CENTER FOR TEACHING & LEARNING EXCELLENCE
NEVADA STATE COLLEGE

ANNUAL REPORT 2021-2022

July 2022

Established in 2016, **the Center for Teaching and Learning Excellence** (CTLE) at Nevada State College provides professional development services and support to full-time faculty and part-time instructors. Those services include facilitating workshops, coordinating campus-wide training events, coaching and consulting faculty, and many other activities, as shall be summarized in this annual report.

Key statistics to highlight for 2021-2022:

1) A record-high 56% of Nevada State's full-time academic faculty participated in at least one Faculty Learning Community during 2021-22, including 80% of our cohort of new full-time academic faculty.

2) 96% of Nevada State's full-time teaching faculty participated in at least one or more of the CTLE's professional development activities and services during Fall 2021, Spring 2022, and Summer 2022.

3) In January 2022 the CTLE organized and sponsored the 3rd Annual Faculty Symposium on Teaching and Learning, a two-day professional development opportunity that drew virtual attendance from 69 full-time and 19 part-time or administrative faculty.

On behalf of the CTLE, we thank the faculty, Executive Leadership Team, Office of the Provost, deans, department chairs, and Faculty Senate for your continued support. As we continue to build and expand the CTLE, it is imperative to have administrators encourage faculty to participate, clearly communicate that Nevada State College values innovation, and recognize faculty who invest time and effort towards improving their teaching.

Sincerely,

Dr. Chris Garrett, CTLE Director

Mission

The Center for Teaching and Learning Excellence (CTLE) provides professional development opportunities for full-time faculty and part-time instructors at Nevada State College in order to improve student learning outcomes and support the college's academic mission.

Faculty Learning Outcomes

- Expand evidence-based pedagogical awareness
- Incorporate evidence-based best practices in course design, instructional delivery, and assessment
- Collaborate in a community of teaching scholars
- Engage in reflective practice

CTLE Contributions to the College's Strategic Plan

- CI2.3: Expand resources and support for ensuring the accessibility of instructional and other materials.
- CI3.1: Revise and enhance the core curriculum
- CI4.1: Implement peer-reviewed quality assurance program based on best practices for online teaching and learning
- CI4.3: Enhance training for faculty teaching online courses
- CI4.4: Increase students' technological literacy to enhance their ability to succeed in an online environment.
- OC1.2: Improve support for part-time instructors.
- OC2.2 Design college-wide programs to increase leadership opportunities for faculty and staff.

CTLE Objectives

- Create inclusive, engaging learning environments
- Facilitate interdisciplinary dialogue and collaboration
- Foster a culture of continuous improvement
- Support integrating technology to enhance quality and efficiency

Dr. Chris Garrett, CTLE Director

Guiding Principles/Philosophy

- Create a safe space for faculty
- Offer a variety of programs and activities
- Provide services that are confidential, voluntary, and formative

Teaching Academy Certificates Program

o Since Fall 2017, the CTLE Teaching Academy offers structured professional development certificate programs to all full-time and part-time faculty. Certificate requirements include engaging in workshops, Faculty Learning Communities, Teaching Circles, and writing a reflective essay. As of July 1, 2022, 44 faculty (40 FT and 4 PT) have completed **the Foundations of Teaching Certificate.**

o The following faculty completed the **Teaching Academy: Foundations of Teaching Certificate** during 2021-2022 (12 FT and 2 PT):
  - Marian Azab, LAS
  - Danielle Cordova, SON
  - Zarah Borines, SON
  - Logan Kennedy, LAS
  - Nina Marcellus, SON
  - Bret Hess, SON
  - Ipuna Black, SON
  - Pam Call, SON
  - Kelly Svoboda, LAS (PTI)
  - David Kelsey, LAS
  - Jessica Parks, LAS
  - Roxanne Farrar, LAS (PTI)
  - Stacey Spahn, SON
  - André Lindsey, SOE

Emily Hoover contributes to the discussion at the CTLE Active Learning Retreat, June 2022.

