UCO Annual Collegium

On Effective College Teaching Practices

A Program of the
21st Century Pedagogy Institute (21CPI)

August 13, 2025

Full Program Schedule

https://tinyurl.com/5y2k89ea

UNIVERSITY OF CENTRAL OKLAHOMA
Center for Excellence
IN TRANSFORMATIVE TEACHING & LEARNING

Welcome

Dr. Todd G. Lamb, President

University of Central Oklahoma



Welcome to the Annual Collegium on Effective College Teaching Practices at the University of Central Oklahoma. This forum is an opportunity to learn and explore methods for enhancing your transformative impact on our students. Just as we encourage our students to be lifelong learners, we must also commit ourselves to the same practice as we endeavor to prepare our students to meet the critical needs of our communities. The Collegium is our commitment to helping you be successful.

Here at UCO, we are committed to "The B.R.O.N.C.H.O. Way" – Being Reflective of Our Neighborhood, Community, History and Oklahoma. This commitment reflects the grit and determination of those who have come before us to build our great state and University, each generation connected by a promise to care for each other as we navigate the challenges that come our way. You – our faculty – are on the frontline with our students each day. They turn to you not only for discipline knowledge, but also for support throughout their UCO experience. The relationships our students forge with faculty often endure beyond graduation and become one of the most memorable aspects of their time at Central.

I am so glad you've chosen to be a part of the Broncho community. As you engage in transformative learning practices and connect with your colleagues, you, too, may find yourself transformed.

Thank you for your daily commitment to our students. I look forward to meeting you.

Todd G. Lamb

Todd G. Lamb
President

Dr. Charlotte Simmons, Provost & Vice President for Academic Affairs

University of Central Oklahoma



Welcome to the Annual Collegium on Effective College Teaching Practices at the University of Central Oklahoma, the first major faculty enhancement opportunity on our campus of the academic year. We know that faculty members lead us in creating a culture of discovery that now extends beyond the traditional borders of the university campus. This creation is born with our mission of helping students learn and a curriculum that is enhanced by our commitment to high-impact practices through the Central Six of Transformative Learning. This Collegium is built on the premise that we can increase student engagement in education through these practices while creating benefits to our faculty members in the process.

In addition to the highly anticipated keynote address this year, you will be introduced to a multitude of workshops and other enhancement opportunities that encourage the development of high-impact learning practices on our campus. And we will not stop with today's activities. The Collegium is simply the beginning point for the entire year of such enhancement activities that will include topics such as Assessments, Educational Technologies, High Impact Strategies, the Scholarship of Teaching, and much more. We will explore these and other topics in the context of our dynamic role in the Oklahoma City Metropolitan Area, the State of Oklahoma, and the global community we now inhabit in Higher Education.

Dr. Jeff King, Assistant Vice President for Transformative Learning and Executive Director of the Center for Excellence in Transformative Teaching and Learning (CETTL), Dr. Eric Kyle, Director of the 21st Century Pedagogy Institute (21CPI) within CETTL, and I encourage your participation in one or more of this year's many faculty enhancement events. Thank you for being part of this day, and the year yet to come.



Charlotte Simmons
Provost & Vice President for Academic Affairs

Collegium Overview

Now celebrating its 26th year, the 21st Century Pedagogy Institute's (21CPI) Collegium on Effective College Teaching Practices will feature a thoughtful keynote, dynamic breakout sessions, celebratory teaching awards, a satisfying lunch, cool prizes, and more. We will join as a community for a day of focusing on the craft of teaching and learning as we work together to improve the quality of education on our campus.

Authentic Teaching

Preserving Values in Changing Times

Join us for this year's Collegium on Effective Teaching Practices, where we explore the power of authenticity in education. Navigate challenges of accessibility, AI, and advocacy while staying true to your transformative teaching values. Discover practical approaches to engage with emerging issues without compromising what matters most. Through collaborative discussions and targeted workshops, rediscover why you teach and how to sustain yourself in the process. Leave energized with strategies that align your classroom practices with your core values.

