NOVA's 14th Annual Power Up Your Pedagogy

Innovate 2020: Teaching & Learning in the 21st Century

PUP CONFERENCE: JANUARY 8, 2020
PUP 2020

PURPOSE

✓ To reflect and share best practices among peers in improving student success.
✓ To strengthen connections and collaboration across all disciplines.
✓ To renew our passion and excitement for teaching and learning.
✓ To offer attendees an opportunity to develop professionally and build relationships across the College.

PUP 2020 CONCENTRATIONS

Innovating the Lecture, Engaging Students
Sessions in this area will address ways of engaging students through technology or other dynamic means by disrupting past practices in a class, program or discipline to make the course material relevant to a new generation of learners.

Instructional Partnerships
Presenters in this concentration will highlight partnerships that impact student engagement or boost morale including recent grant awards, collaborations or opportunities for faculty, staff and administrators to come together for the purpose of achieving a common goal.

Small Changes, Big Results
Sessions in this area will focus on those pedagogical changes that have rendered the biggest results and how those results are measured. Panelists may address their own risks and rewards as they relate to the syllabus, course assignments, experiential/service learning or other tools that have been meaningful to students.

Supporting Readers, Writers, Thinkers and Communicators in the Disciplines
Presenters in this area support students in demonstrating what they know and might consider one or more of the following: student choice, informal and formal assessments and other products of learning while taking into account what those products say about our values.

Teaching Non-Traditional Adults and Other Overlooked Students
Recently, traditional students have been the subject of changes in policy and practice at NOVA. Sessions in this area will address the impact such changes have on non-traditional students juggling many responsibilities.

Where Have We Been, Where Are We Going?
Panelists in this area will consider how they know what they know as a field expert and/or NOVA community member and evaluate how we build in opportunities for meaningful reflection in the classroom, their current roles or evaluation processes given inherent changes to our pedagogical practices, our disciplines and the College.
PRESIDENT
Dr. Anne M. Kress

Dr. Anne M. Kress has 30 years of community college experience. Her career began in 1989 at Santa Fe Community College in Gainesville, Florida as an adjunct instructor of English. She rose through the ranks at that institution becoming an associate professor in 1994; a department chair in 1998; the Title III project director in 2000; an associate vice president in 2002; and the provost and vice president for Academic Affairs in 2005. She became the president of Monroe Community College in Rochester, New York in 2009. Kress is serving her second term on the board of directors of the American Association of Community Colleges and as a member of the Presidents’ Trust of the Association of American Colleges and Universities. Kress earned two bachelor’s degrees, a master’s degree and a doctorate from the University of Florida.

“I am honored, humbled and excited to have been selected as NOVA’s next president. NOVA has always been bold and innovative: a national leader that consistently sets the bar for excellence and then surpasses it,” said Kress. “During my visit, it was immediately clear that NOVA’s talented faculty and staff are the heart that gives life to the college’s mission. Every day, thanks to their work, amazing and inspiring students find their own pathway to the American Dream in a region that values both their success and the outstanding institution that makes this opportunity a reality. I am truly grateful for the chance to be part of such a dynamic and diverse academic community, and look forward to working with all of NOVA, the Board, partners in Northern Virginia and the VCCS in service of this important and vital mission.”

Dr. Anne Kress is the sixth permanent president of Northern Virginia Community College since it was established as Northern Virginia Technical College in 1964.
## EVENTS SCHEDULE

### College Convocation: Tuesday, January 7, 2020  
(9:30 a.m. – 2:30 p.m.)

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:30 – 11:45 a.m.</td>
<td>Registration and Beverage Service</td>
<td>CE First Floor Atrium and Gallery</td>
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</table>
| 9:30 – 11:30 a.m.| Inaugural Address by Dr. Anne Kress  
Presidential Q&A  
College Updates:  
*Hot Topics for NOVA Academics*  
Dr. Sharon Robertson,  
Ms. Barbara Hopkins and Ms. Jennifer Nelson  
*Building Student Success Culture*  
Using ATD Methodology  
Dr. George Gabriel |                                |
| 11:15 a.m. – Noon| Boxed Lunch Pick Up                                                    | Forum Seminar Rooms              |
| 12:30 – 2:30 p.m.| Discipline Group Meetings                                             | Various AN Locations             |

### Power Up Your Pedagogy (PUP) Conference: Wednesday, January 8, 2020  
(9:00 a.m.* – 3:30 p.m.)

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<td>Registration and Beverage Service</td>
<td>CE First Floor Atrium and Gallery</td>
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</tbody>
</table>
| 9:30 – 10:45 a.m.| CETL Welcome:  
*Leadership Lessons From NOVA to Aspen*  
Dr. Julie Leidig  
Keynote Address:  
*Reflection Before Innovation: How Inspirational Educators Shaped a Teaching Philosophy*  
Professor Jill Mitchell  
Faculty Sabbatical Presentations |                                |
| 11:00 – 11:45 a.m.| Solicited Sessions                                                     | CN Classrooms                   |
| 11:45 a.m. – 12:30 p.m.| Hot Lunch Buffet                                                       | CF Second Floor                 |

#### 45-Minute Presentations: (CN Classrooms)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>11:00 – 11:45 a.m.</td>
<td>Concurrent Session A</td>
</tr>
<tr>
<td>12:45 – 1:30 p.m.</td>
<td>Concurrent Session B</td>
</tr>
<tr>
<td>1:45 – 2:30 p.m.</td>
<td>Concurrent Session C</td>
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<tr>
<td>2:45 – 3:30 p.m.</td>
<td>Concurrent Session D</td>
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</tbody>
</table>

#### 90-Minute Workshops: (CN Classrooms)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1:45 – 3:15 p.m.</td>
<td>Concurrent Workshops W</td>
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*Please note the PUP Conference on 1/8 will begin 30 minutes before College Convocation on 1/7.*
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INVITED SPEAKERS

LESSONS LEARNED FROM NOVA TO ASPEN
BY DR. JULIE LEIDIG

Loudoun Campus Provost Dr. Julie Leidig will share insights gained along her nontraditional path to leadership as well as her experiences as a 2019-2020 Aspen Presidential Fellow.