o In addition to the 7 faculty (5 FT and 2 PT) who had previously completed the Advanced Certificate, in 2021-2022 eight (8) full-time completed the **CTLE Teaching Academy Advanced Certificate: Reflective Practitioner:**
  - Aaron Wong, LAS / June 2021
  - Christine Beaudry, SOE / November 2021
  - Lance Hellman, LAS / November 2021
  - Heather Lang-Cassera, LAS / November 2021
  - Zarah Borines, SON / December 2021
  - Jessica Parks, LAS / April 2022
  - Chris Garrett, SOE / April 2022
  - Bo Liang, LAS / June 2022

- This course focuses on the five key components for quality online course design: organization, learning design, accessibility and technology tools, instructor presence, and assessment. This asynchronous course is available through our Canvas LMS and allows faculty participants the opportunity to do so at their own pace, requiring approximately 12-15 hours to complete, and receive feedback and guidance from a CTLE facilitator. In addition to sharing best practices and key principles for online course design and online teaching, the course includes several activities for participants to demonstrate their ability to implement best practices.

- Faculty who have completed/earned the **CTLE Best Practices in Online Teaching Certificate** Course:

  Completed during 2021-2022
  - Ipuna Black, SON
  - Ron Schaffer, LAS (PTI)
  - Eugene Shapiro, LAS (PTI)

  Completed prior to this year
  - Vu Duong, LAS
  - Katie Durante, LAS
  - Carol Lee, LAS
  - Derryce Howzell, LAS
  - Nina Marcellus, SON
  - Chris Garrett, SOE
  - Cindy Bezard, SOE (PTI)
  - Aaron Wong, LAS

Dr. Gwen Sharp, Vice Provost, addresses faculty during the ACUE Certificate recognition ceremony, September 2021.

Spotlight on Faculty Engagement in Scholarship of Teaching & Learning Projects

Dr. Erica Tietjen, Lecturer of Biology

In February 2022, The New York Times Learning Network published a collection of ways that science educators across the country teach using *New York Times* resources, and Dr. Erica Tietjen's submission was chosen and also highlighted within the article. Her contribution is #29 within the collection (Build writing skills - "Tiny Biology Stories"). See this link:

https://www.nytimes.com/2022/02/03/learning/30-ways-science-educators-teach-with-the-new-york-times.html.

She also presented on this activity at the 2022 Intermountain Teaching for Learning Conference. In summary, Dr. Tietjen challenges her college undergraduate biology students to write their own "Tiny Biology Stories" to thoughtfully and succinctly express how aspects of biology have already impacted their lives. Students are encouraged to include a drawing, illustration or photo with their stories, and they have a "gallery walk" where all stories are displayed, and students can read each other's writings and ask each other questions and reflect on those experiences as well as their own. Many stories are quite creative and often heartfelt as they relate to personal aspects of inheritance or disease, or to biological mysteries for themselves or family members still unsolved. She enjoys reading her students' expressions and reports that every semester she learns something new from having the opportunity to see our course concepts reflected through their heart and mind.

Dr. Jamie Palmer, Assistant Professor of Sociology

In the Winter 2021, Dr. Jamie Palmer published her article, "Teaching to Transgress in the Virtual Classroom: Tools for Implementing the Guerilla Girls' Art of Complaining," in the Special Feature: Audio-Visual at a Distance in Pedagogy and Practice in Films for the Feminist Classroom. This pedagogical article includes lesson plans and assignments. Checkout Dr. Palmer's work via this link:

http://ffc.twu.edu/issue_11-1/feat_Palmer-Asemota_11-1.html

Dr. Vu Duong
Distinguished Lecturer of Neurosciences;
Anatomy and Physiology
Department of Physical and Life Sciences

Dr. Vu Duong's fellowship projects included providing professional development support to faculty. He presented four workshops for faculty on various topics, including assessing Respondus Monitor videos for academic dishonesty, virtual proctoring tools, tips on Power Point Presentations, and feedback to improve teaching.