Keynote Speaker

Dr. Liz Norell, Associate Director of Instructional Support in the Center for Excellence in Teaching and Learning (CETL) at the University of Mississippi



Dr. Norell has spent more than 20 years teaching in higher education. She completed a PhD in political science at the University of Texas Dallas and master's degrees in journalism and library science. Liz's first book, The Present Professor: Authenticity and Transformational Teaching, is published in the University of Oklahoma Press's series, Teaching, Engaging, and Thriving in Higher Ed. You can find Liz on social media (@liznorell) and at her web site, liznorell.com.

Schedule At-a-Glance

Time	Event	Location
8:00-8:30 a.m.	Registration, Coffee, & Light Snacks	1st Floor Concourse
8:30-9:00 a.m.	Welcome from President Lamb & Provost Simmons, 21CPI Recognitions	LAS Auditorium (L01)
9:00-10:20 a.m.	Keynote Presentation	LAS Auditorium (L01)
10:30-11:20 a.m.	Concurrent Breakout Sessions 1	2nd Floor Classrooms
11:30 a.m.-12:20 p.m.	Concurrent Breakout Sessions 2	2nd Floor Classrooms
11:30 a.m.- 2:00 p.m.	Resource Fair	2nd Floor Hallways
12:20-1:30 p.m.	Lunch	1st Floor Concourse
1:30-2:20 p.m.	Concurrent Breakout Sessions 3	2nd Floor Classrooms
2:30-3:20 p.m.	Concurrent Breakout Sessions 4	2nd Floor Classrooms
3:20 p.m.	Prize Giveaways, Including an iPad!	LAS Auditorium (L01)

*All events will be held in the **Liberal Arts-South (LAS) Wing Building** (Building #35 on the Campus Map).

Additional 21CPI Fall Events

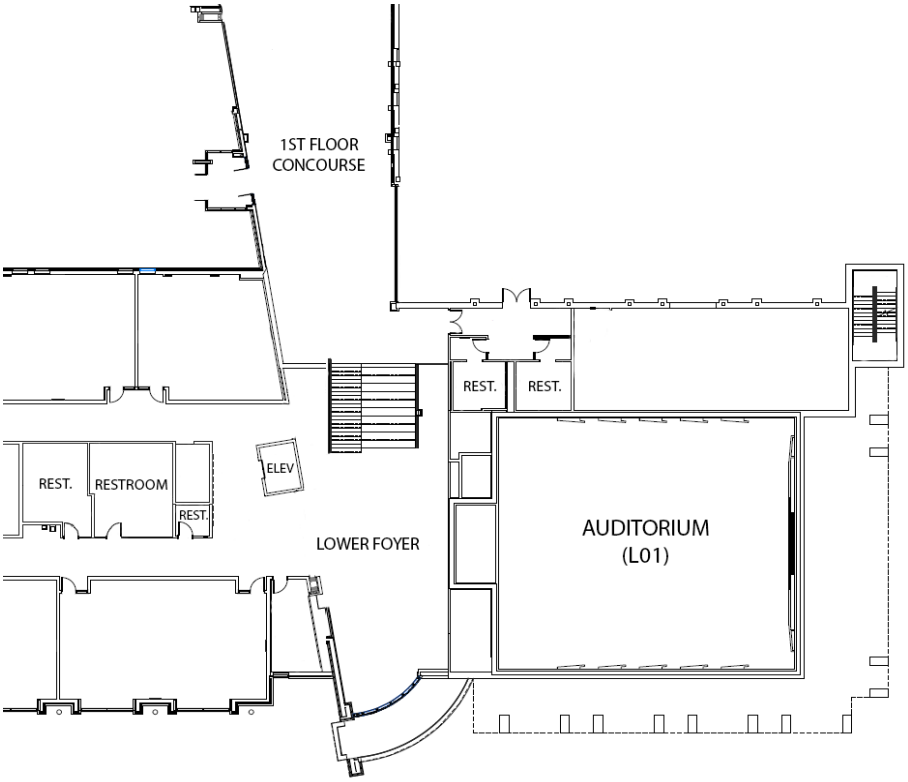
For other exciting and upcoming 21CPI Events that are focused on helping you to continually improve the quality of teaching and learning in your courses, be sure to check out and sign-up for our fall offerings.

Collegium Goes Green!

