CONFERENCE PROGRAM

June 5–7, 2026 | St. Louis, Missouri

Table of Contents

Advisory Board

Welcome!

We always look forward to our higher-education conferences because of the thoughtful, talented, and dedicated people we get to connect with, and we're especially excited to welcome you to the 2026 Teaching Professor Conference. We hope this is just the beginning and that we'll see you at many more in the future. Most of all, we hope you leave feeling energized and with fresh ideas and new professional connections you can carry back to your campus. Please let us know if there's anything we can do to improve your experience here.

MAGNA

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

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

Magna Staff

The Magna Publications onsite team is here to assist you throughout the conference. Please see us if we can be of service.

Mark Beyer
Customer Service Manager

Ryan Colwell
Digital Marketing Coordinator

Lindsay Drozdik
Publication & Event Support Specialist

Bill Haight
President

Tierney King
Content Manager

General Information

Wi-Fi

Enjoy complimentary Wi-Fi in the meeting rooms:

Network: **Teaching Professor**

Password: **TPC2026** *(case sensitive)*

Registration/Check-In

Check-in at the conference registration office on the ground level at the registration and office area when you first arrive to pick up your name badge and other materials.

Registration Hours

Friday: 7:30–4pm and 6:30 –7:30pm

Saturday: 7:30am–3pm

Sunday: 8am–Noon

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.

Meals

Your registration includes a reception with hors d'oeuvres 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 you sit in for lunch.

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.

Exhibitors/Sponsors

Visit the Majestic Ballroom and Foyer on the second level for exhibitor displays and other resources. Magna will have several booths.

Posters

Poster presentations will be on display from 4 PM until 8:00 PM on Friday, June 7. Presenters will be stationed at their poster during the reception from 6:30 until 8:00 PM. Attendees are encouraged to walk through the designated poster area and engage with any posters of interest.

Networking Opportunities

- Attend the New Attendee Orientation
- 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
- Use the activity wall or attendee/speaker tab within the conference app to plan or connect with other attendees beyond the conference
- Use #TPC26

Stay Connected

facebook.com/TeachingProfessor #TPC26 Linkedin.com/groups/4249252

Conference App

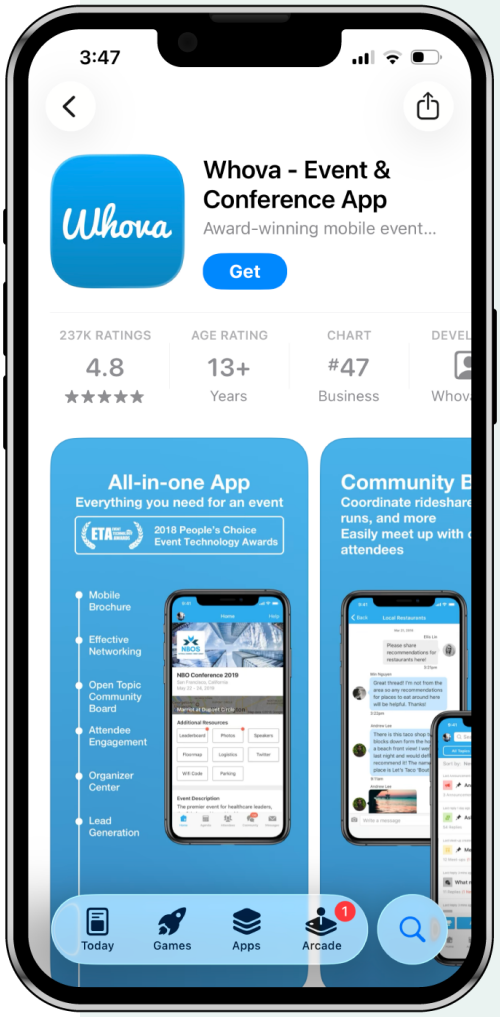
Join us on our official event app!

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 to Download

Whova

from the App Store or Google Play



How to join:

1. Use your registered email to sign in and verify your email with two-factor authentication.
2. The event should appear automatically, but if it doesn't, search for Teaching Professor Conference.
3. Enter event code: **TPC2026STL**
4. Create your login using the email you registered with and complete your profile.

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.

Assessment & Feedback for Learning

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

Educational Technology & Artificial Intelligence

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.

Faculty Success & Career Development

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.

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.

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.

Preparing Your Course and Curriculum

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

Student Engagement

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

Student Success Beyond the Classroom

Sessions in this track focus on real-world skills and experiential learning within higher ed curricula.

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.

Plenary Presenters

Michael Wesch, PhD

Michael Wesch is Professor of Cultural Anthropology at Kansas State University and a recipient of the US Professor of the Year award. Once dubbed "the explainer" by *Wired* magazine, his work on digital culture has been viewed by millions. *The New York Times* listed him as one of 10 professors in the nation whose courses "mess with old models," noting that they "give students an experience that might change how they think, what they care about or even how they live their lives."

Drawing on over 20 years of ethnographic fieldwork and cross-cultural wisdom, he explores how people cultivate meaning, community, and sacred presence in everyday life. This work also informs his teaching: a call to re-enchant the academy by returning to the big human questions at the heart of our disciplines and reimagining the classroom as a site of wonder, intellectual courage, and radical presence.

José Antonio Bowen, PhD, FRSA

José Antonio Bowen has been leading innovation and change for over 45 years at Stanford, Georgetown and the University of Southampton (UK), as a dean at Miami University and SMU and as President of Goucher College. Bowen holds four degrees from Stanford and has written over 100 scholarly articles and books, including the *Cambridge Companion to Conducting* (2003), *Teaching Naked* (2012 and the winner of the Ness Award for Best Book on Higher Education), *Teaching Change: How to Develop Independent Thinkers using Relationships, Resilience and Reflection* (2021) and *Teaching with AI: A Practical Guide to a New Era of Human Learning* (2024; 2nd edn 2026) with C. Edward Watson.

Bowen has appeared in *The New York Times*, *Forbes*, *The Wall Street Journal*, has three TED talks, and he has presented more than 500 keynotes and workshops in 47 states and 22 countries around the world. In 2010, Stanford honored him as a Distinguished Alumni Scholar and in 2018 he was awarded the Ernest L. Boyer Award for significant contributions to American higher education and is now a senior fellow for the American Association of Colleges and Universities.

Sponsors

Thank you to our sponsors:

AMERICAN PSYCHOLOGICAL ASSOCIATION

University of Evansville
PhD in Health Professions Education

MAGNA

The Teaching Professor®

Conference Schedule

Friday, June 5

Registration
7:30am–4pm
6:30–7:30pm

Exhibitors
8am–4pm

Preconference Workshops
9:00 – 11:30am
Landmark 2, 4, 7, Ground Level

Preconference Workshops
1:00 – 3:30pm
Landmark 2, 4, 7, Ground Level

New Attendee Orientation
4:00–4:30pm

Welcome & Opening Plenary
5:00–6:30pm
Majestic Ballroom

Reception, Poster Sessions, & Exhibitor Mingle
6:30–8:00pm

Saturday, June 6

Registration
7:30am–3pm

Exhibitors
8am–4pm

Breakfast
8:00–9:00am
Majestic Ballroom

Concurrent Sessions
9:00–10:00am

Concurrent Sessions
10:15–11:15am

Concurrent Sessions
11:30am–12:30pm

Lunch
12:30–1:30pm
Majestic Ballroom

Concurrent Sessions
1:45–2:45pm

20-Minute Mentors
3:00–3:50pm

Sunday, June 7

Registration
8am–Noon

Exhibitors
8am–Noon

Breakfast
8:00–9:00am
Majestic Ballroom

Concurrent Sessions
9:00–10:00am

Concurrent Sessions
10:15–11:15am

Closing Plenary
11:30am–12:45pm
Majestic Ballroom

Lunch
12:45–1:30pm
Majestic Ballroom

Friday, June 5

*Separate registration and fee required

Preconference Workshops

Friday, June 5

9–11:30 am

Students Have AI—Now What? Designing for How Learning Actually Works

Michelle Blank Rentz
Goshen College

Jeremy Rentz
Trine University

The rise of AI tools has amplified a longstanding challenge: students often rely on strategies that feel productive but don't actually promote lasting learning. This workshop reframes the conversation around what we know works from learning science—approaches that make content stick while reducing busywork for you and your students. When courses are designed around evidence-based learning principles, students develop cognitive skills that AI cannot replicate: deep understanding, critical thinking, and knowledge transfer. These same principles create more efficient teaching by focusing student effort where it matters most… on learning! In this workshop, we'll explore research-backed strategies that help students move from surface-level engagement to deeper learning. We'll model these approaches so you experience them as a learner before implementing them as an instructor. Attendees will leave with practical, adaptable course design elements requiring no full overhaul—just concrete activities, scaffolded assignments, and transparency tools. The result: Students who learn more deeply, retain content longer, and develop metacognitive skills to become expert learners in your field and beyond.

Landmark 2, Ground Level

AI Didn't Just Change Student Work; It Changed Ours, Too: What Faculty Can Do Next

Claire Howell Major
The University of Alabama

Generative AI has made it possible for students to produce fluent, polished work with minimal apparent effort. In response, instructors are asking how to stop AI use or, alternatively, how to integrate it responsibly. This workshop argues that both approaches miss a central problem: What the existence of AI is doing to faculty work itself. Teaching feels harder, more uncertain, and more exhausting than it did just a few years ago. We now find ourselves continually redesigning courses to try to grab students by their brains, constantly rebuilding assignments and assessments that no longer work, and monitoring authorship to determine whether what we receive is human work or a machine artifact. We often must do this without clear guidance or institutional support. The result is not just confusion but instead sustained fatigue. This workshop reframes AI as not a student problem but instead as a work redesign problem. Attendees will identify the specific ways that AI is reshaping our instructional labor, why common responses to AI increase workload, and which practical strategies we might use to reclaim teaching. To accomplish these goals, we will workshop a framework for analyzing the primary new challenges we face in our work and determining strategies for addressing them, with or without incorporating AI into our classes. The focus of the workshop is on making strategic decisions that will protect the core of our instructional work, without creating an unsustainable workload.