Dr. Duong co-presented with Nina Marcellus at the Lilly Conference in San Diego (January 2022) on "Integrative Interdisciplinary Teaching: A Synergistic Approach." In November 2021, he also attended the AAC&U STEM Conference where he explored innovative strategies, particularly for retention of underrepresented and minoritized students.

New Faculty Mentoring

o The CTLE continues to provide both informal and formal opportunities for mentoring. For example, Faculty Learning Communities are ideal for informal mentoring and networking. However, we also provide a more structured, formalized mentoring program for new faculty.

o New full-time academic faculty are asked by the CTLE Director whether or not they would like to be matched with a mentor. In some cases, a dean or department chair may already have assigned a mentor. If not, the CTLE Director ensures that each new faculty member has the opportunity to work with a mentor. The CTLE typically sponsors at least one mentoring event each semester for mentors and mentees. Those involved in the program are asked to sign a mentoring agreement which details expectations for their mentoring relationship (e.g., frequency of meetings, goals, etc.).

o We are grateful for those faculty who accepted invitations to serve during 2021-2022 as mentors to our new full-time faculty.

Special thanks to the following faculty who served as mentors:

- Chris Harris
- Amanda Carter
- Lori Navarrete
- Melanie Murray
- Nathan Silva
- Aaron Wong
- Lance Hellman
- Laura Decker
- Rachel Herzl-Betz
- David Kelsey
- Michelle Region-Sebest
- Raul Tapia
- Andrea Ortiz

Dr. El Hachemi Bouali receives his ACUE Certificate pin at the ceremony held September 2021.

Annual Excellence in Online Learning Event

The CTLE held its fifth-annual webinar in the continuing series on Excellence in Online Teaching and Learning. During the Fall 2021 semester, the CTLE featured the topic "Antiracist Pedagogy and Online Learning" with guest presenter Dr. Iris Ruiz (Continuing Lecturer for the University of California-Merced Merritt Writing Program and a Lecturer with the Sonoma State University Chicano/Latino Studies Program). In this webinar, Dr. Ruiz explored pedagogical adaptations and online models as a way of conceiving of the "curricular imperative" in an age of increasing race-consciousness and within an era of deepening racial division and divisiveness. Eighteen (18) faculty attended this virtual event and many more have viewed the recording of the webinar on the CTLE Canvas site.

Dr. Ruiz's current publications include her monograph, *Reclaiming Composition for Chicano/as and other Ethnic Minorities: A Critical History and Pedagogy,* and a co-edited collection, *Decolonizing Rhetoric and Composition Studies: New Latinx Keywords for Theory and Pedagogy,* in which she also contributed a chapter on the keyword "Race."

Instructional Tech Test Kitchen Events

"Tech Chef" Sierra whipped up another set of tasty demonstrations and activities for virtual Technology Test Kitchens held during both the Fall 2021 and Spring 2022 semesters. Each Technology Test Kitchen provided our faculty with hands-on learning experiences designed to support their teaching. Based on the tools faculty requested, each semester's Test Kitchen's modules in Canvas encouraged faculty, via direct engagement, to explore six to nine new or redesigned technology tools and the TriviaMaker games that could be implemented easily into courses. After showcasing each tool and game, Chef Sierra provided "recipes" (step-by-step guides with screenshots) and support that facilitated faculty testing the tools in a real-time, simulated course environment. Of the eighteen (18) faculty attendees, two participated in both the fall and spring events. All participants gained new skills and the confidence to put these tools to work in their own courses.

Dr. Sierra Adare-Tasiwoopa Api and Melanie Bradle at the CTLE Tech Test Kitchen event on February 25, 2020.

2021-2022 Instructional Technology Report

The CTLE added two new technology tools this year: TidyUP and UDOIT. TidyUP alleviates issues with reaching Canvas course content space limitations by identifying and deleting all of the old files and documents that are not being used in the course. UDOIT scans Canvas courses, identifies Accessibility problems, helps to fix them, and provides guidance on improving the accessibility of courses.