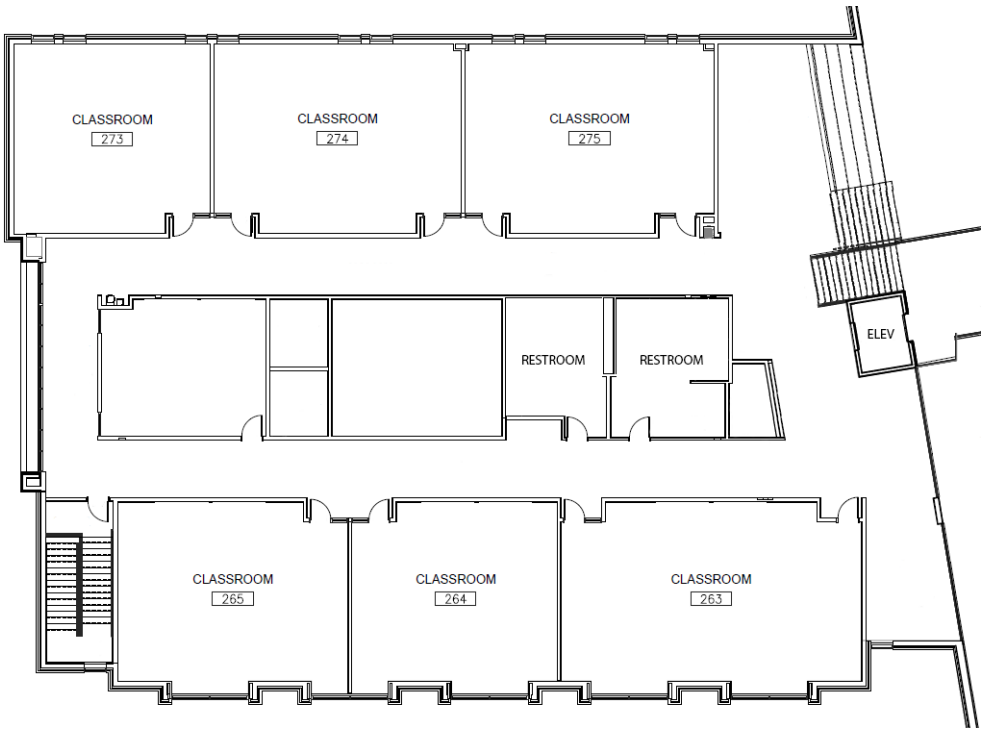
The Center for Excellence in Transformative Teaching and Learning (CETTL) is committed to minimizing environmental impact. We've partnered with UCO's Students for Sustainability to run Collegium as a low-waste event – using compostable dishware and cups, providing compost roll-off services, asking attendees to bring their own water bottles, and helping direct participants to recycle bins. Thanks for helping us green this event.

Liberal Arts South Building Maps

Lower Level and 1st Floor:



Second Floor:



Collegium - Detailed Schedule of Events

8:00 - 8:30am	**Registration – Lower-Level Foyer** *Coffee & Rolls – First Floor Concourse*				
8:30 - 9:00am	**LAS Auditorium (L01)** *Welcome from Pres. Lamb & Provost Simmons, 21CPI Recognitions*				
9:00 - 10:20am	**LAS Auditorium (L01)** *Keynote by Dr. Liz Norell* Authenticity and Presence in Turbulent Times				
10:30 - 11:20am	**LAS Auditorium (L01)** *Concurrent Workshop by Dr. Liz Norell* Tools for Cultivating Authenticity in the Classroom				
	LAS-263	**LAS-264**	**LAS-265**	**LAS-274**	**LAS-275**
	From Accommodation to Transformation: How Accessibility & Universal Design Unlocks Transformative Teaching	Drift and Integrity: Teaching for Coherence in the Age of AI and Noise	Embedding Metacognition in Higher Education Classroom	Embrace the Awkward: How Vulnerability, Humor, and Human Moments Strengthen Teaching	Grounded and Growing, Working Together: Faculty-Staff Partnerships for Student Success
11:30am -12:20pm	Authentic Online Learning: Advancing Mission-Driven Focus in the College of Business	Welcome Aboard! First week activities that prepare students for success	Community as Classroom: Indigenizing Transformative Learning Practices	Experience Matters in Transformative Learning	Perceived Faculty Mentoring Needs at the University of Central Oklahoma
11:30am -2:00pm	**Resource Fair – 2nd Floor Hallways** *Available during lunch and Concurrent Session #3*				
12:20 - 1:30pm	**Lunch – 1st Floor Concourse** *Tables available in 2nd floor breakout rooms*				
	LAS-263	**LAS-264**	**LAS-265**	**LAS-274**	**LAS-275**
1:30 - 2:20pm	Creative Student Engagements and Assessment	Everything is Feedback: Introduction to different assessments to update your teaching	Empowering Authentic Teaching: A Gen AI Sprint for Values-Aligned Practice	Authenticity, Empathy, and Transformative Teaching	Transformation as a Learning Objective
2:30 - 3:20pm	Designing for Success and Engagement: Using Online Design for In-Person Teaching	Student Engagement Through Authentic Online Space Creation	Transformative Teaching Starts with Student-Ready Technology	Implementing Collaborative Online International Learning (COIL) in Your Classroom	Micro-Credentials and Equity: Expanding Access While Preserving What Matters Most
	LAS Auditorium (L01) *Prize Giveaways – **Including an iPad!** (Must be present to win)*				