Dr. Leidig has had a career in higher education that has spanned language schools, universities, state government, corporate settings and community colleges. Since 2010 she has served as the provost of NOVA’s Loudoun Campus.

Dr. Leidig holds a B.A. in political science from Syracuse University, as well as three graduate degrees from the University of Texas at Austin: an M.Ed. in adult education and human resource development, an M.A. in foreign language education and a Ph.D. in educational administration/community college leadership. She is devoted to the community college mission and is always looking for ways to create better experiences and pathways for students.

KEYNOTE ADDRESS

REFLECTION BEFORE INNOVATION:
HOW INSPIRATIONAL EDUCATORS SHAPED A TEACHING PHILOSOPHY
BY PROFESSOR JILL MITCHELL

As we begin a new decade, let’s pause to reflect on where we have been and how our own teachers influenced who we are in the classroom today. Jill Mitchell will share her teaching philosophy based on the tenets of honor, professionalism and opportunity, how her own teachers influenced her teaching and how reflection and sharing with our peers can inspire us to innovate.

Jill Mitchell, M.S., M.Ed., CIA, is a professor of accounting at NOVA, where she has taught face-to-face, hybrid and online courses since 2008. Since 2009, she has been an adjunct instructor at George Mason University. She is a past president of the Washington, D.C. chapter of the Accounting and Financial Women’s Alliance and served on the board of directors of the Virginia Society of CPAs. She is a co-author of a first edition textbook, College Accounting, published by Wiley. Prior to joining the faculty at NOVA, Professor Mitchell was a senior auditor with Ernst & Young in Miami, Florida. She is a certified internal auditor and earned an M.S. in accountancy from the University of Virginia and a B.B.A. in management information systems from the University of Georgia honors program. Recently, she earned an M.Ed. in instructional design technology from George Mason. Professor Mitchell presents to college professors across the country on topics of engagement, instructional design and using technology.

Professor Mitchell is a recipient of the VCCS Chancellor’s Award for Teaching Excellence, the Outstanding Faculty Award (the Commonwealth’s highest honor for faculty of Virginia’s universities and colleges) and the AAA/J. Michael and Mary Anne Cook/Deloitte Foundation Prize, the foremost recognition of an individual who consistently demonstrates the attributes of a superior teacher in the discipline of accounting. She lives in Arlington with her husband, teenage son and two dogs.
THE JEITO OF THE BRAZILIAN MULATA: RACE, IDENTITY AND DISTINCTION IN A RACIAL DEMOCRACY

Dr. Nicole Hindert

Dr. Hindert examines the role of arguably the most emblematic of Brazilian national symbols: the mulata. A mixed-race woman who demonstrates the perfect blend of African and European traits, the mulata has become synonymous with the Brazilian nation, its people and its racial system. Interview materials from forty-four Brazilian women reveal the ways in which the mulata anchors the racial categories used institutionally and individually within Brazil. At the same time, the project maps what a mulata is, what she means experientially for women across the racial spectrum and how the mulata has direct consequences on the expression of identity and identity formation.

Nicole Barreto Hindert, Ph.D., is an associate professor at Northern Virginia Community College in Alexandria, VA, where she has been a faculty member since 2010. Dr. Hindert completed her Ph.D. in sociology and her M.A. in gender studies at George Mason University and her B.A. in international politics at the University of Michigan. Her research interests are in the areas of race and gender with an emphasis on critical theory and identity formation.

VOTING WRITES: CIVIC EDUCATION IN THE COMPOSITION CLASSROOM

Professor Bridget Pool

During the faculty sabbatical, Professor Pool studied civic education, particularly as a component of college composition classes. She used that knowledge to forge a timely writing curriculum that will encourage students to think critically about democracy and elections. The materials from her study are available at www.votingwrites.org.

Bridget Robin Pool began her career as coordinator of NOVA’s Loudoun Writing Center and has taught English full time at the Loudoun Campus since 2000. She holds a B.A. from the College of William & Mary, an M.A. from George Mason University and an M.F.A. from Ashland University.

BRINGING THE SELF TO GOOD WRITING

Professor Memuna Sillah

We always write with an audience in mind: to request from, to inform or to persuade others. But what about the self? What role does the self play in good writing? While the 19th century memoirs were written to counsel top civil servants, the 20th and 21st century memoir is a flashlight on the self yet is written for others. During her sabbatical, Professor Sillah journeyed into the discovery and appreciation of the self in the writing process. She completed a memoir, Sense in a Clear Bottle, currently under publication by Africa World Press and began writing a graphic novel.

Memuna Sillah brings international, diplomatic and non-profit experience to her fifteen years of teaching writing, literature and college composition at John Tyler Community College and NOVA’s Annandale Campus. Under her guidance, the English Department magazine, Calliope, won second place in the CCHA Literary Magazine competition. Professor Sillah teaches memoir for the Lifetime Learning Institute. Her short stories and articles have been published in Narrative Magazine, The Natural History Magazine, Anthropology and Africa Profiles International.
# Concurrent Sessions A
11:00 a.m. to 11:45 a.m.