Additionally, 12 faculty are currently piloting TriviaMaker's five games: Grid, a Jeopardy-like game; Trivia, a Kahoot!-like game; List; TicTac; and Wheel, a Wheel of Fortune-like game. All of these games provide more lively ways to review key concepts or prepare for an exam. The Trivia game can be played either synchronously or asynchronously. Speaking of games, more faculty are adding games, game elements, escape rooms, or entirely gamifying their courses by leveraging our educational technology tools such as Canvas Mastery Paths, StudyMate, Classic or New Quizzes, and Canvas Credentials (formerly Badgr Badges).

At present, 34 faculty are on the NS Padlet account and many more are utilizing the free individual accounts for those who use fewer than four Padlets. Although Respondus Monitor use is down with more on-campus courses this year, 29 faculty have still used nearly 3,300 seats for exams.

Other technology tools that our faculty have begun using on a regular basis include Dropbox; Respondus LockDown Browser; YuJa (especially embedded quizzes and the add student comments on the video timeline features); Turnitin; Zoom; Teams; BigBlueButton; Multi-Tool Template Builder, Module Builder, Due Date Modifier, and Announcement Due Date Modifier; Design Tools Content Blocks, Accordion Tabs, Buttons, Syllabus Navigation, Module Progress/Navigation, Objectives/Outcomes, Popup Content, Quick Checks, and Check Accessibility; MyLab and Mastering; EdReady; EvaluationKIT; Flip (formerly Flipgrid), Slack; Canva; and Coggle.

Individual faculty have also used Grammarly, YouTube, Kahoot!, Polling Everywhere, Top Hat, Doodle, Qualtrics, Perusall, DropThought, Screencast-o'matic, McGraw-Hill Connect, McGraw-Hill SimNet, Cengage Learning MindLinks, Macmillan Learning, Credo Instruct, Evolve, Microsoft Office 365, Google Docs, and Socrative.
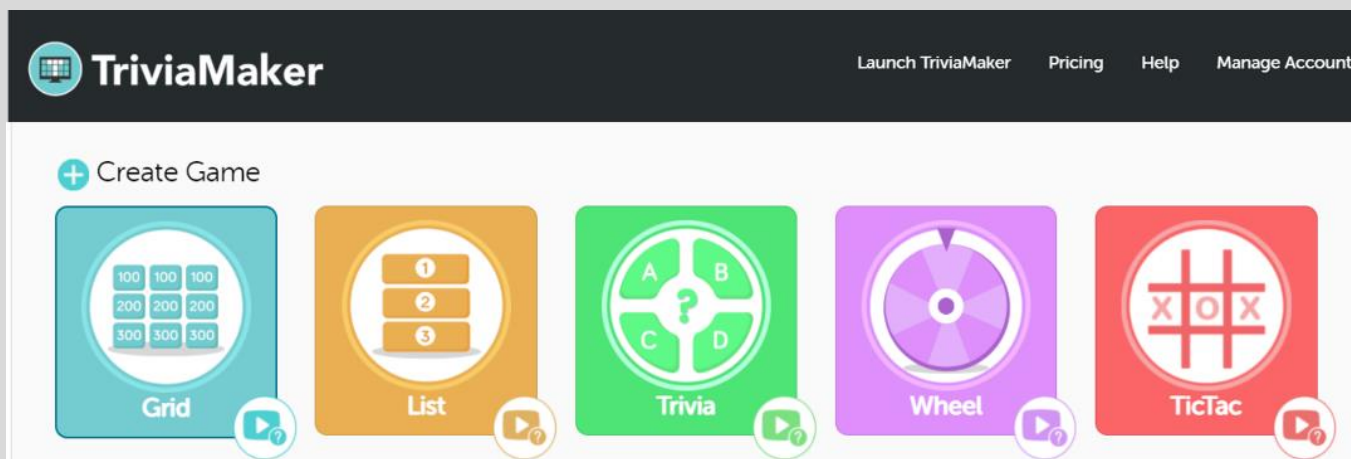
Online Course Renovation Collaborative (OCRC)