Landmark 4, Ground Level

Metacognition, Mindset, and Motivation: The Keys to Igniting Learning for All Students

Students come to college with widely

Saundra Yancy McGuire,
Louisiana State University

varying academic skills, approaches to learning, and motivation levels. Faculty often lament that students are focused on achieving high grades but are not willing to actively engage in learning activities. This workshop will focus on the importance of helping students acquire simple, but effective, learning strategies based on cognitive science principles. We will engage in activities that allow participants to experience strategies that transform students' attitudes about learning and motivate them to enthusiastically engage in active learning activities. Additionally, we will discuss the crucial role that mindset about intelligence plays in student learning and explore strategies to significantly increase student motivation.

Landmark 7, Ground Level

Scaling Up with Universal Design for Learning ...and How to Get Colleagues to Join You

Thomas J. Tobin
Thomas J. Tobin Consulting, LLC

To help make educational materials and practices inclusive and useful for all learners, this interactive workshop radically reflects on how instructors and designers can adopt Universal Design for Learning (UDL) in order to create learning interactions that provide students with more time for study and practice in their busy days: broaden our focus beyond learners with disabilities and toward a larger ease-of-use/general-inclusion framework. Our workshop will contain three scaffolded elements: an overview of UDL, how to scale up UDL efforts beyond individual actions, and how to talk with colleagues in order to establish UDL communities of practice. Together, we'll work through beginner, practitioner, and advanced-level UDL applications.

Landmark 2, Ground Level

Between Harm Reduction and Hope: Analog Inspiration and Human-Centered AI

Carter Moulton,
Colorado School of Mines

This interactive workshop reframes generative AI's impact on education around the human values, skills, and concerns that matter most to us as educators. Guided by Analog Inspiration—a card deck featuring 47 concepts ranging from Accessibility to Wonder—we'll engage in both analog play and digital experimentation to meet this morally- and logistically-complicated moment. After introducing a framework for human-centered AI pedagogy, we'll use the cards to reflect on our own values, discuss AI's ethical implications, approach difficult AI-related teaching scenarios, and develop assessment strategies to proactively disincentivize "cheating"—we'll also interrogate what we mean by that term. We'll then move into guided individual AI experimentation, where you will have a chance to apply card concepts to your own specific educational contexts. Together, we'll break and remake our assignments, audit our educational materials to add more care and build intrinsic motivation, and develop practical strategies that we can take with us after the conference.

Landmark 4, Ground Level

The Science of Learning and the Humanity of Teaching

Mays Imad
Connecticut College

In the last couple of decades, faculty have been invited and sometimes urged to "follow the science" of learning. But what does it actually mean to turn to science in the work of teaching? What can the neurobiology and cognitive science of learning help us see more clearly, and what can they never fully capture?

In this pre-conference workshop, we will explore the productive tension between two truths: learning science offers powerful, practical insights, and yet every scientific claim is situated—bounded by time, methods, models, and the particular participants a study did (and did not) include. Our classrooms are not laboratories; they are lived environments shaped by relationships, identity, attention, emotion, culture, and the unpredictable texture of human experience. If we treat research findings as prescriptions, we risk teaching to an "average" learner who may not exist, or we may miss how neurodivergence and context reshape what is possible in the moment. We will examine a small set of core learning principles that have shown durability across decades of research while also interrogating what we still don't know, what remains contested, and where our own teaching experiences serve as essential data.

Landmark 7, Ground Level

Conference Begins

New Attendee Orientation

Friday, June 5 **4:00–4:30 pm**

Ryan Colwell
Magna Publications

Tierney King
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.

Majestic Ballroom

Welcome & Opening Plenary

Friday, June 5 **5–6:30pm**

Undisciplined: How Great Teaching Breaks the Rules and Re-Enchants the Classroom

Michael Wesch, PhD
Kansas State University

Student disengagement is often treated as a problem to be solved with better tools, tighter policies, or trendy techniques. This plenary argues the opposite: the antidote to disengagement is not innovation at the level of technique, but transformation at the level of being. By drawing a clear distinction between performance and presence, Wesch shows how our fixation on performance—shaped by fear, scripting, self-protection, and the desire to be liked—quietly drains the life from our classrooms and from ourselves. Presence, by contrast, is responsive, relational, and alive in the moment—it is risky, cannot be faked, and is precisely what students recognize when learning becomes real.

Drawing on decades of award-winning teaching and ethnographic fieldwork from campfires in the rainforests of New Guinea to temples in India, Vietnam, and Korea, Wesch shows how great teaching has always resembled a campfire: a shared space of curiosity, honesty, and meaning-making. This plenary reclaims "the great thing" at the heart of every discipline—the big human questions and hard-earned insights that first drew us into our fields—as the center of transformative teaching. Attendees will be invited to confront the barriers to presence, reconnect with their real why, and rediscover the joy of intellectual life and teaching. Emphasizing how preparation and passion outside the classroom translate into presence within it, this talk offers a manifesto for the re-enchantment of the academy and a call to become "undisciplined" in service of what matters most.

Majestic Ballroom

Reception

Friday, June 5 **6:30–8pm**

Reception, Poster Sessions, and Exhibitor Mingle

Enjoy hors d'oeuvres 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.

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.

Presenters will be stationed at their posters to explain and discuss their work during the reception from 6:30 to 8 PM.

Poster Presentations	Friday, June 5	4–8pm

AI-Powered Teaching Feedback: A New Approach to Faculty Development

Perry Samson
University of Michigan

This poster introduces an AI-powered system that provides instructors with private, session-specific teaching feedback generated from class transcripts and materials. The system identifies learning objectives covered, highlights instructional strategies used, and suggests potential areas of student confusion. Findings from faculty pilots show how timely, actionable feedback supports reflective practice, course alignment, and professional growth without requiring peer observations.

Beyond the Classroom: Building Professional Skills for Student Success

Elissa Thomann Mitchell
University of Illinois Urbana-Champaign

This poster will showcase a course designed for undergraduate students who are preparing for an internship. The course supports students' success in internships and future careers by helping them explore career interests and by providing professional development content, including communication, ethics, and behavior. Through this course, students demonstrate strong interpersonal and written communication skills and demonstrate clear readiness to function at a professional level in a community service organization.

Click, Learn, Teach: An Online Platform for Faculty Development

Jennifer Banda
Debra Korte
Elissa Thomann Mitchell
University of Illinois Urbana-Champaign

Faculty support related to teaching at a large university often falls to campus centers which can be isolating or lead to disconnection. This poster will highlight a website created to support faculty teaching development within a specific college at a large university. Having support for faculty within the college helps to bring people together and build a community around teaching and learning.

Current Events in the Classroom: Engaging Students IRL

Megan Beeler
Blackburn College

Current events bring the real world into the classroom. Through well-crafted assignments, instructors can utilize current events while building student critical thinking skills and increasing engagement. This poster explores the use of current events to engage students and assist with understanding of theoretical concepts.

Desert Futures: Voices of the Desert

Molina Walters
Arizona State University

This poster showcases Desert Futures – Voices of the Desert, a project that integrates nature journaling, biodiversity observation, and intergenerational collaboration to foster student engagement and resilience. Faculty will see how place-based, cross-disciplinary practices connect science, humanities, and community partnerships, while supporting inclusive, active learning.

Early Service-Learning and Self-Efficacy of Undergraduate Kinesiology Students

Chris Rash
Indiana University Indianapolis

In this poster, attendees will learn how a service-learning project improved self-efficacy in kinesiology students early in their academic career. Students were required to teach a 10-minute segment of a group fitness class to a group of community members after practicing their routine in the classroom. Results showed improvement in student's confidence in explaining fitness-related information and providing modifications to lay population. Themes that were identified from focus groups included "new perspective" and "improved confidence."

Empowering Undergraduate Computer Science Students Through Micro-Credentials and Experiential Learning

Amin Sahba
Ramin Sahba
University of Texas at San Antonio

This poster presents a model for preparing undergraduate Computer Science students for real-world careers in Data Science, AI, ML, and Deep Learning by integrating micro-credentials, project-based learning, and mentoring into technical courses. Micro-credentials help students build career-ready skills in communication, teamwork, ethics, and problem-solving.

Enhancing Engagement with Case-Based Learning and Mind Maps

Kelly Kleinhans
Austin Peay State University

Integrating case-based learning (CBL) with mind mapping creates an engaging learning environment where students actively construct knowledge as teachers transition from lecturers to facilitators. CBL enhances cognitive and behavioral engagement by encouraging students to explore real-world scenarios and collaboratively tackle clinical dilemmas. Mind maps further this engagement by visually organizing ideas and clarifying relationships. Together, these strategies transform clinical thinking into an active, inquiry-driven process, where students face uncertainty in decision-making and learn to synthesize information, refine their understanding, and solve complex problems.