<table>
<thead>
<tr>
<th>Primary Presenter</th>
<th>Session Number</th>
<th>Session Title</th>
<th>Session Location</th>
<th>Area of Concentration</th>
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<tbody>
<tr>
<td>Sheri Robertson</td>
<td>A.01</td>
<td>Hot Topics Affecting NOVA Academics</td>
<td>CN 117</td>
<td>Solicited Session</td>
</tr>
<tr>
<td>Bruce Wahl</td>
<td>A.02</td>
<td>The VCCS Direct Enrollment Project</td>
<td>CN 103</td>
<td>Solicited Session</td>
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<tr>
<td>Charles Errico</td>
<td>A.03</td>
<td>The Chancellor’s Faculty Advisory Committee (CFAC): Serving as a Voice for VCCS Faculty Issues and Concerns</td>
<td>CN 203</td>
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<td>Sarah Jacobson</td>
<td>A.04</td>
<td>Professional Boundaries: Responding to the Growing Roles of Faculty</td>
<td>CN 219</td>
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<td>Gillian Backus</td>
<td>A.05</td>
<td>The Loser-Savkar Fellowship and My Professional Development</td>
<td>CN 227</td>
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<tr>
<td>Pamela Nation</td>
<td>A.06</td>
<td>MTT, MCR, MTH 9, What’s the Difference?</td>
<td>CN 123</td>
<td>Solicited Session</td>
</tr>
<tr>
<td>Cindy Miller</td>
<td>A.07</td>
<td>Teaching Remotely: Engaging With Faculty and Students</td>
<td>CN 126</td>
<td>Solicited Session</td>
</tr>
<tr>
<td>Stefanie Shipe</td>
<td>A.08</td>
<td>Facilitating the Development of Information Literacy Skills in Our Students</td>
<td>CN 225</td>
<td>Solicited Session</td>
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<tr>
<td>Hong Wang</td>
<td>B.01</td>
<td>Engagement at the Core of Quality in Hybrid and Online Teaching: Strategies, Tools and Examples</td>
<td>CN 225</td>
<td>Innovating the Lecture, Engaging Students</td>
</tr>
<tr>
<td>Melissa Chabot</td>
<td>B.02</td>
<td>Can I Just Do It Myself? Designing Group Projects Your Students Will Love</td>
<td>CN 227</td>
<td>Innovating the Lecture, Engaging Students</td>
</tr>
<tr>
<td>Stephen Clarke</td>
<td>B.03</td>
<td>How to Design an Informal Writing Assignment in Any Discipline</td>
<td>CN 102</td>
<td>Supporting Readers, Writers, Thinkers and Communicators in the Disciplines</td>
</tr>
<tr>
<td>Kelly DeSenti</td>
<td>B.04</td>
<td>Adapting to the Changing Student Profile: Am I Mindfully Maintaining My Expectations?</td>
<td>CN 103</td>
<td>Teaching Non-Traditional Adults and Other Overlooked Students</td>
</tr>
<tr>
<td>Maureen Lawson</td>
<td>B.05</td>
<td>Advising: The Good, the Bad and the Ugly</td>
<td>CN 123</td>
<td>Instructional Partnerships</td>
</tr>
<tr>
<td>Kate O’Leary</td>
<td>B.06</td>
<td>Teaching Research in the Age of Anxiety</td>
<td>CN 219</td>
<td>Supporting Readers, Writers, Thinkers and Communicators in the Disciplines</td>
</tr>
<tr>
<td>Caitlin Chazen</td>
<td>B.07</td>
<td>Scientist Spotlight</td>
<td>CN 203</td>
<td>Innovating the Lecture, Engaging Students</td>
</tr>
<tr>
<td>Mary Vander Maten</td>
<td>B.08</td>
<td>Common Teaching Pitfalls and How to Avoid Them</td>
<td>CN 119</td>
<td>Innovating the Lecture, Engaging Students</td>
</tr>
<tr>
<td>Tatiana Stantcheva</td>
<td>B.09</td>
<td>Tech Tools and Tips That Make a Difference</td>
<td>CN 114</td>
<td>Small Changes, Big Results</td>
</tr>
<tr>
<td>Julia Ruiz-Ross</td>
<td>B.10</td>
<td>Instructional and Curricular Applications of the ACTFL Oral Proficiency Test for Teaching Languages</td>
<td>CN 104</td>
<td>Innovating the Lecture, Engaging Students</td>
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<tr>
<td>Jill Caporale</td>
<td>C.01</td>
<td>Teaching as Emotional Labor 3.0: Rediscovering Our True Selves in the Classroom</td>
<td>CN 225</td>
<td>Innovating the Lecture, Engaging Students</td>
</tr>
<tr>
<td>La’Tonie White</td>
<td>C.02</td>
<td>When the Needs of Students Go Beyond Academics: How to Help a Student With Sudden Life Situations</td>
<td>CN 105</td>
<td>Instructional Partnerships</td>
</tr>
<tr>
<td>Patrice Fleck</td>
<td>C.03</td>
<td>Innovating Small Group Work in the Literature Classroom</td>
<td>CN 219</td>
<td>Small Changes, Big Results</td>
</tr>
<tr>
<td>Maureen Madden</td>
<td>C.04</td>
<td>Support Inclusion Through Planning and Understanding</td>
<td>CN 203</td>
<td>Teaching Non-Traditional Adults and Other Overlooked Students</td>
</tr>
<tr>
<td>Bo Yang</td>
<td>C.05</td>
<td>Engaging Students With Studio Videos in Hybrid Teaching</td>
<td>CN 114</td>
<td>Innovating the Lecture, Engaging Students</td>
</tr>
<tr>
<td>Nicole Munday</td>
<td>C.06</td>
<td>Learning to De-Escalate Conflict in a Learning Environment</td>
<td>CN 123</td>
<td>Where Have We Been, Where Are We Going?</td>
</tr>
<tr>
<td>Sharon Karkehabadi</td>
<td>C.07</td>
<td>Creating a Core Learning Assessment Plan Useful to Your Program or Discipline</td>
<td>CN 102</td>
<td>Small Changes Big Results</td>
</tr>
<tr>
<td>Rebecca Walter</td>
<td>C.08</td>
<td>Encouraging Student Investment</td>
<td>CN 103</td>
<td>Supporting Readers, Writers, Thinkers and Communicators in the Disciplines</td>
</tr>
<tr>
<td>Janet Giannotti</td>
<td>C.09</td>
<td>Novel Tests Answer All of Your Questions</td>
<td>CN 227</td>
<td>Supporting Readers, Writers, Thinkers and Communicators in the Disciplines</td>
</tr>
<tr>
<td>Andrew Wyner</td>
<td>C.10</td>
<td>A Modest Proposal for Engaging Students in Unengageable Courses</td>
<td>CN 119</td>
<td>Innovating the Lecture, Engaging Students</td>
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</tbody>
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## Concurrent Sessions D
2:45 p.m. to 3:30 p.m.