21CPI Awards

The 21st Century Pedagogy Institute (https://21CPI.uco.edu) presents UCO's faculty with numerous opportunities to enhance their teaching for authentic demonstration of their teaching effectiveness for tenure and promotion. 21CPI consists of the following Faculty Learning Outcomes (FLOs) developed by the cross-disciplinary 21CPI Advisory Board and informed by current research: ***1) Course Design, 2) Outcomes & Assessments, 3) Learner Engagement Strategies, 4) Inclusive Learning Ecosystems***. By submitting artifacts, faculty can earn recognition at the following levels: Badges, Micro-Credentials, Certificates, and the Distinguished LEAD Teacher-Scholar Award. For more information, visit our Recognitions site.

This Year's Recognitions!

Lifetime Teacher-Scholar Award (*Old System*)
Abbie Lambert

Distinguished LEAD Teacher-Scholar Award
John Wood

Certificates
Laura Bolf-Beliveau
Tiffany Larson
John Wood

Micro-Credentials
Laura Bolf-Beliveau
Laura Dumin
Jerry Green
Tiffany Larson
Jared Scism
Amanda Waters
Rhonda Williams
John Wood

Badges
Barbara Arnold
Vanessa Bentley
Laura Bolf-Beliveau
Linda Breslin
Michelle Brym
Mariya Burdina
Kato Buss
Shaye Caban
Samantha Carlton
Josie Cheng
Mansur Choudry
Suzanne Clinton
Leeda Copley
Jacob Crystal
Laura Dumin
Eric Eitrheim
Julie Fomenko
Lani Garner
Emily Goad
Jerry Green
Priyanka Gupta
Jennifer Harrison
April Haulman

Badges, Continued
Emily Hendryx Lyons
Danielle Herrington
Ebony Houston
Vickie Jean
Michelle Johnson
Stephanie Jones
Kristi Karber
Jesse Kern
Amber Knapp
Tiffany Larson
Hwaju Lee
Dan Li
Saheli Nath
Carly O'Brien
Jared Scism
Susie Scott
Emily Spivey
Amanda Waters
Rhonda Williams
Terry Williams
John Wood
Susan Woods
Adrienne Wright

Collegium Sessions

9:00-10:20 Keynote Session

Authenticity and Presence in Turbulent Times

Liz Norell

LAS Auditorium

When the world feels uncertain, authenticity and presence are among the hardest things for humans to embody. As innately social creatures, we have a primal need to belong and to feel psychologically safe. Uncertainty and change exert unconscious pressure for us to change how we interact with the world. In this keynote, Liz Norell will invite us to think about what authenticity and presence mean for each of us in our work at UCO—and how the current environment might be affecting how we show up for our students and colleagues at work. Grounded in multidisciplinary research and experience, this keynote will focus on creating psychological safety and vulnerability in a context that rarely prioritizes either.