Faculty Perceptions of Student Evaluations in Higher Education

Jeremy Savage
University of Denver

Student evaluations of teaching (SETs) are widely used to assess instructional effectiveness but often trigger strong emotional reactions from faculty, especially when feedback feels unfair or biased. This study explores how instructors cope with SETs and the strategies they use to manage stress and maintain teaching self-efficacy. Using the Brief COPE framework, results highlight patterns of reflection, support-seeking, and avoidance, offering insight into how institutions can better support faculty well-being and retention.

Forensic Chemistry: A Unique Student-centered Course Design and Assessment Method

Somdev Banerjee
Illinois Institute of Technology

In today's AI-shaped higher education landscape, students learn, and should be assessed, differently. This poster highlights an innovative, student-centered design for an upper-level Forensic Chemistry course serving both undergraduate and graduate students. Course materials were shared in advance to support preparation, while class time focused on student-led presentations, discussion, and collaborative problem-solving through case-based activities tied to real-world forensic practice. Assessment emphasized participation, presentations, group work, and applied assignments rather than traditional exams. This approach fostered strong engagement, self-motivation, and deeper connections between course content and professional application.

From Anxiety to Engagement: Supporting Freshmen in Foundational Math Preparation

Vahideh Hashempour
University of Texas at San Antonio

This poster presents strategies to improve engagement among freshman students taking pre-math courses essential for STEM success. By using interactive problem-solving, low-stakes collaborative activities, and structured peer support, the approach strengthens behavioral, emotional, and cognitive engagement. These practices help students build confidence, persist through challenges, and develop the foundational skills needed for future STEM coursework.

Guided LLM Integration to Strengthen Reasoning in Mathematical Foundations Courses

Amin Sahba
Ramin Sahba
University of Texas at San Antonio

This poster presents a guided LLM-integration framework designed to enhance reasoning and problem-solving in the Mathematical Foundations of Computer Science course. Rather than relying on AI for answers, students learn to analyze, critique, and refine LLM-generated reasoning. Through redesigned assignments and interactive exercises, the approach strengthens conceptual understanding, creativity, and preparation for advanced CS courses.

Math Study Skills: An OER Textbook

Shanda Hood
Joshua Girshner
University of Arkansas

Mathematics is often perceived as high-stakes and rigid, which can create barriers for students experiencing anxiety, self-doubt, and low confidence. This poster introduces Math Study Skills, an openly accessible resource designed to address these challenges by pairing practical strategies for improving mathematical performance with approaches that build resilience, self-efficacy, and a growth mindset. Emphasizing belonging and emotional development, the resource supports students in recognizing progress, overcoming barriers, and building confidence. Attendees will also see how the textbook can support equity-minded teaching practices and reduce access barriers through OER.

Student Engagement Begins at New Student Orientation

Karen Britt
Massachusetts College of Pharmacy and Health Sciences

Student engagement is essential for academic success. Without the proper motivation, interest, and curiosity, students may struggle both academically and emotionally. Faculty are the prime catalysts for engaging students to explore, adopt, and develop active learning strategies. Student engagement starts on day one, during student onboarding. Creating an engaging orientation program not only excites students about the profession they have chosen but creates a culture of engagement to support the student in the program they are entering. This poster session outlines strategies introduced during orientation that actively engage, motivate, and set up students for success throughout the program.

Teaching Information Literacy to ESL Community College Students Using Analogies

Nicole Duncan-Kinard
Community College of Philadelphia

ESL students at community colleges often struggle with information literacy (IL) because concepts like credibility, bias, and scholarly publishing are abstract and language-heavy. Traditional IL instruction can feel overwhelming for multilingual learners. This poster highlights an analogy-based approach that makes IL concepts clearer and more engaging for ESL students. For example, the iceberg model shows that what students first see is only the surface. The larger section below the water represents deeper evaluation: author expertise, methods, bias, purpose, and peer review. Using a familiar visual reduces language demands and helps students understand IL skills more intuitively.

Utilizing Citizen Science in Major and General Education Course Curriculum

Ana Jurcak-Detter
Friends University

Faculty often seek meaningful ways to connect course concepts to real-world applications while demonstrating the relevance of the material. This poster explores how citizen science projects can be integrated into both major-level biology courses and non-major general education science courses, across in-person and online formats. Assignments ranged from one-time lab activities to ongoing projects and extra credit opportunities, engaging students in collecting and analyzing real data through both fieldwork and digital platforms.

Evening

Friday, June 5 8:00pm

Dinner and evening on your own.

Saturday, June 6

Breakfast

Saturday, June 6 — 8–9am

Enjoy a continental breakfast, buffet-style.

Majestic Ballroom

Exhibitor Display

Visit our exhibitors who have products and services that support higher education. — 8am–4pm

Majestic Ballroom and Foyer

Concurrent Sessions

Saturday, June 6 — 9–10am

Student Engagement

From Silence to Synergy: Teams that Talk and Think Together

Amy Wallis
Wake Forest University

Move beyond quiet classrooms and surface-level participation by designing team-based experiences that spark meaningful dialogue and deeper learning. This session explores practical, evidence-based strategies for structuring student interactions that promote critical thinking, shared responsibility, and authentic engagement. Participants will leave with adaptable tools to create inclusive learning environments where students actively contribute, build on one another's ideas, and take ownership of learning. As many students struggle to move from information to true understanding, team-based approaches foster social accountability and position the classroom as an active, meaningful space.

Landmark 1, Ground Level

Inclusive Teaching

Supporting Neurodivergent Students and Colleagues

Liz Norell
The University of Mississippi
Invited Presenter

Neurodivergent students and colleagues surround us, but we rarely get concrete tips on how to create spaces to ensure they can succeed. Estimates range from 11% to 30% of students who have some sort of neurodivergence—from autism and ADHD to dyslexia to dyspraxia. This session will equip attendees with actionable advice on how to create spaces that allow neurodivergent students and colleagues opportunities to succeed.

Landmark 2, Ground Level

Educational Technology & AI

Teaching Ethical AI Use in Freshman Experience Courses

Jill Hosmer Jolley
California State University Monterey Bay

JJ Wallace
Transylvania University

Abby Bell
Lipscomb University

Students often treat AI as a shortcut rather than a learning tool. Many will paste prompts into a chatbot without disclosure, trust confident answers without fact-checking, and absorb biased or incomplete guidance without noticing what's missing or what's wrong. Where they could use it as a starting point for critical thinking, they may be using it for full assignments. The result: weaker learning, higher integrity risk, and misinformation creeping into assignments. This session equips First-Year Experience faculty with ready-to-run micro-activities: an "AI Use Receipt" for transparency, a "Verify-Then-Use" routine using credible sources, and a "Bias & Assumption Audit" to question outputs and rewrite prompts responsibly. Faculty will leave with templates, syllabus language, and a lightweight rubric that rewards process, judgment, and authentic student voice.

Landmark 3, Ground Level

Assessment & Feedback for Learning

Finding the Friction: Redesigning Our Assessments in the Age of AI

Carter Moulton
Colorado School of Mines
Invited Presenter

We know that learning requires effort—a degree of cognitive friction that may involve navigating ambiguity, making mistakes, refining questions, exploring resources, receiving difficult feedback, and trying again. In so many ways, Generative AI makes its appeal by bypassing this friction, promising to make our lives easier, more efficient, and "smoother." In the classroom, this has made it increasingly difficult to discern what submitted work actually represents. In this session, we will explore practical strategies for redesigning assessments to preserve this productive friction, disincentivize cognitive offloading, and increase intrinsic motivation and relevance. Drawing from Analog Inspiration, a card deck featuring 47 values-based concepts, participants will work with both colleagues and custom AI tools to audit their own assignments and identify opportunities for redesign that center student learning, reward growth, and, in some cases, critically integrate AI into the assignment itself.

Landmark 4, Ground Level

The Online Classroom

Engagement by Design: Using Student Choice to Strengthen Online Learning

Connar Franklin
Sierra Cantrell
The University of Alabama

This session explores how structured student choice can be intentionally designed into online courses to increase engagement without adding complexity for instructors. Using an online college readiness/orientation course as a model, participants will see how learning tracks can provide meaningful options that support autonomy while maintaining clear course structure. This session highlights how thoughtfully designed choice can improve motivation, better support diverse learners, and create a more flexible, responsive online learning environment. Participants will leave with practical strategies for identifying where choice can be incorporated, designing clear and manageable options, and using common LMS tools to implement these approaches across disciplines.

Landmark 5, Ground Level

Student Engagement

Harnessing the Power of Play: Enhancing Learning Through Brain Breaks

Lara Vanderhoof
Tabor College

This session explores the benefits of incorporating short physical activity breaks, known as "brain breaks" or "mind breaks" in a student's schedule. These brain breaks/mind breaks are brief, structured activities to help foster improved focus, engagement, motivation, stress reduction, coping strategies, self-care, positive self-talk, and strategies for holistic success. This strategy is innovative, offering all students access to services in a playful, non-judgmental, and engaging manner. All strategies are low-cost or no-cost interventions that many times are portable and accessible by all learners. Fostering wellness initiatives open to all students lessen the stigma and opens services to all students by strengthening not only cognitive skills, but also gain tools for academic, mental, social, and emotional well-being.

Landmark 6, Ground Level

Inclusive Teaching

Building Trust in the Classroom: Strategies for Meaningful Educational Connections

Marty Samuels
Columbia University

Tonya Whitehead
Wayne State

Sherri C. Young
Muhlenberg College

While trust in the classroom (both trust between a student and a teacher and trust between students) is central to learning, the pandemic, remote teaching, the development of Generative AI, and, in some cases, questions around the value of higher education itself, have resulted in decreased trust in our classrooms and on our campuses. How can we overcome this breach in trust to build safe and inclusive learning communities? In this session, we will explore definitions of trust in academic contexts, discuss why trust is so important in the classroom, and share research-validated approaches to rebuild and restore trusting communities in our teaching spaces. Together, we can create learning environments where trust flourishes, supporting student belonging and success.