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<tr>
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<tbody>
<tr>
<td>Nicole Martello</td>
<td>D.01</td>
<td>Calling All Faculty: Coaching and Training on Classroom Assessment Techniques</td>
<td>CN 102</td>
<td>Small Changes, Big Results</td>
</tr>
<tr>
<td>Ruth Stewart</td>
<td>D.02</td>
<td>(Re)Introducing <em>The Northern Virginia Review</em></td>
<td>CN 104</td>
<td>Where Have We Been, Where Are We Going?</td>
</tr>
<tr>
<td>Margarita Martinez</td>
<td>D.03</td>
<td>Creating an Inclusive Classroom for the LGBTQPIA+ Community</td>
<td>CN 114</td>
<td>Small Changes, Big Results</td>
</tr>
<tr>
<td>Peg O’Hara</td>
<td>D.04</td>
<td>Ignite Instruction With Google Slides</td>
<td>CN 119</td>
<td>Innovating the Lecture, Engaging Students</td>
</tr>
<tr>
<td>Wendy Riemann</td>
<td>D.05</td>
<td>Ten Teaching Tips for Stronger Instructor Communication in Any Discipline</td>
<td>CN 123</td>
<td>Small Changes, Big Results</td>
</tr>
<tr>
<td>Gillian Backus</td>
<td>D.06</td>
<td>STEM Education, You, and the NSF: Money in Your Pocket</td>
<td>CN 227</td>
<td>Instructional Partnerships</td>
</tr>
<tr>
<td>Sushma Shukla</td>
<td>D.07</td>
<td>Fourth Industrial Revolution: Preparing Students</td>
<td>CN 203</td>
<td>Innovating the Lecture, Engaging Students</td>
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<tr>
<td>Daoud Nassimi</td>
<td>D.08</td>
<td>Weekly Journals</td>
<td>CN 219</td>
<td>Innovating the Lecture, Engaging Students</td>
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<tr>
<td>Donald Goral</td>
<td>D.09</td>
<td>Technological Potpourri</td>
<td>CN 105</td>
<td>Innovating the Lecture, Engaging Students</td>
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<tr>
<td>Robin Bairley</td>
<td>D.10</td>
<td>Assimilating Student Interests Into the Hybrid Environment</td>
<td>CN 225</td>
<td>Supporting Readers, Writers, Thinkers and Communicators in the Disciplines</td>
</tr>
<tr>
<td>Ann Stegner</td>
<td>D.11</td>
<td>Professors as Parents: Support in Creating a Healthy Work-Life Balance</td>
<td>CN 103</td>
<td>Instructional Partnerships</td>
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## Concurrent Workshops W
1:45 p.m. to 3:15 p.m.

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<th>Session Title</th>
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<tbody>
<tr>
<td>Julie Gilliam</td>
<td>W.01</td>
<td>Easy-to-Use Technology Tools to Create Dynamic, Student-Centered Learning in Your Online and Hybrid Courses</td>
<td>CN 126</td>
<td>Innovating the Lecture, Engaging Students</td>
</tr>
<tr>
<td>Til Turner</td>
<td>W.02</td>
<td>Accuplacer Norming Session</td>
<td>CN 120</td>
<td>Instructional Partnerships</td>
</tr>
</tbody>
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A.01 Hot Topics Affecting NOVA Academics  
_Sheri Robertson: Solicited Session_  
_Co-presenters: Willie Pomeroy, Barbara Hopkins, Jen Nelson, Shawn Addison_
Join Academic Affairs staff for a conversation about hot topics in academics that affect NOVA faculty and students. Topics will include curriculum pathways, changes to NOVA's program offerings, direct enrollment, ADVANCE and Transfer VA, credit for prior learning, dual enrollment and SACSCOC reaffirmation. Participants will be encouraged to raise topics of interest to them, too.  
45-Minute Peer Session, 1/8/2020, 11:00-11:45, CN 117

