UCO Annual Collegium

on College Teaching Practice

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

August 14, 2024

Full Program Schedule

https://tinyurl.com/yr8xuf85

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 College Teaching Practice 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 join 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 College Teaching Practice 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

Charlotte Simmons
Provost & Vice President for Academic Affairs

Collegium Overview

Now celebrating its 25th 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.

The Courage to Adapt:
Embracing Higher Education's Metamorphosis in the Classroom

In the ever-evolving landscape of higher education, faculty members stand at the crossroads of transformation. This year's Collegium invites educators to explore practical teaching applications for adaptation, resilience, and innovation. From leveraging technology to fostering inclusive learning environments, we delve into high impact strategies that empower both instructors and students. We are embracing metamorphosis by reimagining teaching methodologies and nurturing holistic lifelong learners for the workforce and beyond. Join us as we work to cultivate community, navigate change, and reshape the future of higher education.

Keynote Speaker

Dr. Dewayne Dickens, Senior Director for the Center for Community and Learning, Tulsa Community College



Dr. Dewayne Dickens has extensive experience working to support student success through coaching, education outreach, and resource navigation with peer mentoring. As a 20+ year English faculty member, Dr. Dickens has served as a coordinator of instructors, coordinator of the Academy for Teaching Excellence, and data team chair for the Achieving the Dream network of community colleges. His organizational board affiliations include the John Hope Franklin Center for Reconciliation, Greater Tulsa African American Affairs Commission, Oklahoma Center for Community and Justice (OCCJ), and KIPP Tulsa College Preparatory.

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 Dr. King, 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

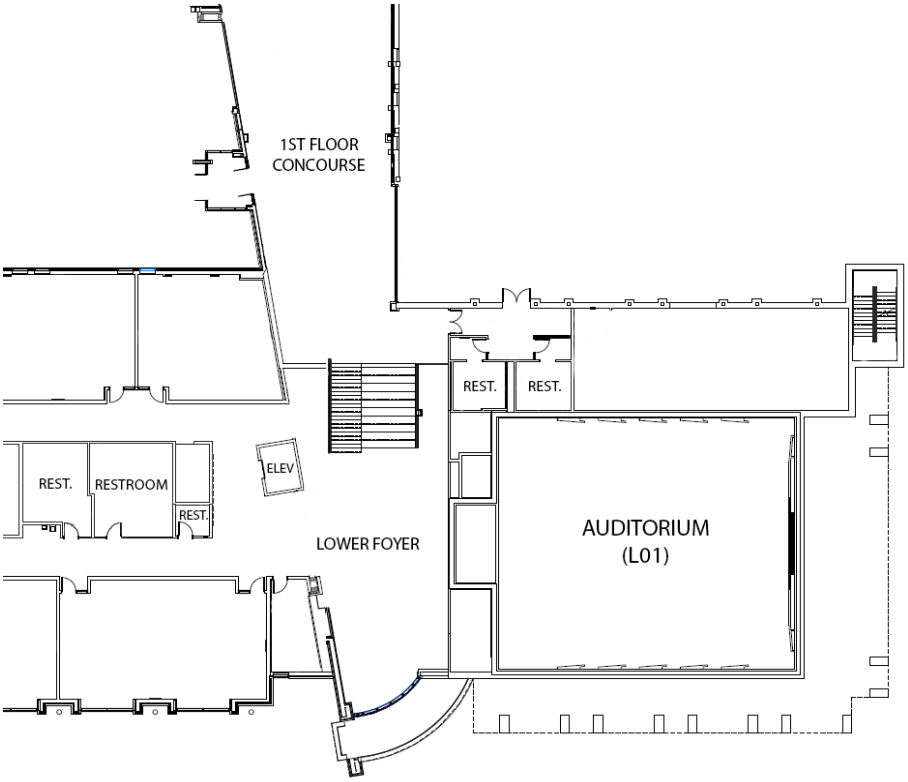
For other exciting and upcoming 21CPI Events that are focused on helping you to continually improve the quality of teaching and learning in your courses, be sure to check out and sign-up for our fall offerings.

Collegium Goes Green!