Landmark 7, Ground Level

Student Success Beyond the Classroom

Strengthening Student Success Through Effective Support Plans

Lindsey Trout
Kimberly Rice
University of Illinois Urbana-Champaign

Student internships and practicums are essential learning spaces across disciplines, yet growing complexities in student needs can leave some learners struggling and at risk of failing. This session highlights how one social work program uses a strengths-based support plan that identifies concerns, sets clear and attainable goals, and outlines targeted supports that both address performance issues and empower students to take ownership of their behaviors. Participants will explore how this model responds to increasingly complex student challenges and will consider how a similar framework can be adapted to strengthen support within their own disciplines.

Gateway A, Gateway Level

Faculty Success & Career Development

Supporting Faculty Development Through Centralized Teaching Resources

Jennifer Banda
University of Illinois Urbana-Champaign

Faculty frequently need teaching and learning resources, but decentralization across institutional, college, and departmental units creates silos and adds time-consuming barriers, making it harder for faculty and staff to access what they need. This session will share findings from a study examining the role of a centralized resource hub that compiles relevant and timely resources in a single accessible location. Using surveys, site analytics, and user feedback, the study revealed that centralized resources improved faculty confidence in areas such as Canvas use, accessibility, and course design. Participants will explore strategies for creating sustainable, user-friendly resource hubs and learn how engagement tactics can support just-in-time learning.

Gateway B, Gateway Level

Student Engagement

Student Engagement, Critical Thinking, and the Use of AI

John Hatcher
Bevann Dubuisson
Steele Russell
Jamie Davis
Southeastern Louisiana University

Explore how artificial intelligence can move beyond efficiency to actively deepen student thinking and engagement. Drawing on faculty surveys and focus groups, this session highlights practical strategies for integrating AI into undergraduate and graduate courses to support analysis, evaluation, and higher-order learning. Presenters will share what's working, where challenges persist, and how to use AI intentionally to strengthen participation and critical thought. Attendees will leave with actionable approaches for leveraging AI as a tool for more meaningful learning experiences.

Landmark 1, Ground Level

Inclusive Teaching

Teaching Through Trauma: Leveraging the Human Condition

Art Mollengarden
Post University
Invited Presenter

In an era of uncertainty, marked by global upheaval, social unrest, and personal challenges, students and faculty alike are navigating the effects of trauma. This session explores how authentic human connection can strengthen resilience, belonging, and meaningful learning in both online and campus classrooms. Attendees will examine potential cultural gaps between faculty and students, emotional dynamics of teaching and learning while uncovering evidence-based strategies for creating psychologically safe classrooms. Drawing from trauma-informed teaching practices, communication theory, and real-world examples, this session engages educators in guided discussions and activities that highlight cultural awareness, empathy, transparency, and relational trust as drivers of engagement, and ultimately, learning.

Landmark 2, Ground Level

Preparing Your Course & Curriculum

Reframing Syllabus Creation to Promote a Welcoming Posture

Jaclyn Spivey
Laura Morrow
Lipscomb University

The course syllabus provides an element of certainty for students who are, or may feel, less prepared for the college experience (Artze-Vega et al., 2023). Scholarly work has already highlighted the importance of a welcoming tone, and the effects of syllabus language choices on students' learning experiences (Chandar et al., 2023). With the goal of maximizing student success and positive experiences, our session will describe a framework using principles of SCARF (Rock, 2008) to design a welcoming syllabus and reframe thinking about this document from a student perspective. Last, we explore ways to incorporate these features into future empirical studies.

Landmark 3, Ground Level

Inclusive Teaching

Sneaky Inclusive Design, or, How to Be Inclusive When You Can't Say Inclusion

Thomas J. Tobin
Thomas J. Tobin Consulting, LLC
Invited Presenter

In some US states, legislative changes against explicit diversity, equity, inclusion, and accessibility, or DEIA, efforts began a long time ago, but now almost everyone who uses these approaches in their work is worried about how to respond to an increasingly hostile social, structural, and legislative climate. In this session, you'll learn how to describe, facilitate, and assess inclusive measures in educational development offerings without explicitly referring to diversity, equity, and inclusion. Our goal is to share evidence-based approaches that have broad backing and buy-in. Whether in response to legislative pressure or just to get butts in seats, you'll uncover three sneaky ways to get even the most recalcitrant participants on board and enthusiastic about . . . *checks notes* . . . inclusion!

Landmark 4, Ground Level

Educational Technology & AI

Promoting Pedagogy: Using AI as a Partner in Powerful Learning

Mallory Morris
Thomas University

Unsure how to integrate AI without sacrificing authentic student thinking? This session reframes AI as an enabler of powerful learning rather than a shortcut. Grounded in evidence-based frameworks, participants will explore how to design AI-enhanced learning experiences that promote agency, curiosity, and connection while preserving productive struggle as a key driver of deep learning. Through hands-on design activities and an exploration of relevant frameworks, attendees will practice creating AI-enhanced learning experiences that keep students at the center and promote rigorous thinking.

Landmark 5, Ground Level

Student Success Beyond the Classroom

Using Meaningful In-Class Role Play Scenarios as Robust Experiential Learning

John Ballentine
HL Goodwin
University of Arkansas-Fayetteville

In the realm of experiential learning, engaging students in meaningful and hyper-realistic role play scenarios is one of the most effective methodologies to cement learning. Students that participate in case-based role play scenarios can practice the art and science of effective personal interaction. In addition, these students can demonstrate their competency of the knowledge and skills necessary to achieve course outcomes. In this session, participants will be introduced to role play as a structured experiential learning technique applied in the classroom. After the session, small groups will be formed by general disciplinary interest to brainstorm applications of role play in addressing cases pertinent to their classes. The informal small groups will also loosely structure evaluation rubrics for their role play and discuss student evaluations as a pedagogic tool.

Landmark 6, Ground Level

Assessment & Feedback for Learning

What Students Are Really Saying: AI-Enhanced Analysis of Course Evaluation Comments for Teaching Improvement

Travien L. Capers
University of South Carolina School of Medicine

Course evaluation comments hold valuable insights for teaching improvement, but analyzing hundreds of responses is overwhelming and prone to bias. This session demonstrates how AI tools can systematically analyze qualitative feedback to surface themes, track patterns across semesters, and generate evidence-based improvement goals. Participants will learn practical workflows for AI-assisted comment analysis while critically examining limitations and maintaining interpretive validity. By systematically analyzing student voices, faculty can engage in the same reflective practice and continuous improvement cycles we expect from students.

Landmark 7, Ground Level

Faculty Success & Career Development

Understanding of Self in Challenging Situations for Educators and Students

Michelle Keller
University of Kentucky

Today's classrooms can be stressful for both educators and students, with uncomfortable political climates, diverse backgrounds, varied perspectives, and challenging expectations. Particularly true for fields connected to human service, understanding our reactions to clients, patients, and students is critical to ethical and competent practice. Self-assessment and self-regulation are requirements for managing conflict and building resilience in the workplace and the classroom toward translatable workplace practices. This session provides a framework for understanding the challenges present in classrooms and workplaces through a theoretical lens known as Internal Family Systems (IFS). Participants will develop knowledge of key tenets of IFS and conceptualize application of concepts into classroom settings via modeling and curriculum content for student learning.

Gateway A, Gateway Level

Student Engagement

The Perfect PAIR: A Practical Framework for Active Learning

Ching-Yu Huang
Kelly Ford
University of Georgia

This session introduces the Active Learning PAIR framework (Process, Apply, Interact, Reflect), which is a four-part instructional approach that moves beyond lecturing and generic group work. For instructors who are new to active learning, it provides a systematic roadmap with scalable strategies, while acting as a catalyst for experienced practitioners to reenvision high-impact innovation in their active learning classrooms. Attendees will apply P-A-I-R lenses to structure active learning activities, implement collaborative strategies to cultivate core 21st-century skills, and use the framework as a structured tool for pedagogical practices and self-reflection to cultivate a supportive and engaging learning environment.

Gateway B, Gateway Level

Assessment & Feedback for Learning

Low-Stakes Quizzes, High-Impact Learning

Tom Cantu
Montgomery College

Students may perform well on weekly quizzes yet struggle to retain knowledge all semester to prepare for exams, capstone work, or future courses. This session presents a strategy of using cumulative quizzes to promote long-term retention, exam preparation, and transfer of learning. Using backward design, participants will identify high-leverage concepts students typically forget and weave them intentionally into regular cumulative quizzes. This session demonstrates how to use question banks to ensure every topic is assessed while randomizing the questions each student receives. The question banks can be repurposed into practice tests—one sequenced to match instruction and another randomized to mirror exam conditions. We will also explore low-stakes incentives that motivate students to practice, diagnose gaps, and prepare more thoroughly for your final assessments.

Landmark 1, Ground Level

Inclusive Teaching

Tired of Making Retroactive Accommodations? Use UDL for Inclusion!

Winnie Needham
Josephine Finen
Principia College

Do you ever feel stuck trying to meet the needs of a range of diverse learners? Is it possible to teach in a way that is more inclusive and accessible to students? Do you ever wonder how to meet the needs of students who are struggling while ensuring that your strongest students don't lose out? Through experiential exercises, participants will examine learner variability, uncover unexamined beliefs about how learning happens, and explore how clearly defined learning outcomes support inclusive course design. Attendees will gain practical strategies to apply UDL principles in their teaching, helping meet the needs of diverse learners while maintaining rigor and engagement for all students.