A.02 The VCCS Direct Enrollment Project  
_Bruce Wahl: Solicited Session_  
_Co-presenter: Ray Orkwis_
The VCCS is in the process of fundamentally changing English and math placement. A core group is currently working on a Direct Enrollment pilot program to be launched at eight colleges in Fall 2020 with future implementation at all VCCS colleges that will severely limit developmental classes for at-risk populations. While little is definite about the project, presenters will offer an overview of Direct Enrollment and its potential implications at NOVA.  
45-Minute Peer Session, 1/8/2020, 11:00-11:45, CN 103

A.03 The Chancellor’s Faculty Advisory Committee (CFAC): Serving as a Voice for VCCS Faculty Issues and Concerns  
_Charles Errico: Solicited Session_
This session, led by the current CFAC Chair, will review CFAC’s current agenda items and ask for recommendations for future issues that it should address. The Chancellor's Faculty Advisory Committee (CFAC) consists of a representative from each of the VCCS's 23 colleges and meets with the chancellor and his cabinet each semester to discuss issues and concerns of the teaching and professional faculty including parental leave, phased retirement and a current initiative to develop a policy for free tuition for the children and spouses of faculty members.  
45-Minute Peer Session, 1/8/2020, 11:00-11:45, CN 203

A.04 Professional Boundaries: Responding to the Growing Roles of Faculty  
_Sarah Jacobson: Solicited Session_
Economic realities in higher education mean our jobs are growing and changing. One area where we see this is emotional labor, or the work of regulating emotions to perform a job. Often, expectations of emotional labor are gendered and fall more heavily on faculty of color. The presenter will review recent research relating to emotional labor in higher education and attendees will discuss ways we provide emotional labor in our daily work.  
45-Minute Peer Session, 1/8/2020, 11:00-11:45, CN 219

A.05 The Loser-Savkar Fellowship and My Professional Development  
_Gillian Backus: Solicited Session_  
_Co-presenters: Paula Rodgers, Yuemin (Brooke) He, Karen Murph, Ritu Kansal_
Come hear the fascinating things your colleagues have learned and what it brought to their classes after doing a Loser-Savkar Fellowship, then find out how you can apply for funding. This panel discussion will feature past winners of the Loser-Savkar Fellowship. Come learn from their expertise!  
45-Minute Peer Session, 1/8/2020, 11:00-11:45, CN 227

A.06 MTT, MCR, MTH 9: What’s the Difference?  
_Pamela Nation: Solicited Session_
MTT, MCR and MTH 9 are very different but often confused courses. The presenter, a Developmental Math Manager and math co-requisite instructor, will share the differences so that students will be properly placed.  
45-Minute Peer Session, 1/8/2020, 11:00-11:45, CN 123
A.07 Teaching Remotely: Engaging With Faculty and Students
*Cindy Miller: Solicited Session
Co-presenter: Ilse Silva-Krott*
While course design drives faculty-student interaction, much less attention is given to peer or administrative interaction for remote faculty. How do we build networks for meaningful virtual faculty support, mentoring networks and collegiate interaction? Are department Facebook pages, CANVAS faculty courses with disciplinary discussion groups or tweets the answer? Does the responsibility for creating engagement rely solely on the off-site faculty or do deans and other administrators play a role? The session will be offered virtually to remote and in-person audiences.
45-Minute Peer Session, 1/8/2020, 11:00-11:45, CN 126

A.08 Facilitating the Development of Information Literacy Skills in Our Students
*Stefanie Shipe: Solicited Session
Co-presenters: Chvonne Parker, Kevin Simons*
This session will focus on information literacy: how students understand authoritative sources, acquire research and incorporate support as they develop their own ideas, particularly in composition classes. We will use the ACRL (Association of College & Research Libraries) Framework to evaluate some of the specific struggles that we as instructors and librarians have seen our students have with these concepts. We will also introduce practical activities and assignments that instructors can use to help students improve in these areas.
45-Minute Peer Session, 1/8/2020, 11:00-11:45, CN 225
B.01 Engagement at the Core of Quality in Hybrid and Online Teaching: Strategies, Tools and Examples  
_Hong Wang: Innovating the Lecture, Engaging Students_  
Co-presenter: Jenny Lopez  
While seven principles for good practice in undergraduate education have highlighted engagement in teaching and learning, the national Quality Matters standards have also addressed the importance of engagement in online and hybrid courses. Due to the lack of or less in-person communication, it is more challenging to engage students in an online learning environment. The presenters, based on extensive teaching experience in online and hybrid courses, will share real-world examples about how to engage students in the online learning environment, including strategies and tools faculty can use to engage students in their own online and hybrid courses.  
45-Minute Peer Session, 1/8/2020, 12:45-1:30, CN 225

B.02 Can I Just Do It Myself? Designing Group Projects Your Students Will Love  
_Melissa Chabot: Innovating the Lecture, Engaging Students_  
This session will outline best practices for developing and implementing group project assignments. Attendees can expect to learn effective strategies for developing project details, setting attainable goals and building confidence in managing group dynamics. The presenter will discuss effective group grading practices and fostering positive group attitudes and behaviors.  
45-Minute Peer Session, 1/8/2020, 12:45-1:30, CN 227

B.03 How to Design an Informal Writing Assignment in Any Discipline  
_Stephen Clarke: Supporting Readers, Writers, Thinkers and Communicators in the Disciplines_  
Co-presenter: Karen Doheney  
Writing is a disciplinary practice that represents processes, skills, techniques and values associated with the academic or professional field. Teaching an informal writing assignment is a highly effective way to introduce students to the way in which writing is used within the field to observe, organize, think and communicate. This session will feature discussion of a variety of informal writing assignments and grading strategies, as well as serve as an opportunity to develop an informal writing assignment for use this semester.  
45-Minute Peer Session, 1/8/2020, 12:45-1:30, CN 102