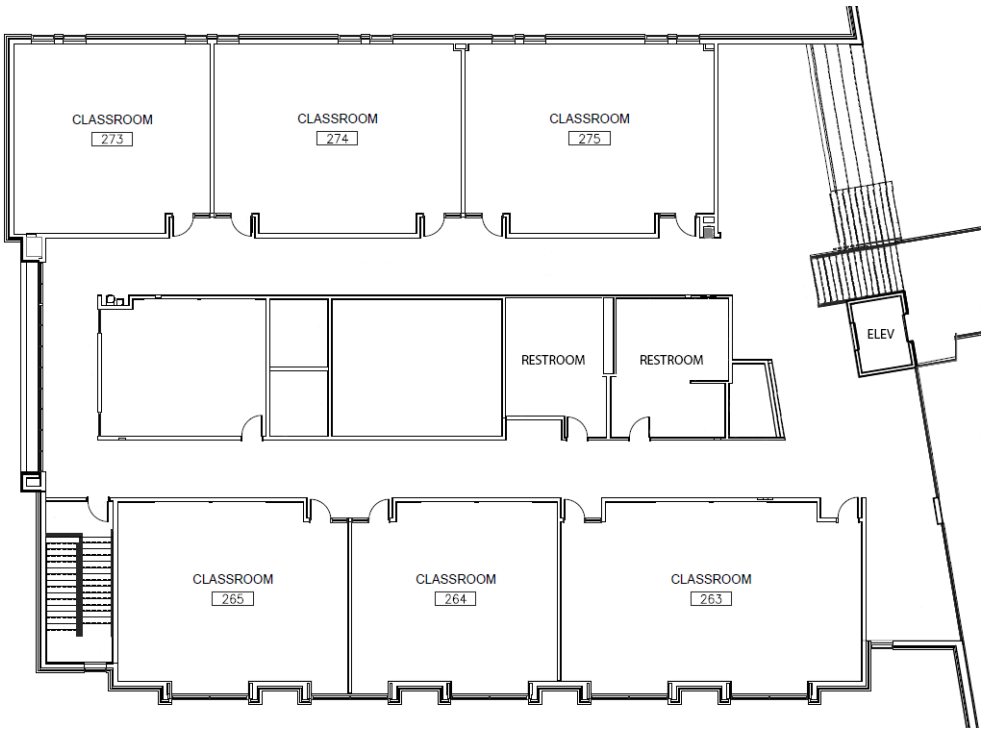
The Center for Excellence in Transformative Teaching and Learning (CETTL) is committed to minimizing environmental impact. We've partnered with UCO's Students for Sustainability to run Collegium as a low-waste event – using compostable dishware and cups, providing compost roll-off services, asking attendees 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, & Dr. King, 21CPI Recognitions*				
9:00 - 10:20am	**LAS Auditorium (L01)** *Keynote by Dr. Dewayne Dickens* From Reflection to Action: The Importance of 'Where Am I?' in Higher Education				
10:30 - 11:20am	**LAS Auditorium (L01)** *Concurrent Workshop by Dr. Dewayne Dickens* Interactive Strategies for Transformative Teaching				
	LAS-263	**LAS-264**	**LAS-265**	**LAS-274**	**LAS-275**
10:30 - 11:20am	Addressing Academic Challenges: A Drill Session Initiative for General Chemistry I	You Can Prepare a Student-Centered Senior/Graduate-Level Discussion/ Lab Course!	Civic Slices 2024	Empowering Educators: The Flexible Teaching/ Learning Workshop Journey	Real-World Projects as a Means of Student Engagement and Transformative Learning
11:30am - 12:20pm	Incorporating Relevancy Through Creativity in Course Work	World Peace Failures (And Other Freshman Achievements)	Leveraging AI for Comprehensive Assignment Design: From Rubrics to Formatting in D2L	Supporting Gender Diverse Students	Bridging Departments: Fostering Healthy Learning Environments Through Collaboration
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	Enhancing Transformative Learning Through Workforce Development	Engaging Students in International Field Study Experiences	Informal Collaborative Learning: Making Group-work Work for Everyone	Leveraging the Office of Institutional Effectiveness Resources to Improve Teaching and Learning	Communicating AI Policies Utilizing TILT: Fostering Transparent Classroom Environments
2:30 - 3:20pm	When Collaborative Learning Doesn't Work	Metacommunication: Listening to Unspoken Messages	Please Understand Me: Communication at Its Best	Reasonably Responding to Student Accommodation Requests	AI Horizons: Transforming Higher Education in Oklahoma
	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*)
Saheli Nath