Landmark 2, Ground Level

Educational Technology & AI

Smarter Assignments in the Age of AI: A SAMR-Guided Approach

Jaclyn Tabor
Lincoln Land Community College

This session introduces a SAMR-guided approach for redesigning assignments so students use Generative AI responsibly and in ways that deepen learning. Rather than focusing on AI tools or faculty productivity, this session centers on student-facing AI use, cognitive demand, and transparent, ethical scaffolding. Participants will also examine common student learning challenges, review discipline-flexible examples of AI-supported tasks across SAMR levels, and collaboratively redesign one of their own assignments using a structured worksheet and shared document.

Landmark 3, Ground Level

Preparing Your Course & Curriculum

Orchestrating the Hard Work of Learning When AI Tempts Students to Skip the Struggle

Jeremy Rentz
Trine University
Advisory Board Session

The one who does the work does the learning, but AI now lets students generate outputs without doing the cognitive work that builds understanding. How do we design courses where students regularly engage in productive struggle instead of taking shortcuts? This session explores strategies for orchestrating learning experiences where students must do the thinking. We'll examine three key areas: making the hard work visible and valuable to students, designing for accountability both in and out of class, and building habits of genuine intellectual effort. We'll look at the broader architecture of learning, including student action in the classroom, making practice meaningful, and building a culture of effort. Practicing what we preach, you'll have time to work on your own course challenges. Bring a specific situation where students are choosing shortcuts over learning. We'll share strategies, troubleshoot contexts, and identify principles that work across disciplines and class sizes.

Landmark 4, Ground Level

The Online Classroom

Prompts, Not Magic: A Practical Framework for Using AI at Every Stage of Online Course Development

Jonathan Hill
Joyce University
Advisory Board Session

Artificial intelligence tools are widely available, yet most faculty using them for course design fall into one of two traps: vague prompts that produce generic output, or one-time successes they cannot replicate. This session addresses both problems directly. Participants will learn a four-part prompt framework: Context, Task, Constraint, Format, and apply it live to real course-building tasks including learning objectives, discussion prompts, and formative assessments. The session also maps AI use to specific stages of the course development process, from pre-design through quality review, and identifies where AI accelerates work versus where faculty judgment remains irreplaceable. Designed for a mixed audience, the session requires no prior AI experience and pushes experienced users toward more disciplined, repeatable practice. Participants leave with a reference handout, a tested prompt, and one concrete commitment for their next course build.

Landmark 5, Ground Level

Preparing Your Course & Curriculum

The Teacher as an Architect: Applying Curriculum Design Principles to Build a Better Course

Bahram Moghaddas
Khazar Institute of Higher Education

Do your students ever see your course as just a collection of disconnected lectures, readings, and assignments? How can we move them from completing a checklist to understanding the big picture? The solution lies in shifting our role from instructor to course architect. This session moves beyond isolated teaching tips to provide a holistic framework for course design and renewal. Attendees will be guided through core principles of backward design, course mapping, and content scaffolding. Using a provided "Architect's Toolkit," attendees will work on their own courses, learning to craft a solid foundation of learning outcomes and then build a coherent structure of modules and assessments that logically support those goals.

Landmark 6, Ground Level

Concurrent Sessions | Saturday, June 6 | 11:30am–12:30pm

Educational Technology & AI

Using, Infusing, and Diffusing AI in the Classroom: Transfer and Technical Program Approaches

Katie Wheeler
Brian Wheeler
Pikes Peak State College

Ready to harness the power of AI as an engaging teaching tool? Unsure of ways to infuse AI tools in the classroom? Need ideas for adding AI tools to both transfer and technical programs? Discover how to seamlessly integrate AI tools into your classroom while building essential digital literacy skills. In this session, learn how to utilize a scaffolded approach with no-cost and low-cost AI tools that integrate AI literacy and enhance course learning outcomes. From flipping the discussion board to running live action roleplay to using a codebook to identify solely AI-generated work, learn about the possibilities AI brings to our classrooms.

Landmark 7, Ground Level

Student Engagement

Teaching in Stormy Seas: Anchoring Engagement with Values and Mindset

Amber Emanuel
University of Florida

Faculty are increasingly navigating classrooms where students feel overwhelmed, hesitant to take intellectual risks, or tempted to use GenAI instead of engaging deeply with learning. This session introduces two research-supported approaches: values-affirming practices and growth-oriented mindsets. Participants will explore how emphasizing shared values reduces threat, strengthens integrity, and helps students engage with complex or uncomfortable ideas, while growth-mindset norms foster resilience, curiosity, and authentic learning.

Gateway A, Gateway Level

Assessment & Feedback for Learning

Peer Retrieval Practice: A Simple Strategy for Deeper Learning

Colleen Cole-Jeffrey
Jack Lee
Christopher Fonner
Lake Erie College of Osteopathic Medicine

Peer Retrieval Practice (PRP) is a novel method of student engagement in the classroom that incorporates elements of both retrieval practice and peer instruction. PRP sessions allow students to apply lecture material to practice questions in a low-stakes environment. The benefits to students are twofold. First, PRP provides students with the opportunity to test their knowledge individually and determine the efficacy of their study methods. Second, the use of peer teaching in PRP improves student confidence, decreases student anxiety, and makes learning more enjoyable. From an educator perspective, PRP is a method that can be implemented in classrooms of any discipline or size without the need for curricular changes.

Gateway B, Gateway Level

Lunch

Saturday, June 6 | 12:30–1:30pm

Majestic Ballroom

Concurrent Sessions | Saturday, June 6 | 1:45–2:45pm

Educational Technology & AI

Building AI Integrity Together: Codes of Ethics for Students and Faculty

Carolyn Fitzpatrick
Nova Southeastern University

Artificial intelligence is rapidly reshaping higher education, prompting urgent questions about how to preserve and strengthen durable skills such as metacognition, critical thinking, and ethical reasoning. This session introduces a dual approach that positions both students and faculty as active participants in ethical AI use. Presenters will explore how guiding students to create and apply an AI Code of Ethics can deepen their understanding of responsible AI practices, while also demonstrating how faculty can model ethical decision-making in their own teaching. Attendees will learn how ethical AI integration can support student learning, gain practical strategies for helping students articulate and demonstrate responsible AI use, and begin developing an AI Code of Ethics tailored to their own courses.

Landmark 1, Ground Level

The Online Classroom

Moving Beyond the Screen: Designing High-Impact Internships for Online Students

Katie Forsythe
Washington State University

Online learning unlocks career and educational opportunities for traditional college students, older learners, working professionals, and beyond. Technological advancements coupled with the implementation of best practices afford teaching faculty the opportunity to deliver transformative lessons to these students. Beyond the class environment, online students can complement their learning with hands-on internship placements. This session will provide conference participants with evidence-based strategies for designing meaningful internship experiences that support online learners' academic and professional growth.

Landmark 2, Ground Level

Student Engagement

Help! Their Brains Are on Airplane Mode: Empowering Disengaged Students

Susan Dreves
Grove City College

Help students move from "airplane mode" to active learning by addressing cognitive overload in lecture-based courses. This session explores how cognitive load impacts attention, retention, and engagement, and offers simple, practical strategies to reduce overload while strengthening learning. Participants will learn how to design lectures that support processing, embed brief metacognitive moments, and introduce evidence-based memory techniques students can apply independently. Key takeaways include identifying and reducing unnecessary cognitive load, integrating quick metacognitive strategies to boost awareness, and equipping students with practical memory techniques to improve retention and transfer.

Landmark 3, Ground Level

Student Engagement

Active Learning: Engaging Students in Deep Thinking

Claire Howell Major
The University of Alabama
Invited Presenter

Our knowledge of how students learn has grown significantly over the last few decades. In keeping with this trend, the quality and sheer amount of research on instructional strategies has also grown, and active learning has remained at the top of the list as an instructional approach associated with stronger engagement and improved learning outcomes across disciplines. In this session, participants will examine what active learning is and, focusing on cognitive load, a set of challenges that can interrupt it. Attendees will leave with a clearer understanding of when and why active learning works, along with concrete strategies they can implement in a wide range of instructional contexts.

Landmark 4, Ground Level

Preparing Your Course and Curriculum

Backward Design for the AI Era: Redesigning Lessons and Learning Outcomes for AI

David Rollins
Milwaukee School of Engineering

Backward curriculum design empowers instructors to move beyond textbook-driven teaching and instead create student-centered learning experiences enriched with emerging technologies, including diverse applications of artificial intelligence. By focusing first on desired outcomes, courses may be designed that foster higher engagement, greater preparedness, and more meaningful participation. This session introduces attendees to the foundational elements of developing clear, measurable course learning objectives and aligning them with program-level outcomes that meet university requirements while elevating student involvement. Effective course design also relies on knowledge and practical experience, an understanding of workplace applications, and a working knowledge of AI tools that can enhance instructional strategies. Equipped with these competencies, teaching professors can craft learning environments that blend strong disciplinary practice with innovative technological integration, resulting in dynamic, student-centric educational experiences.

Landmark 5, Ground Level

Inclusive Teaching

Inclusive Teaching Across Disciplines with Multilingual Learners of English

Jennifer Valdez
Bunker Hill Community College

Both language learning and professional development are lifelong processes. As students who are Multilingual Learners of English (MLE) acquire and use language within their fields of study, professors across disciplines can learn to actively engage with their students' assets and incorporate inclusive practices into their teaching. This session invites participants to reflect on promising teaching practices for MLEs in higher education through the professional development framework of the Vygotskian Space. Participants will identify their current strengths, encounter actionable, evidence-based practices with applications to different disciplines, and set relevant teaching goals for any modality.