10:30-11:20 Keynote Concurrent Workshop

Tools for Cultivating Authenticity in the Classroom

Liz Norell

LAS Auditorium

This experiential workshop will invite participants to engage in some of the reflective exercises and practices in Liz Norell's book, *The Present Professor: Authenticity and Transformational Teaching*. Liz will focus on how each practice supports instructor presence and authenticity in the classroom. Participants will leave this session with ideas to build purpose, joy, and relationships into their teaching practices.



10:30-11:20 - Concurrent Session 1

From Accommodation to Transformation: How Accessibility and Universal Design Unlocks Transformative Teaching

Eric Kyle and Darren Denham

Room 263

This dynamic faculty development session explores how Universal Design for Learning (UDL) and creating accessible courses combine to produce profound transformative learning experiences that fundamentally change how students think, learn, and grow. Participants will discover how UDL principles don't just accommodate differences, they actively promote critical reflection, perspective transformation, and deeper learning for all students. We'll examine how designing for diverse learners encourages critical reflection, perspective-taking, and meaningful dialogue that transforms understanding. Through engaging activities and practical examples, faculty will learn to view accessibility not as compliance but as pedagogical innovation that creates richer, more inclusive learning environments where all students can experience profound intellectual and personal growth through transformative educational encounters.

Drift and Integrity: Teaching for Coherence in the Age of AI and Noise

Austin Conner

Room 264

This session introduces the concept of "semantic drift", a term from AI research that helps describe a pattern many faculty are noticing. Student work may look fluent on the surface but lacks clarity, coherence, or meaningful depth. We will explore how digital tools, AI-generated content, and fragmented attention are shaping learning across classrooms and online environments. Faculty will leave with practical strategies to help students build conceptual clarity, strengthen reasoning, and demonstrate understanding through low-effort but high-impact practices. These tools are adaptable across disciplines and delivery formats and are designed to restore meaning without adding more to faculty workload.

Embedding Metacognition in Higher Education Classroom

Ed Cunliff, Kathy Smith, Chindarat Charoenwongse, and Mike Nelson

Room 265

Metacognitive strategies and skills help students become better learners to retain and apply discipline knowledge and can be used regardless of the content of the course. Because transformed learners engage in metacognition, students who can reflect and order their thinking about how they think and learn are on their way to becoming transformed in their learning experience. With metacognitive skills, they continue to apply these skills in their personal and professional lives. This session will provide strategies, how they work, implementations, what the presenters learned from the implementation process and how teachers could do things differently for continuing improvement.

Embrace the Awkward: How Vulnerability, Humor, & Human Moments Strengthen Teaching

Tephillah Jeyaraj-Powell and Jaclyn Maass

Room 274

Awkward moments are inevitable in the classroom: silence after asking a question, technology fails, a joke that doesn't work out, or a student who challenges you unexpectedly. We often try to smooth over or avoid these moments, when in fact they hold unique potential to build trust, foster creativity, and model resilience. Whether you're a seasoned educator or new to teaching, this session invites you to lean into the imperfect, the unrehearsed, and yes, the awkward.

Grounded and Growing, Working Together: Faculty-Staff Partnerships for Student Success Learning

Elizabeth Wallace, Amy Janzen, and Montana Hale

Room 275

As higher education continues to evolve, student success depends on the ability of faculty and staff to stay grounded in shared values while growing in response to changing needs. Grounded and Growing, Working Together brings faculty and staff together to explore how collaborative partnerships, rooted in authenticity and purpose, can improve student persistence and retention. This session will highlight ways faculty and staff can foster cross-functional collaboration and create a culture of shared support for students. Participants will leave with strategies and action steps to help students feel supported, connected, and equipped to succeed.

11:30-12:20 - Concurrent Session 2

Authentic Online Learning: Advancing Mission-Driven Focus in the College of Business

Melody Edwards, Abbie Lambert, Tracy Fairless, and M. Suzanne Clinton

Room 263

This presentation shares the College of Business's strategic efforts to enhance the quality and impact of online learning in partnership with the Center of eLearning and Connected Environments. The Online Learning Excellence initiative (OLEi) is advancing the university's mission to prepare future leaders through purposeful enhancements to online course quality, instructional design, faculty development, and student engagement. Attendees will learn how the College of Business is integrating quality frameworks, fostering faculty collaboration, and leveraging technology to create engaging, outcomes-driven online learning experiences that have elevated both student and faculty satisfaction.

