



Re-imagining our Culture of Learning: Keeping the Best, Leaving the Rest

Fawcett Center August 15, 2023 9:00AM - 3:30PM

9:00 AM Check In, Breakfast, and Technology and Resource Café

During the Cafe' attendees can research, network, and connect with University support, teaching, and technology resources. Take the opportunity to visit one-on-one with a variety of experts to brainstorm unique challenges or discuss enhancing the experiences you provide learners. Browse, network, and learn while enjoying the provided breakfast.

The Club - Top of the Stairs Lobby - Main Lobby - Conference Theater Lobby

10:00 AM Welcoming Remarks and Keynote Address

Opening Remarks and Introduction of Keynote

Dr. Ann Christy, Associate Dean for Academic Programs

Keynote Address - Striding to Effectiveness: Evidence-Informed Strategies to Enhance Learning Through Quality Teaching

Dr. Regan Gurung, Associate Vice Provost and Executive Director, Center for Teaching and Learning, Director, General Psychology Program and Professor of Psychology at Oregon State University

Conference Theater

11:10 AM Morning Concurrent Sessions

The Devil is in the Details:

Key Considerations in Developing Effective Teaching

Franklin-Hamilton Room

The Need for Culturally Responsive Mentoring

Conference Theater

Practical Steps to Find Opportunities and Ways for Students to Engage
Alumni Lounge

Student Wellness Center Overview

Monroe Room

Instructional Time Management to Maximize Learning

Hancock Room

Al: Considerations for Teaching and Learning

Clinton Room

11:55 AM Lunch

Food buffet to be set up in The Club with dining in the Grand Ballroom Make meal selections from the buffet, then join colleagues in the Grand Ballroom to network with other members of the CFAES teaching and learning community while enjoying lunch

MENU: Fresh Fruit Medley; Mixed Greens - with option of Raspberry Vinaigrette or Poppy Seed dressings on the side, salad toppings on the side; Vegetable Soup; Pesto Pasta Salad; Blackened Flank Steak with Peppers and Onions; Herbed Grilled Chicken Breasts with Jus; Au Gratin Potatoes; Steamed Broccoli; Chocolate Mousse and Gin & Tonic Cake; Rolls, Butter and Beverages

Grand Ballroom (A, B, C, & D)

1:10 PM Early Afternoon Concurrent Sessions

Providing "Voice" to Assessment Using Critical Race Theory

Franklin-Hamilton Room

Writing to Learn Equity: Breaking Down Deficit Approaches to Writing

Hancock Room

Engaging Learners Through Storytelling

Monroe Room

Supporting Students Through Tragedy

Alumni Lounge

Enhancing Assessment Feedback Through Zoom Recordings

Clinton Room

Evaluating Peer-to-Peer Learning in the Online and In-Person Classroom

Conference Theater

1:50 PM Mid-Afternoon Concurrent Sessions

Assessing and Facilitating Students' Intercultural Competency Development to Preprae them for Interdisciplinary Global Engagement

Conference Theater

Inclusive Citation & Why it Matters

Clinton Room

Interactive Activities to Engage Students

Hancock Room

Tapping Student Strengths: Using Effective Interpersonal Approaches

Monroe Room

Leveraging Social Annotation to Enhance Students' Primary Research Literacy

Alumni Lounge

Providing Opportunities for Learners to Demonstrate their Learning in ways that Engage them in the Process

Franklin-Hamilton Room

2:40 PM Capnote Panel and Closing Remarks

Closing out the day's programming, this small panel discussion will reflect on the day's activities and underscore the themes of this year's symposium.

Video Closing Remarks

Dr. Cathann Kress, Vice President for Agricultural Administration & Dean

Conference Theater

3:30 PM Wooster Bus Departure

Welcome!

We are excited you have chosen to join your colleagues of the CFAES teaching community for this professional learning opportunity.