B.04 Adapting to the Changing Student Profile: Am I Mindfully Maintaining My Expectations?  
_Kelly DeSenti: Teaching Non-Traditional Adults and Other Overlooked Students_  
This session will explore the influx of dual enrollment, younger first year students and older students and how to truly maintain uniform expectations for coursework, communication and behavior within the classroom and in group assignment situations. To help faculty with the range of students in a given class, this session will explore questions such as the following: How do we be very clear about expectations? How can we share resources for continuing and developing best practices in communication of specific expectations, academic and behavioral, while still being sensitive to individuals’ experiences? To whom can you go for support or direction on how best to refer students if concerns persist?  
45-Minute Training Session, 1/8/2020, 12:45-1:30, CN 103

B.05 Advising: The Good, the Bad and the Ugly  
_Maureen Lawson: Instructional Partnerships_  
This session will share the “nitty gritty” knowledge one must have to begin to advise at NOVA. The presenter will share resources and demonstrate technology platforms necessary for advising documentation. Attendees will discuss questions and answers from students and participate in advising scenarios. This session will serve both as an advising introduction for new faculty and a refresher for more seasoned faculty.  
45-Minute Peer Session, 1/8/2020, 12:45-1:30, CN 123

B.06 Teaching Research in the Age of Anxiety  
_Kate O’Leary: Supporting Readers, Writers, Thinkers and Communicators in the Disciplines_  
Co-presenter: Catherine Gaiser  
As faculty, we want to encourage robust class discussions on timely topics without neglecting the needs of students who experience anxiety. This session will present researched strategies that help faculty incorporate into their pedagogy real-world and often controversial issues while maintaining a positive learning environment for all students. Attendees will receive a handout with planning ideas and a bibliography of relevant sources.  
45-Minute Peer Session, 1/8/2020, 12:45-1:30, CN 219
**B.07 Scientist Spotlight**  
*Caitlin Chazen: Innovating the Lecture, Engaging Students*  
Who do our students picture when they envision a scientist? The lack of diversity in course material can inhibit the engagement and success of students from traditionally under-served backgrounds. Scientist Spotlight is an effective and engaging way to both enhance lecture content and introduce more diversity to our classroom materials. This workshop will outline what Scientist Spotlights are, why they are important and best practices for applying them. Participants will also explore the current digital database of Scientist Spotlights, which makes these types of teaching methods more accessible than ever.  
45-Minute Peer Session, 1/8/2020, 12:45-1:30, CN 203

**B.08 Common Teaching Pitfalls and How to Avoid Them**  
*Mary Vander Maten: Innovating the Lecture, Engaging Students*  
In this session, attendees will discuss recognizing problematic classroom situations, their potential responses and techniques of de-escalation from real-life classroom scenarios.  
45-Minute Peer Session, 1/8/2020, 12:45-1:30, CN 119

**B.09 Tech Tools and Tips That Make a Difference**  
*Tatiana Stantcheva: Small Changes, Big Results*  
What Zoom, Google Suite and smartphones have in common is that they can all make a big difference in how we teach and interact with our students without large investments of time or effort. In addition to these three tools, the presenter will also offer some technology tips that improved student satisfaction such as using phones as clickers, bringing your third party class grades into Canvas and using an online booking system for office hours.  
45-Minute Peer Session, 1/8/2020, 12:45-1:30, CN 114

**B.10 Instructional and Curricular Applications of the ACTFL Oral Proficiency Test for Teaching Languages**  
*Julia Ruiz-Ross: Innovating the Lecture, Engaging Students*  
The presentation will explain the principles behind the interactive and adaptive ACTFL Oral Proficiency Interview and how to connect it to classroom instruction. Participants will learn to structure the oral interview, find a comfort zone and a ceiling for each learner and explore the ways teaching with this test can change instruction, class activities and routine assessment.  
45-Minute Peer Session, 1/8/2020, 12:45-1:30, CN 104
C.01  Teaching as Emotional Labor 3.0: Rediscovering Our True Selves in the Classroom
Jill Caporale: Innovating the Lecture, Engaging Students
Co-presenter: Paul Fitzgerald
Our best teaching comes when we connect, communicate and engage honestly with our students. Through self-evaluation exercises, faculty will reconnect with their inner strengths, love of learning and compassion for students and the student experience.
45-Minute Peer Session, 1/8/2020, 1:45-2:30, CN 225

C.02  When the Needs of Students Go Beyond Academics: How to Help a Student With Sudden Life Situations
La’Tonia White: Instructional Partnerships
How do you respond to students who inform you about a personal need? How do you react when they tell you they are homeless, cannot afford to buy food or lost their job and now have encountered financial challenges that keep them from buying the textbook? In this session, we will tell you about Single Stop, NOVA’s resource center for students and the services you should know about that will help students when unexpected life situations occur.
45-Minute Peer Session, 1/8/2020, 1:45-2:30, CN 105

C.03  Innovating Small Group Work in the Literature Classroom
Patrice Fleck: Small Changes, Big Results
Co-presenters: Catherine Gaiser, Steve Lessner, Elizabeth Harlan, Bryan Peters
English instructors will offer a variety of innovative classroom learning activities that are intended to promote student engagement beyond lecture and simple small group discussion. Using literature, film, music lyrics, critical theory and historical documents, we will discuss our activities that require different types of student interaction with materials and each other.
45-Minute Peer Session, 1/8/2020, 1:45-2:30, CN 219