This asynchronous online course brings together faculty from diverse disciplines who want to collaborate on renovating their online courses. The OCRC is comprised of two components: the course content and the example course each participant plans to renovate, to which the other faculty have access. More than just brainstorming; this collaboration focuses on exploring how faculty have organized their example courses; the design methods they have employed; how they use Canvas tools; the ways they incorporate other educational technology tools into their courses; the types and number of no-, low-, and high-stakes assessments; how they express instructor presence; the types of feedback tools they use; and the ways in which they make their courses accessible.

The peer feedback on the example courses combined with the best practices and ed tech tools featured in the facilitated OCRC course inspire faculty to create more engaging online courses. There are 15 faculty enrolled in the course for summer 2022.

3rd Annual Faculty Symposium on Teaching and Learning

The CTLE planned, sponsored, and facilitated this symposium event held virtually on January 13-14, 2022. Our guest/keynote presenter was Dr. Jose Bowen (Senior Fellow, AAC&U and former president of Goucher College). He is the author of *Teaching Change* and *Teaching Naked*.

Dr. Bowen addressed some of the lessons that we've learned about teaching as we had to transition to remote/online delivery due to COVID. He emphasized the importance of utilizing multiple technology tools for students to communicate and stay connected with their instructors and with each other.

88 faculty attended the symposium (69 full-time, 9 PTI, 10 administrative faculty/staff). 36 faculty participated on the program by sharing 20 presentations on various topics related to teaching and learning.
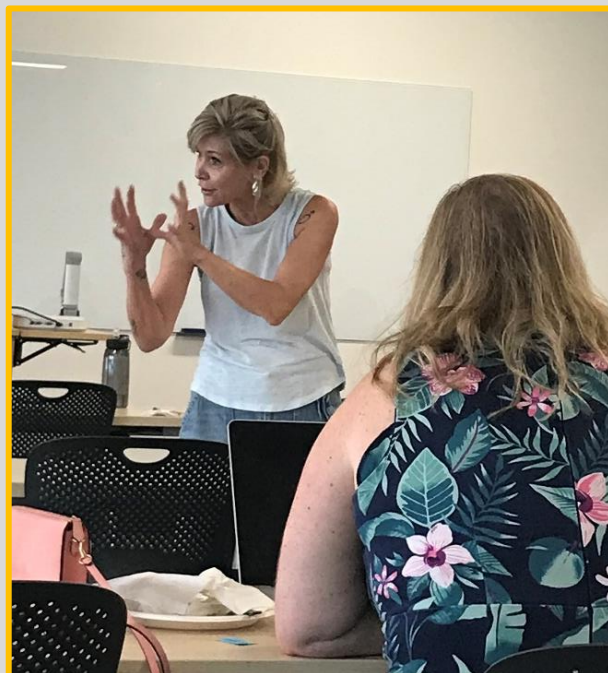
Dr. Michelle Region-Sebest presents her project at the CTLE Active Learning Retreat, June 2022.

*56% of Nevada State's full-time academic faculty participated in at least one Faculty Learning Community (FLC) during 2021-22, including 80% (12 of 15) of our cohort of new full-time academic faculty. 12 Part-Time Instructors engaged in an FLC (1 did both semesters). 16% of FT faculty participated in FLCs both fall and spring. 34 faculty (27 FT & 7 PT) attended FLCs during Fall, and that number nearly doubled to 63 (57 FT & 6 PT) during Spring.

*This record-high participation rate (56%) may be attributed to several factors. First, our faculty continue to be eager to connect, learn, and share best practices. Secondly, we reached out with personal invitations via email to each full-time instructor to encourage them to participate during Spring 2022 in an FLC. Thirdly, we offered eight (8) topics and coordinated twelve (12) groups that met at different dates/times in order to accommodate faculty schedules during Spring 2022.