Landmark 6, Ground Level

Scaling Faculty Development with the Teaching Professor Digital Library

Ryan Colwell
Magna Publications
Sponsored Session

Great teaching development shouldn't begin and end with a single conference. This session introduces attendees to the Teaching Professor Digital Library, a robust online resource designed to help faculty enhance their teaching practice through research-informed content and practical application. Participants will explore the breadth of resources available, learn strategies for incorporating the platform into faculty development initiatives, and consider how on-demand learning tools can complement workshops, mentoring, and campus-based programming. Ideal for faculty developers, academic leaders, and instructors committed to continuous improvement in teaching and learning.

Landmark 7, Ground Level

Student Engagement

Empowering Students through Civic Engagement: Interdisciplinary Approaches to Incorporating Service Learning

Grace Moser
Monica Hall-Woods
Dana Prewitt
St. Charles Community College

Engaging students in the classroom and material can be a challenge for any professor, regardless of discipline. This can be especially true in lower-level courses where students may only be taking the course for a credit to progress further in their chosen field. At community colleges, there is the added difficulty of working in an open enrollment environment, where we often work to get students to appropriate academic levels to succeed. A service-learning civic engagement approach to teaching offers an opportunity to engage students through a practical application of what they are learning in the classroom. It demonstrates the use of the skills gained in the classroom beyond an exam to a real-life experience. This approach empowers students to practice and hone their skills in a real way and demonstrates directly how they could use them in a professional setting. Finally, this approach, at a time when higher education has been criticized for being out of touch or a waste of time, brings students to see the value of education to the community, engaging them in applying their knowledge in service to the world in which they live.

Gateway A, Gateway Level

Faculty Success & Career Development

CDI on a Shoestring: Developing Low-Budget Professional Development for Faculty

Susan Sturm
Nazareth University

Discover how one institution created a sustainable, low-cost Course Design Institute (CDI) using familiar Google tools to support inclusive, learner-centered course design. This session explores how to structure a self-paced, high-impact faculty development experience without relying on expensive platforms or consultants. Participants will leave with adaptable strategies, ready-to-use templates for course design and reflection, and practical approaches to apply transparent, inclusive design principles that promote student belonging and learning across disciplines.

Gateway B, Gateway Level

Coffee Break

Saturday, June 6 2:45–3pm

Take a 15-minute break for some coffee, tea, or water before 20-Minute Sessions begin. Refreshments will be provided in certain hallways.

20-Minute Mentor Sessions

These fast-paced 20-minute sessions are organized into mini tracks, with each room featuring two related presentations around a shared teaching theme.

There will be a 10-minute transition between Round 1 and Round 2. To help sessions stay on schedule, please continue conversations or ask follow-up questions outside the room so the next presenter can set up on time.

20-Minute Mentor Sessions | **Saturday, June 6** | **3:00–3:50pm**

Room: Landmark 1, Ground Level

From Knowledge to Real-World Application

3:00–3:20pm

With LOVE: Turning Technical Learning into Professional Communication Skills

Sirong Lin
University of Massachusetts Lowell

Computer science students often build impressive projects but struggle to communicate their work clearly and confidently to employers, a gap that directly affects internship and job outcomes. Supported by a career-integrated mini-grant, an upper-level Mobile App Development course was redesigned to explore structured ways to help students articulate technical work more effectively. This session introduces the LOVE framework, Learn, Observe, Verbalize, Exhibit, a simple, adaptable model that can be integrated into any project-based course to strengthen students' professional communication skills.

3:30–3:50pm

Using Textbook Content Analysis in Sustainability Literacy Course Development

Allison Fetter-Harrott
Butler University

How can content analysis inform teaching practices that advance sustainability literacy in the college classroom? This session introduces content analysis as a practical method for curriculum innovation and improvement. Attendees will profile research applying content analysis to examine key textbooks in a discipline, uncovering common knowledge, themes, variations, and gaps. Finally, we'll discuss how these findings can guide revisions to course content and assessments to embed sustainability principles across disciplines.

Room: Landmark 2, Ground Level

Smarter Assessment, Stronger Learning

3:00–3:20pm

Designing Formative Assessments that Drive Student Learning

Jason Van Acker
Wisconsin Lutheran College

Formative assessment is one of the most effective ways to improve student learning, yet many instructors feel uncertain about how to use it consistently or efficiently. This session introduces simple, research-supported formative assessment techniques that can be implemented in any discipline without adding extra grading or preparation burden. Participants will learn how to gather real-time feedback on student understanding, make quick instructional adjustments, and create a classroom environment where students are more engaged and aware of their own learning progress. The strategies shared are low-tech, adaptable, and designed to provide immediate benefits for both instructors and learners.

3:30–3:50pm

Using Agile's Definition of Done to Strengthen Assignment Transparency

Anna Radziwillowicz
University of Connecticut

Project Management Agile frameworks use a "Definition of Done" (DoD) to clarify when work meets expectations. In this session, we'll adapt that concept to academic settings, showing how instructors can co-create a clear, student-friendly "definition of done" for assignments and tie it directly to grading rubrics. This approach increases transparency, reduces rework, and promotes accountability and self-direction. Participants will see examples from project-based courses and leave with a template to try in their own classrooms.

Room: Landmark 3, Ground Level

Rethinking Online Engagement

3:00–3:20pm

Multimodal Blogging for AI-Ready, AI-Resistant Assessment in Asynchronous Courses

Madeline Craig
Molloy University
Advisory Board Session

This session introduces multimodal blogging as an AI-ready and AI-resistant assessment approach in an asynchronous online course, Critical Examination of Issues in Education. Using a weekly blog and vlog model on Edublogs, students engage in consistent, multimodal reflection that prioritizes authentic voice, personal perspective, and clear connections to course content. AI-ready assessment involves explicitly teaching students to use generative AI tools critically and ethically, while AI-resistant assessment centers tasks that emphasize voice, contextualized thinking, and multimodal composition that cannot be easily replicated through uncritical AI use. Blogs require students to integrate course sources and include multimodal elements that represent and extend their thinking, with vlogs adding an additional layer of voice and presence. Attendees will leave with concrete ideas for designing blog and vlog assessments that center authentic voice, incorporate multimodality, and make student thinking more visible in AI-influenced learning environments.

3:30–3:50pm

Beyond the Discussion Board: Practical Alternatives for Online Courses

Jonathan Hill
Joyce University
Advisory Board Session

Discussion boards are a default in online courses, but defaulting to them often means settling for low-engagement, compliance-driven participation. This session examines why traditional discussion boards frequently fall short of their intended purpose and introduces alternatives grounded in learning science. Attendees will explore a curated set of evidence-based strategies that promote deeper cognitive engagement, authentic interaction, and meaningful feedback, without simply swapping one tool for another. Each alternative is framed around what the research says about how students learn, connect, and retain information in online environments. Attendees will leave with specific, ready-to-apply approaches they can adapt for their own courses, regardless of discipline or LMS.

Room: Landmark 4, Ground Level

Smart Teaching with AI

3:00–3:20pm

Leveraging ChatGPT for Data Analysis and Course Preparation

Katrice Branner
University of South Carolina

Recent research suggests that the introduction of generative artificial intelligence (AI) tools, such as ChatGPT, could benefit students and instructors in data analysis and data science courses. Students can use AI to analyze datasets and assist with problem-solving. In addition, AI can be used by data analytics instructors to develop course material and guide student interactions with tools such as ChatGPT. This discussion introduces tools and techniques to maximize the benefits of AI for data analysis that benefit both students and instructors. At the end of this session, participants will have example exercises and AI prompts that can be used to analyze data sets and for course preparations when teaching data analysis.

3:30–3:50pm

When AI Gets It Wrong: Critical Thinking and AI Literacy

Safieh Moghaddam
University of Toronto

In many classrooms, generative AI is often viewed only as a threat to academic integrity. Drawing on examples from undergraduate linguistics courses, this session presents low-prep activities in which students critique, fact-check, and revise AI-generated content, then compare it to their own work. Participants will learn how to design AI-supported activities that promote deeper disciplinary thinking, create clear prompts that emphasize transparency and ethical use, and adapt these strategies across class sizes, formats, and subject areas.

Room: Landmark 5, Ground Level

Engagement that Sticks

3:00–3:20pm

TL & DR: Transforming "Too Long & Didn't Read" into Active Engagement

Patricia Turley
Indiana University

The syllabus lists the chapters, but the blank stares in the classroom tell a different story. "The Great Unread" is a pervasive challenge in higher education, leading to stagnant discussions, shallow learning, and frustrated faculty. But is the problem truly student laziness, or is it a design flaw in how we assign and utilize texts? This session moves beyond the typical complaints about unprepared students to explore actionable solutions. Attendees will dissect the root causes of reading resistance from cognitive overload to a lack of perceived value and introduce a toolkit of strategies to combat them. Attendees will learn to address the reading gap by implementing transparent, high-leverage strategies including Social Annotation (Perusall), Collaborative Note-taking, Jigsaws, and Exit Tickets.

3:30–3:50pm

Does Retrieval Practice Promote Student Engagement

Melissa Hawthorne
Louisiana State University-Shreveport

This session explores how retrieval practice can meaningfully increase both student engagement and academic performance. According to Nichols and Dawson (2022), retrieval practice, in the form of low-stakes testing, is a way of encouraging students to interact with educational materials beyond simply reading a chapter or taking notes during a lecture. Studies have also found that retrieval practice improves performance on high-stakes assessments while boosting engagement, particularly for students prone to boredom or multitasking. By reinforcing attention and participation, retrieval practice offers a practical, evidence-based strategy for helping students stay connected to course content and improve learning outcomes.