Welcome Aboard! First week activities that prepare students for success

Adrienne Wright and Amy Jacobson-Peters

Room 264

The beginning of a new school year is an exciting time for students as well as faculty. The first week is full of formalities – read the syllabus, explain policies, preview content, and lead an icebreaker. This mechanical format is great for communicating the fundamentals but does little to support peer-to-peer connections or inspire excitement for course content. This session highlights the benefits of setting aside classes in the first week for an expanded orientation and details meaningful activities that impart expectations as well as set the stage for a successful semester.

Community as Classroom: Indigenizing Transformative Learning Practices

Brian Twenter

Room 265

Our workshop explores Indigenous teaching practices through the lens of the STLR Program, focusing on transforming the classroom into community. Drawing from Indigenous worldviews, our session highlights relational learning, intergenerational knowledge sharing, land-based pedagogy, and holistic student development. By integrating STLR's transformative learning tenets—particularly service learning and global and cultural competencies—our colloquium will demonstrate how Indigenous educational models foster identity, community engagement, and personal growth. Emphasis will be placed on how educators can honor Indigenous ways of knowing while creating inclusive, culturally responsive learning spaces that benefit students in all disciplines.

Experience Matters in Transformative Learning

Marty Ludlum, Jennifer Barger Johnson, and Darrell Ford

Room 274

You do NOT have to reinvent the wheel to be a transformative instructor. Simple activities can have a profound effect on student learning. See how UCO's business law professors integrate the subject with in and out of classroom activities. Tips and suggestions will be offered for easy to implement activities for every subject.

Perceived Faculty Mentoring Needs at the University of Central Oklahoma

Maha El Hachi, Leann Laubach, Lori Risley, Crystal Westmoreland, and Ashley Wilson

Room 275

This session will explore findings from a recent survey examining the perceived mentoring needs of full-time faculty at the University of Central Oklahoma (UCO). The findings offer valuable insights into areas where support is needed in teaching, service, and scholarship across various career stages. We invite you to participate in this interactive session to share your perspectives on the key findings and help identify opportunities for enhancing faculty support, which is essential for fostering a transformative learning environment.

1:30-2:20 - Concurrent Session 3

Creative Student Engagements and Assessment

Susan Scott

Room 263

This presentation will provide participants with creative student engagement ideas that can be incorporated into most course curriculums.

Everything is Feedback: Introduction to different assessments to update your teaching

Tiffany Larson

Room 264

The first step to transformative learning is deep engagement with the materials and concepts. But how do instructors know if students are engaging with the work or simply completing a task? What does that feedback look like for instructors, and how can we plan for more ways to incorporate feedback into our daily work? By planning for regular feedback from students, we can tweak our courses to better engage students for fully transformative learning. Participants will engage with a variety of formative, reflective, and summative feedback activities.

Empowering Authentic Teaching: A Gen AI Sprint for Values-Aligned Practice

Amanda Keesee

Room 265

Navigate the shifting landscape of higher education with authenticity and purpose. In this 50-minute interactive workshop, faculty and higher education professionals will explore practical, values-aligned ways to integrate generative AI into their teaching, research, and daily tasks. Through guided self-reflection and hands-on exploration, participants will gain the insight and skills needed to use AI tools to enhance creativity, streamline workloads, and support innovative pedagogy. Rather than prescribing one-size-fits-all solutions, this session empowers you to define how AI fits your priorities—helping you reclaim time and refocus on what matters most.

Authenticity, Empathy, and Transformative Teaching

Kato Buss

LAS 274

Authenticity, empathy, and logic are three core components in the ‘triangle model' of leadership. In the corporate world, this approach cultivates a working environment where employees feel valued and empowered. Adopting this approach in an educational environment can produce similar results. (Frie, Harvard Business Review, May/June 2020).

Emotional intelligence is a holistic integration of the mental, emotional, and spiritual dimensions of learning, in which authenticity and empathy are essential elements (Goldman, 1995). Dr. Melissa Peet reconceives this integration as 'generative knowledge' or the inner knowledge accessed for a transformative learning experience (Peet, 2018).