Distinguished LEAD Teacher-Scholar Award
Laura Dumin

Certificates
Laura Dumin

Micro-Credentials
Leeda Copley
Laura Dumin
Jerry Green
Rhonda Williams
John Wood

Badges
Susan Barnes
Samantha Carlton
Chindarat Charoenwongse-Shaw
Josie Cheng
Leeda Copley
Megan Cox
Trevor Cox
Alissa Crawford
Ed Cunliff
Carl Dement
Laura Dumin
Eric Eitrheim
Rachelle Franz
Jerry Green
Kristen Gregory
Danielle Herrington
Chintamani Jog
Michelle Johnson
Kristi Karber

Badges, Continued
Rachael Kleckner
Liz Lane-Harvard
Marty Ludlum
Cristi Moore
Saheli Nath
Alyssa Provencio
Bill Repavich
Edy Ritt
Pamela Rollins
Kathy Smith
Carie Strauch
Daniel Vincent
Amanda Waters
Alicia Welch
Tyler Weldon
Rhonda Williams
Angela Willis
John Wood
Susan Woods

Collegium Sessions

9:00-10:20 Keynote Session

From Reflection to Action: The Importance of 'Where Am I?' in Higher Education - LAS Auditorium

Dewayne Dickens

Are you ready to transform your teaching and meet the diverse needs of today's students? Join us for a keynote where you'll explore practical methods to incorporate reflection, empower lifelong learners, and implement versatile teaching approaches. Learn how to leverage technology (including AI), understand diverse student needs, and implement holistic assessment for a responsive educational approach. Discover how to use tools like reflective journals, project-based learning, AI integration, and digital platforms to create inclusive and responsive educational environments. Attend this transformative session to revitalize your educational approach, ensuring your students thrive in today's rapidly evolving educational landscape with essential career and life skills.

10:30-11:20 Keynote Concurrent Workshop

Interactive Strategies for Transformative Teaching - LAS Auditorium

Dewayne Dickens

Join us for an interactive 50-minute workshop designed to build upon the insights from our keynote on transforming teaching and meeting the diverse needs of today's students. This session will delve deeper into practical methods discussed in the keynote, including incorporating reflection, empowering lifelong learners, and implementing versatile teaching approaches. Participants will explore effective strategies to leverage technology, including AI, understand diverse student needs, and implement holistic assessment for a responsive educational approach. The workshop will culminate in a 10-minute Q&A session, providing an opportunity to address specific challenges and opportunities faced by educators.

10:30-11:20 Sessions

Addressing Academic Challenges: Drill Session Initiative for General Chemistry 1 – LAS 263

Eric Eitrheim & Amanda Waters

Achieving success in the initial semester of chemistry is pivotal not only for students pursuing STEM majors but also for fostering a fundamental grasp of scientific principles among all students. The Chemistry Department at UCO has identified a historically elevated rate of D, F, and Withdrawal occurrences in this course. To confront this issue and enhance both student success and retention, we introduced a mandatory "drill" session encompassing collaborative group work and concise presentations on metacognitive and learning strategies. An analysis between recent semesters featuring the drill session and preceding semesters was conducted to assess its impact on the success of students.

You Can Prepare a Student-Centered Senior/Graduate-level Discussion/Lab Course! – LAS 264

Mel Vaughan

Participants will learn how to design a course around a testable hypothesis based on a current event or popular theme, and to organize the students into working groups to discuss papers and conduct research. Opportunities for students to choose how to proceed puts the learning in their hands. Grading is based on short quizzes and participation based on rubrics developed and shared with students. One of three previously tested themes (cellular aging, immortality, embryology) will be provided for examples of course development.

Civic Slices 2024: Engaging Students as Citizens – LAS 265

Elizabeth Overman, Emmi Ferguson, Brett Sharp, Jan Hardt, Keri Smith, & Nicole Doherty

"The University of Central Oklahoma empowers students to become ethical, creative and engaged citizens through our commitment to transformative learning experiences." The core mission spans the curriculum as all subjects are publicly relevant and influence social, political, and economic issues. Civic Slices, made up of nonpartisan UCO faculty, students, and staff, calls upon all UCO faculty to embed a voter registration application in their syllabi and to provide credit for students who prove that they have registered to vote and vote. Or, invite students to contact Civic Slices, or ask Civic Slices to briefly speak to your class, hand out and collect voter registration applications.