Room: Landmark 6, Ground Level

Building Confident, Self-Directed Learners

3:00–3:20pm

Aspirational Identity Strategies to Reduce Imposter Syndrome and Strengthen Engagement

Avery Dingle
Traci Dingle
University of South Carolina

Many college, graduate, and professional students struggle with imposter syndrome and often question their ability to succeed in their chosen fields. This session introduces a teaching practice that helps students view themselves as future professionals by using their intended titles in classroom interactions. Participants will explore how identity-affirming language reduces imposter feelings, practice ways to apply this approach across learning environments, and experience a brief reflection activity that helps students see themselves as emerging professionals. Attendees will leave with an easy-to-implement strategy that strengthens engagement, supports belonging, and fosters a more motivating, inclusive classroom climate.

3:30–3:50pm

Teaching Time Management Through Peer Dialogue

Anna Gavrilova
University of Minnesota Duluth

In many student success courses, time management is presented as a list of tips, yet students rarely change their habits based on advice alone. This session explores how peer dialogue can make time management more meaningful and effective. Participants will learn how to use activities such as identity webs, partner self-assessments, procrastination interviews, advice letters, case studies, and gallery walks to help students reflect on their habits, compare experiences, and choose strategies that fit their real lives. Attendees will leave with a clear understanding of why peer interaction increases reflection and motivation, along with adaptable activities that can be implemented in any course where students need to plan, prioritize, and manage their academic work.

Room: Landmark 7, Ground Level

Humanizing and Measuring Online Learning

3:00–3:20pm

From Vignettes to Video: Bringing Humanity to Online Clinical Learning

Rebecca Boles
Keely English
Sherman College of Chiropractic

Online clinical training for healthcare students often relies on static text vignettes, which can leave learners detached from the intended clinical experience. This session introduces a creative approach that replaces written cases with video-based scenarios featuring campus members, designed to humanize and personalize learning. These videos are embedded within a scenario training exercise (STX) framework, adapted from military training models, to create an immersive and iterative learning environment. Students engage in reasoning, differential diagnosis, and care planning in ways that mirror authentic clinical complexity. Participants will explore the STX design process, implementation strategies, and assessment methods used to integrate storytelling into an asynchronous course.

3:30–3:50pm

Beyond the Screen: Measuring Engagement in Case-Based Virtual Simulation

Christi Doherty
Kaplan North America

Universities face growing pressure to keep graduate students meaningfully engaged while navigating heavy cognitive loads, uneven preparation, and increasingly digital learning environments. This session translates peer-reviewed research into practical teaching strategies that enhance engagement, not just satisfaction. Participants will explore how case-based virtual simulation (VS) can be intentionally designed to strengthen behavioral, emotional, and cognitive engagement. Drawing on findings from a 2025 Nurse Education in Practice study of 1,331 students, this session highlights participation as a key driver of perceived learning. Attendees will experience VS-inspired strategies and leave with practical approaches they can adapt across disciplines and course formats.

Room: Gateway A, Gateway Level

Supporting Faculty, Supporting Students

3:00–3:20pm

How Can Point-of-Need Mentoring Support Faculty Teaching Autistic Students?

Lucy Littler
Rollins College

This session outlines a series of mid-semester support lunches designed for faculty teaching students on the autism spectrum. Grounded in scholarship that reframes autism from deficit to identity, this specific program invited faculty to adopt an explicit asset mindset while troubleshooting real cases. Together, program participants named recurrent issues, generated UDL-informed interventions, and learned when and how to partner efficiently with accessibility and care offices. Attendees will leave with a replicable, low-lift model for faculty mentoring that centers faculty community and well-being while simultaneously fostering more inclusive, affirming learning environments for autistic students.

3:30–3:50pm

Lessening Graduate Student Research via the Cognitive Coaching Planning Conversation

Chasity Bailey-Fakhoury
Monica Harris
Grand Valley State University

Graduate faculty continually seek ways to support students as they transition into advanced study and navigate the complexities of conducting and writing research. The Cognitive Coaching (CC) Planning Conversation offers a powerful, equity-minded approach that can be applied across course contexts. By centering guided questioning, intentional listening, and the mediative stance of a coach, this strategy creates conditions for students to surface their thinking, more accurately assess their needs, and build metacognitive skills essential for self-directed learning.

Room: Gateway B, Gateway Level

Collaborative Learning for Better Connection

3:00–3:20pm

Better Together: Collaborative Exam Reviews

Kyra Noerr
Franklin College

This session presents an evidence-based, collaborative, exam-review model in which students first complete an individual exam and subsequently retake it with a group of peers. This approach strengthens confidence, retention, and awareness of test-taking strategy without adding faculty grading time. Assessment data and student feedback demonstrate meaningful gains in learning and reduced exam anxiety. Attendees will explore implementation options adaptable across disciplines and class sizes, and leave with ready-to-use templates for integrating collaborative retakes into their own courses.

3:30–3:50pm

How Does Connecting Online Students in Virtual Communities Impact Learning?

Sarah Wackerbarth
Augusta University
Advisory Board Session

Online students face many of the same challenges as other learners but often lack the in-person support systems available to on-campus peers. Connecting students through virtual communities offers a valuable way to provide social support. This session presents results from a needs assessment with online graduate students, shares lessons learned from a pilot virtual-community initiative within a Master of Public Health program and offers a practical playbook for creating virtual communities.

Evening

Saturday, June 6 | 4:00pm

Dinner and evening on your own. Be sure to use the Whova app to connect with fellow attendees, coordinate dinner plans, start a conversation, or see what others are planning for the evening. The app is a great way to keep networking beyond the sessions and make the most of your conference experience.

Sunday, June 7

Breakfast

Sunday, June 7 — 8–9am

Enjoy a continental breakfast, buffet-style.

Majestic Ballroom

Exhibitor Display

Visit our exhibitors who have products and services that support higher education. — 8am–12pm

Majestic Ballroom and Foyer

Concurrent Sessions

Sunday, June 7 — 9–10am

Preparing Your Course and Curriculum

Metacognition and Mindset: Keys to Igniting Student Success

Saundra Yancy McGuire
Louisiana State University
Invited Presenter

All students have the ability to succeed in classes; however, most students do not have effective learning strategies, and they resort to memorizing formulas, definitions, and course information just before tests. Additionally, most view homework as a task to complete and submit, not as a learning tool. This session will introduce cognitive science, research-based learning strategies that will help all students experience meaningful, transferable learning. This session will also focus on ways to teach students simple yet powerful learning strategies that can ensure success in courses at every level and in their future careers.

Landmark 1, Ground Level

Student Success Beyond the Classroom

Get a Job! Developing 21st Century Skills in the Classroom

Jennifer Merrill
Skyline College

Want to help your students build essential job skills without sacrificing course content? Then this session is for you! We will explore how college courses can intentionally help students develop 21st-century skills, critical competencies that enhance success in both academic and professional settings. Participants will learn about the skills, discover practical examples of how to foster them (many requiring little to no prep), and brainstorm ways to integrate these "soft skills" into existing coursework without compromising disciplinary content.

Landmark 2, Ground Level

Educational Technology & AI

Building Assignments Students Can't Outsource: AI-Resilient Design

Perry Samson
University of Michigan

As Generative AI continues to reshape assessment practices, faculty are rethinking how to design assignments that promote authentic learning and reduce reliance on chatbot-generated responses. This session shares practical lessons from developing and evaluating AI-resilient assignments across disciplines, highlighting how AI can be used not as a policing tool, but as a partner in designing reasoning-based activities that are engaging, transparent, and aligned with learning outcomes. Participants will explore concrete design strategies that make assignments more resistant to outsourcing, examine faculty and student responses to these approaches, and consider implementation challenges and opportunities for future tools.

Landmark 3, Ground Level

Student Success Beyond the Classroom

Teaching Students to Think, Work, and Lead with AI: An Introduction to the AI Proficiency Pathway

Lisa Blue
Eastern Kentucky University
Invited Presenter

Artificial intelligence is changing the workplace students will enter, but faculty need more than tool tips, policy warnings, or generic advice about prompt engineering. This session introduces the AI Proficiency Pathway, a seven-step framework for helping students build AI literacy, purposeful tool use, human-AI collaboration, ethical reasoning, critical judgment, workflow design, and leadership in AI-enhanced environments. Participants will leave with practical ways to adapt the pathway to assignments, courses, and programs while keeping human responsibility, disciplinary expertise, and professional constraints at the center.

Landmark 4, Ground Level

Student Engagement

Public Speaking for Professors: Using Language to Connect

Paul Marchegiani
U.C. Berkeley and Stanford Law School

Do you ever wonder how some professors have students on the edge of their seats during every lecture? This session explores practical, embodied engagement and public speaking techniques to help you connect to your students through your voice and presence. You'll understand how to move and speak with presence and gravitas, and use language to its full, impactful potential. Attendees will explore how to access breath, voice, and presence so they can deliver when it counts, how to stay present through difficult conversations, and how to tell stories using language that keeps students interested.

Landmark 5, Ground Level

Assessment & Feedback for Learning

From Writing to Speaking: Authentic Assessment in the AI Era

Justin Cerenzia
The Episcopal Academy

Terry Crawford
InitialView

As AI reshapes how students write, how can instructors ensure they still think? This session introduces Viva, an AI-powered oral assessment platform that transforms student writing into individualized, real-time questions to reveal true understanding. Piloted at The Episcopal Academy and used in Caltech admissions, Viva brings back productive friction by uncovering student reasoning, misconceptions, and depth of thinking. Attendees will explore how oral assessment strengthens metacognition and authenticity, examine design principles for AI-enabled evaluation, and identify scalable ways to adapt oral assessments across disciplines for more meaningful, integrity-rich assessment.