Topics of Faculty Learning Communities

Fall 2021
- Ungrading (Facilitated by Christine Beaudry)
- Feedback Loops (Facilitated by Jack Agamba)
- Teacher Education at Hispanic-Serving Institutions (Facilitated by Sierra Adare-Tasiwoopa api)
- Incorporating the Common Read into your Courses/*Tales of Two Planets* (Facilitated by Sierra Adare-Tasiwoopa api)
- Supporting Students during Stressful Times (Facilitated by Morgan Iommi)

Spring 2022

- Creating Effective Work Habits (Facilitated by Aaron Wong)
- Teaching Change (Facilitated by Chris Garrett)
- Active Learning (Facilitated by Jack Agamba)
- Integrated Learning (Facilitated by Chris Garrett)
- Culturally Inclusive Content (Facilitated by Sierra Adare-Tasiwoopa api)
- Feedback Loops (Facilitated by Jack Agamba)
- Sexism in Higher Education (Facilitated by Morgan Iommi)
- Quick Reads for Part-Time Instructors (Facilitated by Morgan Iommi)

Dr. Chad Curtis engages faculty in discussion during the CTLE Active Learning Retreat, June 2022.

Full-Time Faculty Participation in Faculty Learning Communities
(attended at least one or more FLC Meetings- Fall 2021 or Spring 2022)

2021-2022 (Fall and Spring Combined)

SCHOOL/ UNIT	TOTAL FACULTY	# FACULTY PARTICIPATED	PARTICIPATION RATE
EDUCATION	16	10	63%
LAS-Business	6	3	50%
LAS-Data, Media, and Design	13	6	46%
LAS-History, Law, and Society	13	8	62%
LAS-Humanities	13	8	62%
LAS-Physical and Life Sciences	17	9	53%
LAS-Psychology and Counseling	9	6	66%
NURSING	27	14	52%
LIBRARY	3	1	33%
Totals	117	65	**56%**

CTLE Program Statistics – Full-Time Faculty Participation
(in at least One or More CTLE Faculty Development Activity)

2021-2022 (Fall, Spring, and Summer Combined)

SCHOOL/ UNIT	TOTAL FACULTY	# FACULTY PARTICIPATED	PARTICIPATION RATE
EDUCATION	16	16	100%
LIBERAL ARTS & SCIENCES	71	67	95%
NURSING	27	26	96%
LIBRARY	3	3	100%
Totals	117	112	**96%**

CTLE Program Statistics – Part-Time Faculty Participation
(in at least One or More CTLE Faculty Development Activity)

2021-2022 (Fall, Spring, Summer Combined)

SCHOOL/ UNIT	# PT FACULTY PARTICIPATED
EDUCATION	6
LIBERAL ARTS & SCIENCES	36
NURSING	5
Totals	46

New Faculty Orientation

The CTLE offered its annual, campus-wide orientation and eleven (11) new full-time faculty and twelve (12) part-time instructors attended August 11-12, 2021. Due to COVID restrictions, the entire orientation was conducted virtually via Zoom. In addition to introducing new faculty to campus partners and resources for student success and faculty support, training was provided on instructional technology and how to utilize Canvas, our learning management system.

Online Quality Assurance Peer Review Program (Fall 2021 & Spring 2022)

Twenty-four (24) online courses were peer reviewed by faculty for the fall 2021 and spring 2022 cycles with 12-13 faculty reviewers serving on both cycles. Thus far, four online courses have been designated as meeting the Gold Certified Standard of Excellence:

* Dr. Nathan Silva, BIO 321: Marine Biology
* Dr. Vu Duong, BIO 475: Neurobiology
* Heather Lang-Cassera, ALS 101: College Success
* Dr. Chris Garrett, EDU 250: Foundations of Education

Courses reviewed for the Quality Assurance Initiative have totaled 67 so far. Several faculty are revising courses based on feedback received from peer reviews which upon completion will likely attain Certified or Gold Certified Standard of Excellence. This program is offered in the fall and spring cycles.