Empowering Educators: The Flexible Teaching/Learning Workshop Journey – LAS 274

Amanda Keesee, Kristen Gregory, & Eric Kyle

The University of Central Oklahoma's Flexible Teaching and Learning workshop and micro-credential program empowers faculty to excel in diverse teaching modalities. Developed collaboratively by the Academic Technology department, the Center for eLearning and Connected Environments, and the Center for Excellence in Transformative Teaching and Learning, the program blends pedagogical expertise with technological innovation. This presentation explores the workshop's development, content, and facilitation, sharing best practices and lessons learned to foster adaptable, capable, and enthusiastic educators.

Real-World Problems as a Means of Student Engagement & Transformative Learning– LAS 275

McKenna Sanderson & Adrienne Wright

This session highlights the positive impacts of project-based learning by summarizing case studies from Charles Evans and InkTank, two on-campus studios managed by design students. Students create real solutions for real clients as opposed to working in theoretical conditions. They employ the design process to solve problems in a collaborative environment that mirrors professional practice, an experience they find engaging and rewarding. We will share insights from this positive experience with faculty in all disciplines, discuss ways to incorporate real projects in curriculum, and utilize methods of design thinking to provide transformative experiences that prime students for success.

11:30-12:20 Sessions

Incorporating Relevancy Through Creativity in Course Work– LAS 263

Susan Scott

Using a persona as a case study, students are able to creatively apply relevant illustrations of course content to life. Students are able to apply their learning within the context of their major. The use of AI and Google can be incorporated to help develop the case study and display the illustrations. A lesson plan and examples will be provided, along with reflections of how the experience was perceived. STLR credit was given through their reflections. Opportunities to brainstorm with how you can do this will be provided. Let's see what you can come up with?

World Peace Failures (And Other Freshman Achievements) – LAS 264

Leeda Copley

When John Hunter wrote World Peace and Other 4th Grade Achievements, he provided a roadmap for elementary educators to mimic his World Peace Game. I turned his game into a semester-long activity for intro to sociology students. Students were put into groups, given information about the fictional countries they were now running, and tasked with solving 12 interlocking social problems. Each country had gamified statistics for Stability, Military, Economics, Resources, and Culture that could be "spent" however the country decided. A mysterious saboteur, dice rolls, and luck cards intentionally kept them thinking. While world peace was not declared, the game has great educational value.

Leveraging AI for Comprehensive Assignment Design: From Rubrics to Formatting in D2L – LAS 265

KT King

Discover how to leverage AI for creating comprehensive rubrics and clear formatting guidelines for your assignments, all integrated into D2L. This session demonstrates practical techniques for using AI to streamline your assessment process, ensure grading consistency, and clarify expectations for students. Learn to adapt these AI-generated tools to your specific course needs, saving time while enhancing the quality of your assignments. Join us to explore this innovative approach to assignment design, embracing technology to transform your teaching practice and improve student outcomes.

Supporting Gender Diverse Students – LAS 274

Danica Foerster

With the increased visibility of transgender, non-binary and gender non-conforming people, there is an increased need for understanding these identities. This topic will cover practical ways to support gender diverse students and creating an inclusive environment for all genders. The topic will also be applicable to outside the classroom, as well as modelling to students how to approach a world with increased gender diversity. We will cover basic gender concepts and terms, social scripts for someone coming out, and ways to create a gender-inclusive classroom. We will also include ample time for questions and discussion.

Bridging Departments: Fostering Healthy Learning Environments through Collaboration – LAS 275

Dan Vincent, Jaime Burns, Amanda Putnam, Tephillah Jeyaraj-Powell, Ty Weldon, & Lori Beasley

This session is intended for Department Chairs or School Directors. Add your voice to this important university-wide conversation about developing healthy learning environments in departments and programs. Facilitators will bring together department / school leadership to establish a forum for collaboration to break down the silos among colleges and departments. Participants will engage in conversations and activities to support peer-networking, ways to enhance transformative teaching and learning, and address departmental administrative issues (budgets, strategic planning, staffing, scheduling, etc.,). Join us to lay the groundwork for how we successfully approach the 2024-25 academic year!