Landmark 6, Ground Level

Inclusive Teaching

From Barriers to Bridges: Supporting All Learners Through Inclusive Design

Camden Hanzlick-Burton
Digital Promise

Mallory Morris
Thomas University

This session addresses critical challenges in education: increasing access for more students, closing persistent opportunity gaps, and the imperative to prepare learners for an every changing technology-driven world. As classrooms become more heterogeneous, spanning abilities, backgrounds, and learning needs, instructors require frameworks that move beyond one-size-fits-all approaches. Learner variability provides this lens, helping educators design inclusive environments where all students can thrive. Attendees will examine their own learning experiences to better understand student variability, explore evidence-based strategies using the Learner Variability Navigator framework, and develop practical approaches for personalizing instruction through digital tools.

Landmark 7, Ground Level

Educational Technology & AI

From Awareness to Application: Leveraging Generative AI in Teaching and Learning

Feygens Saint-Joy
Monroe University

This session explores how educators can move from awareness to meaningful application of Generative AI in teaching and learning. Centered on human-tech synergy, it equips participants with practical strategies to integrate AI in ways that enhance engagement, efficiency, and equity while supporting Universal Design for Learning. Participants will examine AI literacy as an essential skill, explore frameworks for designing AI-integrated curricula, and see how AI can support personalization, streamline tasks, and increase student participation. Through interactive exercises such as collaborative whiteboarding, guided AI demonstrations, and curriculum sprints participants will gain practical experience with AI tools and reflect on their ethical and pedagogical implications.

Gateway A, Gateway Level

Faculty Success & Career Development

Engagement Through Empowerment: Building a Faculty-Driven Professional Development Program

David Hoover
Amanda Wallace
Tallahassee State College

Professional learning is more than a compliance exercise, it is a strategic investment in faculty growth, student success, and institutional excellence. Over the past two years, Tallahassee State College has launched an institution-sponsored program that provides faculty with engaging, relevant, and high-impact training to strengthen teaching and learning. This session shares how the program was designed, implemented, and refined over time, with a focus on the facilitator model that taps into faculty expertise across campus. Attendees will gain practical ideas for structuring similar initiatives, engaging faculty as leaders, and fostering a culture of collaboration, innovation, and sustained professional growth.

Landmark 1, Ground Level

Inclusive Teaching

Enhancing Intercultural Competence Through Culturally Responsive Pedagogy

Sean Kardar
New Mexico State University–Doña Ana Community College

Intercultural competence is essential for engaging today's diverse learners. This session highlights evidence-based, culturally responsive teaching practices that strengthen instructor–student connections and reduce barriers to learning. Through reflective dialogue and collaborative activities, participants will explore how intentional instructional design fosters greater intercultural awareness and improves student engagement. Attendees will leave with practical strategies to integrate culturally responsive content, enhance communication, and create more inclusive learning environments that support motivation and deeper understanding across diverse student populations.

Landmark 2, Ground Level

Educational Technology & AI

Personalized, Purposeful, Powerful: How AI Study Buddies Elevate Student Learning

JJ Wallace
Transylvania University

Custom AI Study Buddies are reshaping how students access support, practice skills, and engage with course material. This presentation bridges emerging research on Generative AI with concrete, classroom-tested evidence from a pilot study, showing how faculty-designed AI tools can enhance learning, confidence, and ethical digital literacy. This session also shares best practices for creating scalable, course-specific tools that extend student support while promoting purposeful and equitable AI use. Attendees will leave with actionable strategies to begin developing their own AI Study Buddies.

Landmark 3, Ground Level

Inclusive Teaching

The Irreplaceable Work: Witnessing Learning in the Age of AI

Michelle Blank Rentz
Goshen College
Invited Presenter

You remember the teacher who believed in you before you believed in yourself. The mentor who noticed when you were struggling—not with content, but with belonging. The guide who sat with you in confusion without rushing to fix it. They didn't just deliver information; they witnessed your becoming. This session reclaims the profound, irreplaceable work of human educators in an age of algorithmic optimization. Drawing on Maslow's theory and learning science research, we'll explore one aspect of what it means to be a witness to learning: creating psychological safety that allows risk-taking, communicating belief that shapes identity, sustaining presence through struggle, and recognizing growth as part of someone's larger story. Through case studies and collaborative reflection, participants will distinguish between feedback and validation, between personalization and being known, between teaching content and forming learning identities. Yes, AI can tutor and assess—but learning requires something AI cannot provide: a human who sees you, believes in you, and refuses to let you disappear. What is your irreplaceable work? Let's name it together.

Landmark 4, Ground Level

Student Engagement

Building Self-Efficacy to Impact Student Engagement and Academic Success

Susan Schulhof
National Louis University

Self-efficacy plays a significant role in shaping how we think, act, and feel about our place in academia. This session is designed to actively build self-efficacy in higher education leaders and students, focusing on the belief in one's ability to succeed. Participants will gain an understanding of how self-efficacy impacts student engagement and learning outcomes through interactive activities, group surveys, reflections, and collaborative discussions. Attendees will evaluate their own self-efficacy and explore ways to enhance it. While setting two concrete goals and creating an action plan, participants will understand how building self-efficacy is a crucial strategy for influencing learning and success.

Landmark 5, Ground Level

Preparing Your Course and Curriculum

The Space to Grow: A Cohort Model to Support Purposeful Faculty Innovation

Jerol Enoch
St. Charles Community College

In 2019, Online and E-Learning (OEL) at SCC launched the Fueling Innovative Technology (FIT) program to give faculty the time, space, and support to design, pilot, and implement technology-enhanced innovations in their courses. Structured as a year-long cohort experience, FIT guides faculty through four phases: exploring educational philosophy and technology, developing a project, piloting and assessing its impact, and sharing results with the broader community. We hope to inspire other institutions to create spaces for faculty to feel free and supported to develop things that they might not have done on their own.

Landmark 6, Ground Level

Student Success Beyond the Classroom

Gratitude in the Classroom for Big Impact on Student Success

Maureen Hermann
Creighton University

Kindness and gratitude are powerful yet often underutilized tools for shaping resilient, compassionate future leaders. This session highlights how simple, intentional practices—such as gratitude journaling, recognizing acts of kindness, and faculty-modeled appreciation—can enhance students' empathy, professionalism, motivation, and teamwork. Attendees will leave with practical strategies to embed these practices into their courses, understand how reflection strengthens emotional intelligence and professional identity, and explore how modeling appreciation fosters a more positive, connected learning environment that supports student success.

Landmark 7, Ground Level

Assessment & Feedback for Learning

Continuous Teaching Growth: Reciprocal Learning in Peer Observation of Teaching

Alyssa Cavazos
University of Texas Rio Grande Valley

This session shares findings from a guided, multi-stage study of Peer Observation of Teaching (PoT) at a Hispanic-Serving Institution. PoT is examined as a formative process that supports professional growth for both observers and instructors. Using a structured, multi-stage approach, the study draws on interconnected sources including teaching philosophies, pre-observation materials focused on course goals and learner-centered design, observer feedback, and instructor reflections with implementation plans. Through reflexive thematic analysis, key themes emerged across stages, such as student-centered agency, culturally and linguistically sustaining pedagogy, active and collaborative learning, and equity-focused course design that supports student success.

Gateway A, Gateway Level

Closing Plenary

Sunday, June 7 11:30am–12:30pm

AI Literacy and Liberal Education

José Antonio Bowen

Artificial intelligence is transforming how we work, write, and think—perhaps faster than any change in human history. For educators, this disruption brings both challenge and opportunity. As AI reshapes what "average" work looks like, it opens the door to raising academic standards and reaffirming the central values of liberal education. In this plenary, Bowen reframes AI literacy as a distinctly educational mission rooted in two staples of higher learning: asking sharper questions and critically evaluating answers. Reframing AI literacy in this way leads to a plethora of new assignments where educators can teach both writing and critical thinking while using AI in a way that raises standards rather than replacing human agency. Together, we will explore how faculty across disciplines can position themselves and their students as "AI bosses"—directing, interrogating, and refining AI output rather than passively accepting it. Attendees will leave with practical ideas for assignments and teaching strategies that embrace AI's potential while reinforcing the habits of mind that define higher education: curiosity, reflection, creativity, and rigor.

Majestic Ballroom

Lunch

Sunday, June 7 12:45–1:30pm

Please feel free to eat your boxed lunch in the ballroom or grab and go. Special meals are packed (vegetarian, vegan, gluten free, etc.) for those who requested them.

Majestic Ballroom

Upcoming Conferences

LEADERSHIP IN HIGHER EDUCATION CONFERENCE

October 8-10, 2026
Providence, RI

The Teaching Professor Online Conference

Live Online:
October 20-22, 2026

The Teaching Professor® CONFERENCE

June 11-13, 2027
Atlanta, GA

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:

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.

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.

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.

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.

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

1. Is this your first Teaching Professor Conference?
2. What did you think of that last speaker?
3. What sessions are you thinking of going to? I thought [name of session] looked interesting.
4. What do you enjoy most about teaching conferences?
5. What have been the best things you've learned here so far?
6. Which of the speakers has been most enjoyable for you so far?
7. Have you been to Washington, DC before?
8. 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?
9. 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. #TPC26.

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.