The CFAES Teaching & Learning Symposium offers professional development for all members of the College teaching community. This community includes faculty, staff, and students with interest and/or responsibilities relating to: instruction, teaching, advising, student evaluation, outreach, etc. The primary purpose of this college-hosted professional growth and development experience is to provide an opportunity for CFAES to strengthen the collective teaching community. The symposium presents concepts, ideas, best practices, and examples of teaching excellence and innovation for the advancement of student engagement and learning and the enhancement of effective pedagogy and andragogy. Educators as learners are connected to promote the scholarship of teaching, engage in meaningful and authentic teaching-based discourse, and inspire actions toward student learning.

Through this event, it is our hope that participants will challenge themselves and others to become more engaged and active educators.

Teaching & Learning Resource Opportunity for Participants

During today's symposium you will have the opportunity to deposit your **professional development resource** tickets to enter to win professional development prizes.

Depositing your tickets at Table #17 enters you for the possibility of receiving a copy of one of the publications displayed at table.

Technology & Resource Café

Assets to Capitalize Upon When Working to Enhance Your Teaching and Learning Exchanges

The Club - Top of the Stairs Lobby - Main Lobby - Conference Theater Lobby

Research, network, and connect with University resources associated with teaching practices, global education, learning technologies, hybrid and online education, career development, advising, Al in teaching and learning, counseling and consultation services, and the scholarship of teaching and learning. Attendees will have the opportunity to interact with University representatives from University Libraries, Office for Technology and Digital Innovation (ETDI), The Micahel V. Drake Institute for Teaching and Learning, and more.

Technology & Resource Café Table Guide

Delaware Room - Main Lobby - Conference Theater Lobby

Nationwide, Ohio Farm Bureau, **CFAES**

Table #03

Canvas Function - Branching Scenarios

College of Arts & Sciences Office of Distance Education: Learning & Organizational Development, O University Extension; School of

Classroom Services Support

Table #12

Services

Services

Platform

CFAES Career Development CFAES Career Development Office

Generative Al In Higher Ed

The Center for the Study and

Student Life Disability

Student Life Disability Services

Teaching of Writing

Teaching

Services

Table #07

Environment and Natural Resources

and Digital Unions Learning & Collaborative

Environments, OTDI

Table #14

Global Education Programming

CFAES Global Education

Table #16

Taking Education on the Road

OSU Extension / Ohio 4-H Youth Development

Table #08

Table #10

Table #01

Central Advising Carmen eLearning Support

Office of Technology and Digital Innovation

Counseling and Consultation

OnCourse Student Success

OnCourse (Office of Undergraduate

University Libraries Services

Table #09

Table #04

Table #13

Table #05

Academic Advising (Central Support), Office of Undergraduate

Table #02

Drake Institute Signature Counseling and Consultation Services and Upcoming Events

Michael V. Drake Institute for Teaching and Learning

Table #15

Pebblepad

Digital Learning at the Office of Academic Affairs

Table #06

3D Printing Educational Opportunities

The Center for Design and Manufacturing Excellences

Table #11

Professional Development Resource Prize Station

Table #17

University Libraries

CFAES T&L Symposium

Welcome and Keynote Address

Striding to Effectiveness: Evidence-Informed Strategies to Enhance Learning Through Quality Teaching

Conference Theater

Opening Remarks and Introduction of Keynote Dr. Ann Christy, Associate Dean for Academic Programs

Keynote Address

Striding to Effectiveness: Evidence-Informed Strategies to Enhance Learning Through Quality Teaching

In the effort to re-imagine our culture of learning, educators continually strive to embrace evidence-based practices to foster effective learning. While research can hold the key to transforming our teaching and learning exchanges, a crucial question remains: in the crowded field of education research, how can educators know what is worth paying closer attention to? Through a framework of implementation science, this address delves into the process of navigating available channels of higher education research, zooming in on exemplary studies whose findings form the basis of best practices for effective teaching, as well as those studies in need of refinement—and strategies for educators to spot the differences between the two.