C.04  Support Inclusion Through Planning and Understanding
Maureen Madden: Teaching Non-Traditional Adults and Other Overlooked Students
Co-presenters: Joan Ehrlich, Anna Martin
As many as 20% of post-secondary students have a disability, yet not all students self-identify or seek accommodations, especially older adults and other non-traditional students. Proactive planning and familiarity with equipment and tools create an inclusive environment for teaching and learning. Join us to hear from students with diverse backgrounds about what has worked for them, and get some tips for incorporating simple steps in your pedagogy that will open the door for more non-traditional students to be part of the NOVA community.
45-Minute Peer Session, 1/8/2020, 1:45-2:30, CN 203

C.05  Engaging Students With Studio Videos in Hybrid Teaching
Bo Yang: Innovating the Lecture, Engaging Students
Delivering online content outside of the classroom and focusing student-centered activities at the class through face-to-face time becomes an increasingly popular approach to facilitate active learning through hybrid courses. Lecture capture video plays an essential role in helping students to be well prepared for interactive classroom activities. However, faculty worry students might not view the assigned video before they come to the class. Is there good technology that faculty can use to create their own lecture capture videos? This session will discuss tips and best practices for using video to enhance student learning.
45-Minute Peer Session, 1/8/2020, 1:45-2:30, CN 114

C.06  Learning to De-Escalate Conflict in a Learning Environment
Nicole Munday: Where Have We Been, Where Are We Going?
Timing is everything when de-escalating conflict in the classroom or other learning spaces. This interactive training session offers advanced strategies that instructors and staff members can use to de-escalate conflicts between students or within a work unit and build the soft skills needed to strengthen NOVA’s community of civil discourse and mutual respect.
45-Minute Training Session, 1/8/2020, 1:45-2:30, CN 123
C.07 Creating a Core Learning Assessment Plan Useful to Your Program or Discipline
Sharon Karkehabadi: Small Changes, Big Results
Co-presenter: Linda Baughman
Core Learning Assessment is an opportunity to innovate through classroom activities, assignments and creating learning goals for our courses. Succeeding in Core Learning Assessment is critical to the success of our accreditation, but it is also central to meeting your program/discipline goals. As we walk through the Core Learning Assessment process, we will discuss how the process generates information about student learning you want/need. We will discuss both the process of assessing Core Learning at NOVA and using that process to bring to the forefront issues important to your discipline or program.
45-Minute Peer Session, 1/8/2020, 1:45-2:30, CN 102

C.08 Encouraging Student Investment
Rebecca Walter: Small Changes, Big Results
This session will examine the interactive syllabus in CANVAS and how it can be a game changer. Students with MOAs are better supported and all information can be stored in one place and updated in real time. In addition, student-generated discussion questions have led to student-driven discussions.
45-Minute Peer Session, 1/8/2020, 1:45-2:30, CN 103

C.09 Novel Tests Answer All of Your Questions
Janet Giannotti: Supporting Readers, Writers, Thinkers and Communicators in the Disciplines
Regular tests help scaffold students' experiences with novels in ESL classes. The presentation will include how a variety of tests used with several novels in ESL courses can answer questions that instructors ask in order to guide instruction around fluency, accuracy, word knowledge and connection-making. The presenter will show easy ways to create both the tests and in-class practices and share sample tests over multiple course levels.
45-Minute Peer Session, 1/8/2020, 1:45-2:30, CN 227

C.10 A Modest Proposal for Engaging Students in Unengageable Courses
Andrew Wyner: Innovating the Lecture, Engaging Students
Some courses are eminently suited to student engagement. Environmental Science (ENV 121) or Teaching Art and Music (CHD 145) afford a multitude of opportunities to engage students directly based on their previous personal experiences with the subject matter covered in the course. But what about the “unengageable” courses that tend to require a large dose of delivering extensive amounts of detailed information to the student rather than engaging in dialogue with the class? Attendees will experience how to engage students in unengageable courses using five techniques the presenter has used with success.
45-Minute Peer Session, 1/8/2020, 1:45-2:30, CN 119
CONCURRENT SESSIONS D
Wednesday January 8, 2020, 2:45 p.m. – 3:30 p.m.

D.01 Calling All Faculty: Coaching and Training on Classroom Assessment Techniques
Nicole Martello: Small Changes, Big Results
Assessment does not have to be boring or difficult; this session will give practical tips and ideas for assessment techniques that will work for you and your students. The presenter will introduce the process for developing an assessment plan for your courses and different types of classroom assessment techniques that you can begin utilizing immediately.
45-Minute Training Session, 1/8/2020, 2:45-3:30, CN 102

D.02 (Re)Introducing The Northern Virginia Review
Ruth Stewart: Where Have We Been, Where Are We Going?
This panel presentation by the journal’s editors and recent contributors will introduce recent hires to The Northern Virginia Review and update senior faculty on the journal’s growth across the last 34 years. The presentation will include readings by faculty and community contributors, and attendees will receive a complimentary issue and learn how to submit to future volumes.
45-Minute Peer Session, 1/8/2020, 2:45-3:30, CN 104

D.03 Creating an Inclusive Classroom for the LGBTQPIA+ Community
Margarita Martinez: Small Changes, Big Results
This workshop will help attendees with using inclusive language and taking advantage of Google and Canvas technology available to make the classroom inclusive for the LGBTQPIA+ community.
45-Minute Training Session, 1/8/2020, 2:45-3:30, CN 114

