What did you think of that last speaker?
- What sessions are you thinking of going to? I thought [name of session] looked interesting.
- What do you enjoy most about teaching conferences?
- What have been the best things you've learned here so far?
- Which of the speakers has been most enjoyable for you so far?
- Have you been to Washington, DC before?
- Have you been able to do anything fun outside the hotel yet? Do you have plans for any fun activities while you're in town?
- What is your biggest classroom challenge right now?

MAKING THE MOST OF YOUR CONFERENCE EXPERIENCE

UTILIZE ADVISORY BOARD MEMBERS AND AMBASSADORS

They have years of experience attending the conference and can offer tips and suggestions from their perspectives as presenters and attendees. They can offer a wealth of knowledge on the conference, act as a liaison between conference attendees and staff, and are welcoming to anyone looking for someone to sit with at meals.

ATTEND WITH PURPOSE

Write down 3 to 4 high level objectives you hope to achieve and pay attention to whether you are making progress towards them throughout the event. Also, jot down some concrete objectives you hope to achieve in each session along with questions you may want to ask.

CHOOSE THE RIGHT SESSIONS

Set a goal for what you'd like to learn at the conference and use the schedule/agenda to devise a plan specifically tailored to that goal. Make sure to attend a range of topics, skill-building sessions, and social events.

If you find yourself in a session that isn't quite what you thought it was going to be, we encourage you to leave and go to a different one that better meets your goals. We want attendees to get the most out of all that's available.

REMEMBER WHAT YOU LEARN

Collect your notes and information in a way that makes it easy to access when you return to the office. Write down the three key takeaways for each session you attend and any follow-up you want to do on the topic.

CONNECT WITH THE SPEAKERS

Presenters at The Teaching Professor Conference are knowledgeable and collaborative. Don't be afraid to ask questions or hang around after a session to say hello, tell them you loved the presentation, and grab their business cards. If you don't get a chance to ask your question in person, you can always follow up by asking them via email or on social media.

NETWORK, NETWORK, NETWORK

Whether it's in a formal networking session, in between sessions, during a meal, or exploring the city in the evening, make sure to speak with the other attendees and presenters. Exchange business cards, connect on social media, and chat in person.

Pro Tip: After speaking with someone who you meet, jot down some key points while they're still fresh to help remember who they are/ what to follow up on. When we write things down, it helps us retain more information as the act itself triggers a higher degree of concentration.

KNOW THE SPACE

Familiarize yourself with the conference space by looking over the floorplan. When you know where things are and where you're going, it's easier to relax, focus on learning, and meet people.

CONNECT ON SOCIAL/USE THE EVENT HASHTAG

Searching the conference hashtag is a great way to find out who else is at the conference and learn about sessions that might not otherwise catch your eye. Live-tweeting the conference is a way to connect with other attendees, discuss sessions in real time, and share tips with other attendees and information with people who weren't able to attend. This is also a great tool for introverts to feel connected. #TPC25.

MAKE YOUR OWN MEETUP

Everyone wants to socialize, but few are willing to take the lead. Nearly everyone needs to eat and wants to make new friends over drinks, they just need an invite or a nudge. Try to set yourself up with a plan early in the day: ask people you meet in sessions what their plans are. Tell those you connect with to meet at a set time in the lobby and walk to a nearby restaurant for dinner. It's an easy plan, easy to remember and low commitment.

NOTES

NOTES