1:30-2:20 Sessions

Enhancing Transformative Learning Through Workforce Development – LAS 263

Trevor Cox & Alyssa Provencio

The growing emphasis on workforce development in higher education has sparked both excitement and unease for faculty. This session demystifies the concept, showing how workforce development can complement and enrich transformative learning experiences for students. The session will explore using workforce as a tool to take the things you already do well and enhance your assignments, classes, and curriculum to set students up for success outside the classroom. We will also answer questions you have and help you think through partnerships. The session will be helpful to anyone who has questions about the new focus on the workforce but will be especially helpful to program coordinators and chairs.

Engaging Students in International Field Study Experiences – LAS 264

Michael Springer & Cathy Webster

International research experiences offer many benefits for students including heightened cultural awareness and competency, gains in cross-cultural communication and networking, and opportunities for inquiry in, and engagement with, challenging questions that transcend national borders. Although measurable benefits are clear, faculty who wish to create these experiences face many barriers including limited opportunities for training and institutional support, high costs associated with international travel, and heavy faculty workloads. In addition, the session will include a facilitated discussion to share and explore institutional resources available to support these types of courses.

Informal Collaborative Learning: Making Group Work, Work for Everyone – LAS 265

Adrienne Wright

Group work continues to be a foreboding prospect for many students. Large-scale projects with high point totals create pressure to succeed in spite of the group. It is also unclear if students possess the necessary experience to contribute to a successful team dynamic. This session explores “informal collaborative learning,” a different way to make group work, work. This method teaches students to work together when the stakes are low so they become effective team members when the stakes are higher. Using student feedback and excerpts from course curriculum gathered from interior design classes, this presentation will relay practical strategies for implementing these methods in any classroom.

Leveraging Office of Institutional Effectiveness Resources to Improve Teaching & Learning – LAS 274

Kristi Nelms, Cami Cho, Yadira Reyes-Pena, & William Scheideler

This presentation will delve into how Institutional Research (IR) and Institutional Assessment (IA) can empower faculty to gain a deeper understanding of their student population, identify areas for improvement in their courses, and develop data-driven strategies to enhance teaching methods and SLOs. We will showcase how insights into student demographics, characteristics and behaviors, and prior academic experiences can benefit faculty in utilizing data. Participants may engage with presenters to determine how they can leverage resources such as Broncho Analytics, the Factbook, and FSSE/NSSE survey data to increase student engagement, refine course SLOs and align assessment methods.

Communicating AI Policies Using TILT: Fostering Transparent Classroom Environments– LAS 275

Abbie Lambert & Suzanne Clinton

This session discusses the significance of establishing a comprehensive AI policy. We will use Transparency in Learning and Teaching (TILT) as a framework for AI integration. The session uses TILT's structured approach to help demystify AI applications for both students and educators, promoting transparency and equitable learning opportunities. Participants will gain insights into practical strategies to develop and implement an AI policy and review areas to consider if planning to incorporate AI usage. Presenters will also demonstrate how to use Large Language Models (LLMs) to help quickly create TILT structured instructions for assignments that incorporate the AI usage policy.

2:30-3:20 Sessions

When Collaborative Learning Doesn't Work – LAS 263

Jerry Green

This session focuses on a failed experiment in a first-year language course. We'll first discuss the design principles that lead to the putatively good idea of a collaborative homework assignment which asked student to (in different stages) compose sentences, proofread their group-member's contributions, then trade with another group to translate. We'll then discuss how and why this assessment technique did not work. Finally, we'll trouble-shoot how it could have been done better, and more importantly, whether improving the assignment is worth the trade-offs. Ultimately, this session will invite participants to ask some big-picture questions about constraints in course design.

Metacommunication: Listening to Unspoken Messages – LAS 264

Casandra Robinson & Ed Cunliff

Have you ever had a "gut level" sense that this is a person you can trust and rely on? Or maybe the opposite – this is someone who you feel uneasy with? What do students hear that we don't say? "Metacommunication" is a way of thinking about communications, about listening to unspoken messages. We will discuss the theoretical base and the application of metacommunication as it impacts our relationships with students.

Please Understand Me: Communication at Its Best – LAS 265

Frederick Hammond

For the past twenty years Dr. Keirsey has continued to investigate personality differences to refine his theory of the four temperaments and to define the traits of character that distinguish one from another. His findings from the basis of Please understand Me II, an updated and greatly expanded edition of the book, far more comprehensive and coherent than the original and yet with much of that same easy readability. In this presentation we will discuss the personality temperaments and effective communication with and between your students and within the team environment. This is the catalyst research to apply to your courses.