D.04 Ignite Instruction With Google Slides
Peg O’Hara: Innovating the Lecture, Engaging Students
Co-presenter: Brett Ross
Google Apps for Education provides apps that can be used collaboratively with Google Slides such as Google Drawings, YouTube, Docs and Forms. Participants will understand how to create multimedia-rich and interactive lessons using Google apps to innovate their instruction and explore the Google Slides app to discover how it may encourage interactive instruction and learning. Presenters will also introduce innovative enhancements such as the Chrome extensions: Pear Deck, Poll Everywhere, Screencastify and Creator Studio.
45-Minute Peer Session, 1/8/2020, 2:45-3:30, CN 119

D.05 Ten Teaching Tips for Stronger Instructor Communication in Any Discipline
Wendy Riemann: Small Changes, Big Results
Join this energetic adjunct-faculty led session to discuss various teaching tools and tips that could be helpful to other adjuncts, junior faculty or those who onboard new educators. Pulled from research and books, we will discuss topics such as promoting stronger study tips among students, key feedback methods, credibility and immediacy and other classroom lessons that can be applied, regardless of discipline.
45-Minute Peer Session, 1/8/2020, 2:45-3:30, CN 123

D.06 STEM Education, You and the NSF: Money in Your Pocket
Gillian Backus: Instructional Partnerships
Co-presenters: Vashti Bryant, Rob Henderson, Susi Mattheisen
As a community college, NOVA is an ideal place to champion elevated undergraduate STEM teaching and learning. Come hear from our grants office, STEM faculty and a recent National Science Foundation insider for perspective on opportunities to translate your STEM ideas into enhanced student learning experiences.
45-Minute Peer Session, 1/8/2020, 2:45-3:30, CN 227

D.07 Fourth Industrial Revolution: Preparing Students
Sushma Shukla: Innovating the Lecture, Engaging Students
The fourth industrial revolution is said to be ushered in by advancements in robotics, virtual reality, cloud technology, big data, artificial intelligence, the internet and other technologies. Because of the convergence of man and machine, it will reduce the subject distance between humanities and science as well as social science and technology and will necessarily require much more interdisciplinary teaching, research and innovation. This presentation focuses on preparing students for the fourth industrial revolution by creating more engaging classes, and its presenter will share some strategies and techniques provided by the fourth industrial revolution that will make the lessons more exciting and engaging.
45-Minute Peer Session, 1/8/2020, 2:45-3:30, CN 203
D.08 Weekly Journals
Daoud Nassimi: Innovating the Lecture, Engaging Students
Using weekly journals is one of the best methods to engage the students in learning and build an effective relationship with them. The self-reflective aspect of the weekly journal can also produce many other fruitful results towards students learning and development linked to improved critical thinking and writing.
45-Minute Peer Session, 1/8/2020, 2:45-3:30, CN 219

D.09 Technological Potpourri
Donald Goral: Innovating the Lecture, Engaging Students
The presenter will demonstrate the hardware and software tools used to teach math, which are applicable to all disciplines.
45-Minute Peer Session, 1/8/2020, 2:45-3:30, CN 105

D.10 Assimilating Student Interests into the Hybrid Environment
Robin Bairley: Supporting Readers, Writers, Thinkers and Communicators in the Disciplines
This session will take a STEM discipline and make it fascinating and approachable by incorporating the arts, humanities, case studies and daily situations into a variety of before-class, during and after-class graded and non-graded assessments in ways that integrate multiple learning styles.
45-Minute Peer Session, 1/8/2020, 2:45-3:30, CN 225

D.11 Professors as Parents: Support in Creating a Healthy Work-Life Balance
Ann Stegner: Instructional Partnerships
Co-presenters: Melissa Chabot, Stephanie Thornton-Grant
This session is part of an ongoing project to identify and address the challenges that face faculty parents in creating and maintaining a healthy work-life balance, with the ultimate goals of providing various kinds of support for faculty parents (such as a peer group and a resource guidebook) and advocating for College-wide policies that acknowledge the specific needs of faculty parents. Presenters will start with a brief introduction and then break out into small groups to discuss the challenges we face as faculty parents, share advice as to what has helped each of us in our experiences and identify actionable goals to work toward in the coming semesters.
45-Minute Peer Session, 1/8/2020, 2:45-3:30, CN 103
ACKNOWLEDGEMENTS

2019-2020 CETL TEAM

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The CETL Team is grateful to the following individuals and groups for their support of College Convocation and the PUP Conference:

Sheri Robertson, Associate Vice President, Academic Affairs
Pamela Hilbert, Provost, Annandale Campus
Christiane Silva, Jennifer Kasse-Wanzer and Jeffrey Elmore, Academic Services

Thanks to our 50+ volunteers who helped prepare badges, run registration, organize lunch, and assist during PUP's concurrent sessions.

Katie Donvan and Lawson Earl demonstrated flexibility and generosity in securing our use of the CE building.

Carlo Solano brought back the PUP conference application.

Matthew “Tank” McCarl was the PUP lunch space VIP for offering and preparing CF, and Auxiliary Services provided water for our lunches.

Barbara Divers and Isha Haider scheduled classrooms for the workshop and concurrent sessions.

Apple Spice Junction met our coffee and lunch needs in ways that were mindful of our budget.

Wayne Ledford, the Annandale Campus IT team and CE staff assisted us technologically.

Robin Muse offered her CETL expertise in abundance.

Printing Services delivered friendly, timely assistance with program production.

Charles Siegel, Gene Ertel and Kevin Mattingly documented our events.

Judy Zhou and Nadia Richardson provided website, proposal, registration and evaluation assistance.

Leslie Bosch, Cameron Tyler, Toni Angelo, Melanie Martin and Terry Wilson produced a beautiful program.