In this session, Buss explores the collegium theme, specifically the social-emotional ‘ecosystem’ of learning, where authenticity and empathy are indispensable tools. The session culminates in an interactive, participant-centered reflection.

Transformation as a Learning Objective

Danielle Herrington and Jerry Green

Room 275

This session explores ways of incorporating non-traditional or non-academic student learning outcomes (SLOs) into college courses. Pulling from two distinct disciplines, musicology and philosophy, we will provide example SLOs from each to illustrate how to backwards design a course to develop student agency, epistemic autonomy, and intellectual discernment. We will concentrate on course design principles that can be tailored to any discipline and use our examples as models, which session participants can adapt and transfer to their own courses.

2:30-3:20 - Concurrent Session 4

Designing for Success and Engagement: Using Online Design for In-Person Teaching

Janet Handwerk and Lora Benson Pezzell

Room 263

Online design modules offer engaging, student-centered interactive learning experiences often missing in traditional in-person instruction. In this session, the presenters share strategies for bringing effective online tools into face-to-face classrooms. The session features adaptable templates, course design examples, and a demonstration of how to integrate H5P to replace static lectures and conventional assessments. Emphasis will be placed on student accessibility by aligning online design principles with learning outcomes, increasing student engagement, and enhancing formative feedback. Attendees will leave with ready-to-implement tools and a framework for redesigning in-person learning.

Student Engagement Through Authentic Online Space Creation

Linda Breslin and Kristen Gregory

Room 264

Create your personal learning environment to boost engagement and comprehension. As learner diversity increases, creating inclusive environments is crucial. This proposal introduces the Alternative Format Initiative (AFI), aiming to enhance Transformative Learning (TL) by merging TL Theory and Universal Design for Learning (UDL). Normalizing use of accessible digital formats - which encourage students to create authentic learning environments - UCO can expand learning, foster deeper engagement, and promote cognitive and emotional growth for all students.

Transformative Teaching Starts with Student-Ready Technology

Amanda Keesee and Michael Martin

Room 265

As instructors balance innovation with authenticity, UCO's Office of Information Technology offers tools that support transformative teaching while easing the burden of tech instruction. This session highlights key initiatives, including a self-paced Technology Bootcamp for students and expanded access to AI tools like Gemini and Copilot. These resources help faculty focus on meaningful engagement by offloading basic tech skill instruction, while also ensuring students develop the digital fluency skills needed to succeed both in and out of higher education. Attendees will explore use cases, discuss opportunities, and receive a digital resource guide to support continued exploration.

Implementing Collaborative Online International Learning (COIL) in Your Classroom

Jared Scism and Eric Kyle

Room 274

Whether you're new to COIL or hoping to enhance your knowledge, this workshop will participants with practical insights and steps to integrate COIL into their teaching strategies. This session cover a range of key topics related to Collaborative Online International Learning (COIL), including: 1) What is COIL?; 2) List of UCO Partners; 3) COIL Learning Objectives & STLR; 4) Advantages of COIL; 5) Ways to Engage Students; and 6) How to Get Started/Next Steps and will 6) Provide time to brainstorm ways to implement a COIL project in your classroom with other colleagues. Come learn how COIL can provide transformative global and cultural learning experiences for your classroom.

Micro-Credentials and Equity: Expanding Access While Preserving What Matters Most

Alyssa Provencio and Trevor Cox

Room 275

As higher education evolves, micro-credentials offer a way to expand access, recognize diverse learning, and promote equity—if designed with intention. In this interactive session, we'll explore how UCO's LX Studio builds inclusive micro-credential ecosystems that reflect student identity, lived experience, and community needs. Through case studies and hands-on activities, we'll examine the tensions and possibilities of this work. Participants will leave with practical strategies for integrating learner-centered, equity-informed micro-credentials into their teaching while staying grounded in their core values.



Many Thanks!!!

Without the following individuals, the Annual Collegium would not be possible. Thank you!