For the first time, those courses that were submitted for peer review during 2021 were also considered for a new college-wide Excellence in Online Course Design Award. Sponsored by the CTLE, a faculty committee selected Dr. Nathan Silva and Dr. Vu Duong as the inaugural recipients for this new annual award. Both received $500 stipends for the excellent work on their Gold Certified online courses.
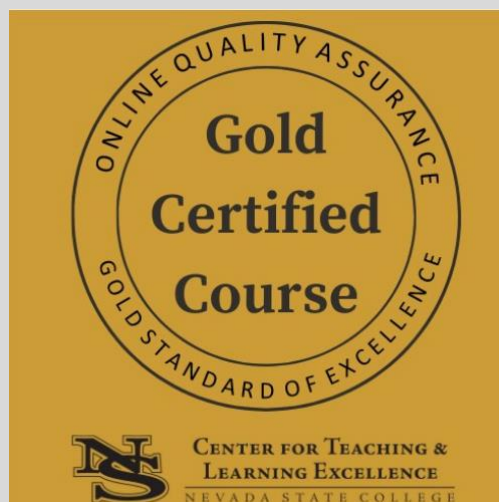
Active Learning Retreat

This three-day retreat held annually each June brings together faculty from across disciplines to focus on re/designing an activity from their course to make it more interactive and learner-centered. The 2022 Active Learning Retreat added an additional layer to the re/design by having faculty focus on how these activities are equitable, focusing on the themes of accessible, inclusive, empowering, and relevant design. In addition to attending workshop sessions on various topics, they also heard from Nevada State students share their experiences as learners, and they engaged in discussions with their faculty peers. In total, 14 faculty (7 PT, and 7 FT, representing all colleges) completed the retreat and left with a re/designed assignment to implement in their upcoming courses.

Engaging Part-Time Instructors in CTLE's Professional Development Programs

Part-time instructors (PTIs) are an important part of the Nevada State College community. The CTLE seeks to support and engage PTIs in various ways. In 2021-2022, 46 PTIs participated in a variety of professional development programs:

- New Faculty Orientation (12 participants)
- Faculty Learning Communities (10 participants)
- Workshops (28 participants)
- Active Learning Retreat, June 2022 (7 participants)
- Accessibility Training Course, July 2021 (4 participants)
- Online Course Renovation Collaborative, July 2022 (7 participants)
- Teaching Academy: Foundations of Teaching Certificate Program (2 completed and 2 currently actively pursuing)
- Teaching Academy: Advanced Certificate Program (1 actively pursuing)
- Best Practices in Online Teaching Certificate (2 completed)

Our Progress on Accessibility and Compliance

Accessibility implementation in course content continues to improve through several programs. Apart from the Summer Accessibility Program, faculty have access to an accessibility course in Canvas with self-paced guides. In addition, an accessibility check list for addressing the Americans with Disabilities Act (ADA) requirements complements the Quality Online Course Rubric which helps to guide the peer review program at NS. There is a noticeable increase in faculty seeking guidance and assistance from the CTLE on accessibility implementation in course content and flyers. The pathways of using inherent accessibility tools in Canvas, Microsoft, PowerPoint, and audio-visual content continue to be addressed incrementally through online tutorials, workshops, and ever-present support.

Summer Accessibility Training Course

This course focuses on five areas of accessibility: Electronic Document Content, Document Structure, Accessibility Evaluation, Audio-Visual Content, and Universal Design for Learning. This self-paced course is completed in five weeks. Faculty provide evidence of accessibility implementation through artifacts that illustrate the before and after elements of course content. Eight faculty completed the course in summer 2021 and seventeen are currently enrolled for the summer 2022 course.

Intermountain Teaching for Learning (T4L) Conference

The CTLE provided financial support for four academic faculty (Vu Duong, Sherri Coffman, Erica Tietjen, and Kelly Svoboda) to present at the virtual, regional Intermountain Teaching for Learning Conference coordinated by Southern Utah University held in March 2022.. Emily Hoover, Laura Decker, Clare Donohue, and Paul Buck also delivered conference presentations on teaching and learning. Nevada State College has been selected to once again host this annual event. Tentative dates have been scheduled for March 2-3, 2023. We hosted the 2nd Annual T4L Conference in 2018.