Reasonably Responding to Student Accommodation Requests – LAS 274

Connie Harris

Faculty are expected to comply with reasonable requests for academic accommodations from students with disabilities, but what does reasonable mean and how can faculty mitigate the obstacles they encounter when providing these accommodations? This presentation will examine the issues of reasonableness, responsibility, and resources in relation to student accommodation requests. Faculty will engage in an interactive discussion to examine what hinders and facilitates their ability to provide student accommodations. Mitigation strategies and best practices for responding to accommodation requests will be examined.

AI Horizons: Transforming Higher Education in Oklahoma – LAS 275

Amanda Keesee

Join us for an exploration of Artificial Intelligence (AI) in higher education within Oklahoma. This presentation covers current perspectives, best practices, and future considerations of AI in academia. Learn how AI enhances personalized learning, adaptive tutoring, and administrative workflows while addressing faculty concerns, student adoption, and institutional policies. Emphasizing data privacy and ethical usage, we'll discuss stakeholder engagement and the need for comprehensive AI training. Be inspired to embrace AI's potential for academic excellence, innovation, and equitable access to education in Oklahoma.

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 2024

Suzanne Clinton, College of Business
Austin Connor, Center for eLearning and Connected Environments (CECE)
Trevor Cox, LX Studio & Connected Campus
Jen Harrison, Center for Excellence in Transformative Teaching & Learning (CETTL)
Aaron Jones, Center for Excellence in Transformative Teaching & Learning (CETTL)
Tiffany Larson, College of Liberal Arts
Elizabeth Overman, College of Liberal Arts
Mark Walvoord, Student Transformative Learning Record (STLR)
Amanda Waters, College of Mathematics & Science
Rhonda Williams, Forensic Science Institute
Adrienne Wright, College of Fine Arts and Design

Trenten Watkins (CETTL) designed the Collegium's 25th Anniversary logo.

Collegium Proposal Peer Reviewers

Appleby, Jessica
Bentley, Vanessa
Carter, Barbara
DeMaio, Barbara
Scott, Susan
Smith, Kathy
Waters, Amanda
Welch, Alicia
Williams, Rhonda
Willis, Angela

Event Lead Volunteers

Austin Conner
J Sunshine Cowan
Barbara DeMaio
Katherine Eaves
Allyson Fenwick
Jerry Green
Zheng Han
Connie Harris
Danielle Herrington
Mary Howard
Aaron Jones
Stephanie Jones
Tiffany Larson
Bradley Paynter
Edith Ritt-Coulter
Susan Scott
Linda Sealey
Kathy Smith
Carie Strauch
Edward Walker
Mark Walvoord
Nicole Warehime
Amanda Waters
Alicia Welch
Rhonda Williams
Angela Willis

Current 21CPI Board Members

Lora Benson Pezzell, Instructional Design II, Center for eLearning and Connected Environments
Suzanne Clinton, D.B.A., Assistant Dean, College of Business
Austin Connor, Center for eLearning and Connected Environments (CECE)
Trevor Cox, Ph.D., Assistant Professor, Adult Education & Safety Sciences
Danica Forester, Instructor, Chemistry
Jerry Green, Ph.D., Associate Professor, Humanities and Philosophy
Michelle Johnson, Ph.D., Assistant Professor, Adult Education and Safety Sciences
Jeff King, Ed.D., Assistant Vice President for Transformative Learning
Eric Kyle, Ph.D., Director, 21st Century Pedagogy Institute
Kathlyn Smith, DNP, RN, Assistant Professor, Nursing
Mark Walvoord, 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
Steven Dunn
Dawn Holt
Gayle Kearns
Sam Ladwig
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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

21st Century Pedagogy Institute
Empowering Teaching Excellence

21CPI presents UCO faculty 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

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UCO TRANSFORMATIVE Teacher-Scholar

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.

STLR STUDENT TRANSFORMATIVE LEARNING RECORD

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.

TL TRANSFORMATIVE LEARNING CONFERENCE

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

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JTL JOURNAL OF TRANSFORMATIVE LEARNING jotl.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.