- President Todd Lamb for his role in supporting Transformative Learning at UCO
- Provost and Vice-President for Academic Affairs Dr. Charlotte Simmons for her ongoing advocacy for faculty as those who create the Transformative Learning environment in which our students learn
- The Office of Academic Affairs for its role in reconceiving the possibilities for how CETTL can nurture and support UCO's Transformative Learning initiative
- The 21CPI Advisory Board for helping with continuing to expand support of excellence in transformative teaching and learning
- UCO colleagues who gave of their time to prepare and present the rich variety of sessions this year

Collegium Planning Team 2025

Austin Connor, Center for eLearning and Connected Environments (CECE)
Dawn Hester, Center for Excellence in Transformative Teaching & Learning (CETTL)
Aaron Jones, Center for Excellence in Transformative Teaching & Learning (CETTL)
Stephanie Jones, College of Math & Science
Tiffany Larson, College of Liberal Arts
Elizabeth Overman, College of Liberal Arts
Mark Walvoord, Student Transformative Learning Record (STLR)
Rhonda Williams, Forensic Science Institute
Adrienne Wright, College of Fine Arts and Design

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Brittney Richardson
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Kathy Smith
Carie Strauch
Edward Walker
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Alicia Welch
Cody Wilkerson
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Joanne Wong

Current 21CPI Board Members

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Suzanne Clinton, D.B.A., Assistant Dean, College of Business
Austin Connor, Center for eLearning and Connected Environments (CECE)
Danica Forester, Instructor, Chemistry
Jerry Green, Ph.D., Associate Professor, Humanities and Philosophy
Jeff King, Ed.D., Assistant Vice President for Transformative Learning
Tiffany Larson, Ph.D., Assistant Professor, English
Kathlyn Smith, DNP, RN, Assistant Professor, Nursing
Mark Walvoord, Ph.D., Assistant Director, STLR
Amanda Waters, Ph.D., Associate Professor, Chemistry
Rhonda Williams, Ph.D., Associate Professor, Forensics Science
Adrienne Wright, MFA, ALSA, Assistant Professor, Interior Design

Past 21CPI/CETTL Board Members

Beth Adele
Elizabeth Allan
LaDonna Atkins
Linda Banks
Lori Beasley (ex-officio)
Kadee Bramlett
Emily Butterfield
Jane Calvert
Jason Cimock
Trevor Cox
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Angela Marks
Mark McCoy
Luis Montes
Milton Quiñones
Pamela Rollins
Janet Runge
Sue Sasser
Joan Stone
Jan Wetsel
Lori Wooden

Connect to TL@UCO

21CPI presents UCO faculty with numerous opportunities to expand and enhance their pedagogy. The offerings align with UCO's Academic Vision of "being a learning-centered organization" with a focus on teaching first. Offerings include workshops, book discussion groups, faculty learning communities, SoTL Scholars, etc. Visit the website at: 21cpi.uco.edu

Visit our *Transformative Teacher-Scholar* blog at http://blogs.uco.edu/tts to read, comment, and contribute posts. Your original posts to the categories of *Faculty Reflections*, on your 21CPI Activities, and *Great Teaching* (e.g., your STLR-tagged or other assignments with students) are welcome. Email 21cpi@uco.edu for details.

You'll get details about how we're "doing TL" at UCO through STLR training: From selecting assignments, to adding reflective questions to assignments, to assessing student growth in clubs you advise. Start by attending 2, 2-hour modules that are integrated into 21CPI. Find out more at https://stlr.uco.edu. Then keep exploring with additional STLR sessions and a Refresher session every couple of years.

Join us at UCO's TL Conference each spring, as an attendee or presenter. This conference began as an on-campus, UCO-focused gathering in 2009 and has since grown to include over 300 attendees from many other states and international institutions of higher learning. http://tlconference.uco.edu

The *Journal of Transformative Learning* (JoTL,) invites original manuscripts that explore transformative learning practice and application across disciplines. Steeped in a view of transformative learning as an active process of learning that encourages seeing new things, seeing old things differently, and re-conceptualizing mindsets, JoTL accepts submissions of research articles, essays, and teaching notes. JoTL seeks to foster dialogue that culminates in richer resources for transformative learning practice.

Masonic TL Award

UCO's annual Masonic TL Award recognizes UCO initiatives that develop and encourage TL opportunities for UCO students. Check out https://uco.edu/tl for details and watch for the call for nominees in Centralities each spring.