WCET Virtual Summit

In April 2022, six faculty from Nevada State College participated in the WCET Virtual Summit on "The Elements of Quality Digital Learning." The CTLE sponsored a half-dozen faculty, covering their registration fees. Ipuna Black, Zarah Borines, Roxanne Farrar, Heather Lang-Cassera, and Jessica Price virtually attended this professional development event.

Workshop Topics Offered Fall 2021 and Spring 2022

- ✓ Addressing Student Concerns
- ✓ Feedback Loops
- ✓ Student Annotation
- ✓ Collaborative Learning
- ✓ Teaching Students Peer Review
- ✓ Formative Assessment Techniques
- ✓ Effective and Efficient Feedback Tools
- ✓ Techniques to Support Student Persistence
- ✓ Creating Inclusive Learning Environments
- ✓ Dynamic Lecturing
- ✓ Building the Perfect Course
- ✓ Self-Reflection Through Questioning Strategies
- ✓ New Tools: UDOIT and TidyUp
- ✓ Increasing Student Study Skills
- ✓ Competency vs. Factual Knowledge
- ✓ Balancing Student Cognitive Load
- ✓ Four Types of Listening
- ✓ Critical Thinking in STEM
- ✓ Asynchronous Learning Activities
- ✓ Self-Reflection on Teaching Style
- ✓ Accessibility
- ✓ Gaining Student Trust
- ✓ Cross-Disciplinary Approaches to the Common Read
- ✓ Tips on PowerPoint Presentations
- ✓ The Supportive Syllabus
- ✓ Meeting Students Where They Are
- ✓ Grading Strategies for Online Courses
- ✓ A Case Study Locked in an Escape Room
- ✓ Using Data and Feedback to Improve Teaching
- ✓ Leveraging Emotion's Effect on Learning
- ✓ Jazz Up Online Discussions in Canvas
- ✓ Engaging Active Learning Activities
- ✓ Increasing Relevance and Transparency
- ✓ How and Why to Set Up Branching Case Studies
- ✓ Remote Teaching and Learning: Reflections and Strategies
- ✓ PTI Panel: Small Changes with Big Impact

- **Sierra Adare-Tasiwoopa api, PhD**, Instructional Technologist

- **Jack Agamba, PhD**, Instructional Designer

- **Chris Garrett, PhD**, CTLE Director & Professor of Education

- **Morgan Iommi, PhD**, Instructional Designer

Conference Presentations

Adare-Tasiwoopa api, Sierra. "What Happens When a Case Student Study Gets Locked in an Escape Room," co-presented with Dawn Taylor, Online Learning Consortium Accelerate Conference, virtual, September 2021.

Agamba, Jack. "Using Feedback Loops to Transform Teaching and Learning," Intermountain Teaching for Learning Conference, Southern Utah University, Virtual, March 2022.

Garrett, Chris. "Creating an Engaging Faculty Mentoring Program for New Full-Time College Instructors," Lilly Conference in Evidence-Based Teaching and Learning, San Diego, January 2022.

Iommi, Morgan. "Scaffolding as Personalized Learning," Intermountain Teaching for Learning Conference, Southern Utah University, Virtual, March 2022.

Publications
Forthcoming Book
Adare-Tasiwoopa api, Sierra. *Gamification in Higher Education: A How-To Instructional Guide*, co-authored with Nathan Silva. Stylus Publishing (scheduled to be published, 2023).

Forthcoming Book Chapters
Garrett, Chris. "Higher Education Faculty Certification Program: Foundations of Reflective Teaching," co-authored with Christine A. Draper. *The Palgrave International Handbook of Academic Professional Development Centers*, Edited by Otherine Neisler. Palgrave Macmillan (scheduled to appear in print, October 2022).

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