Dr. Regan Gurung

Associate Vice Provost and Executive Director Center for Teaching and Learning Oregon State University

Dr. Regan A. R. Gurung is a social psychologist, author, educator, and current Executive Director of Oregon State University's Center for Teaching and Learning. His research encompasses social, health and pedagogical psychology. Having published over 130 articles in peer-reviewed journals and co-authored/co-edited 15 books, his scholarship of teaching and learning represents a current and vital perspective on the science of pedagogy. Dr. Gurung taught at the University of Wisconsin-Green Bay for twenty years prior to his time at Oregon State, and served as Associate Dean of the College of Arts, Humanities, and Social Sciences, Chair of the Department of Human Development, and Co-Director of the University's Teaching Scholars Program. He is the recipient of the American Psychological Foundation's Charles L. Brewer Award for Distinguished Teaching in Psychology.

Morning

Concurrent Sessions

The Devil is in The Details: Key Considerations in Developing Effective Teaching

Franklin-Hamilton

This session will take a closer look at some of the best practices and common hurdles encountered in the course of implementation and assessment of the effective teaching strategies discussed in the preceding keynote address. This deeper examination of the practical aspects of assessment will provide a chance for symposium attendees to enter a dialogue around assessment that extends beyond discipline-based learning outcomes and into the more holistic elements of the learning experience, with an eye toward sharing some good (keeping the best) and bad (leaving the rest) assessment activities encountered through research and practice.



Dr. Regan Gurung

Associate Vice Provost and Executive Director Center for Teaching and Learning Oregon State University

Concurrent Sessions

The Need for Culturally Responsive Mentoring

Conference Theater

With increased efforts to continue to diversify our student population, the likelihood of a student of color having a faculty of color as their mentor is very low. Culturally responsive mentorship supports the faculty member to mentor and support students from different backgrounds than their own. It allows the mentor to reflect on how they mentor, the ways in which power and cultural dynamics affect their engagements, and how to build relationships that can support student success beyond their academic program.



Dr. Mary Rodriguez

Associate Professor Department of Agricultural Communication, Education, and Leadership The Ohio State University



Dr. Jera Niewoehner-Green

Assistant Professor and Program Coordinator for Community
Leadership major and Leadership Studies minor
Department of Agricultural Communication, Education, and Leadership
The Ohio State University



Dr. Francesca Hand

Associate Professor, Ornamental Pathology and Mentored Teaching Experience Coordinator Department of Plant Pathology The Ohio State University

Morning

Concurrent Sessions

Practical Steps to find Opportunities and Ways for Students to Engage

Alumni Lounge

Providing the opportunities for undergraduates to learn beyond the classroom is important for student understanding and context of their future employment. It provides them an opportunity to engage in real-world context and exposes students to a range of experiences they may see as they engage in the profession. In order to attain these opportunities for our undergraduates it is important to build connections within the industry/profession, place students in extra curricular opportunities that match their strengths and interests, communicate expectations to students about professionalism while participating in these types of experiences. During this session I will walk through some of the steps I take to get students involved in their profession beyond their course requirements.



Dr. Ed Nangle

Associate Professor, Horticultural Technologies CFAES Wooster The Ohio State University



Ms. Rachael Ramsier

Associated Faculty and Program Coordinator,
Agriscience Education, Community Leadership
CFAES Wooster
The Ohio State University

Morning

Concurrent Sessions

Student Wellness Center Overview

Monroe

During this presentation, attendees will learn about the Student Life Student Wellness Center including the 10 dimensions of wellness and holistic well-being, office location and contact information, resources available and how to refer, and how we can support staff and faculty in your department in supporting student well-being.



Roger Perkey

Wellness Coordinator - Outreach & Prevention, Undergraduate Presentations Student Wellness Center The Ohio State University

Concurrent Sessions

Instructional Time Management to Maximize Learning

Hancock

Most of us know that dedicating adequate time to any given topic or idea is important to the learning process, but did you know that how you structure time within the learning experience (such as at what times within the experience new ideas are presented) can also have an impact on learner retention? This session will focus on research-based methods for structuring the time within an individual learning experience (a single class meeting or workshop) in order to maximize learning. We'll discuss specific strategies for organizing instructional time to enhance clarity, understanding, and learner engagement while also helping instructors develop a greater sense of influence over what learners learn and remember.



Dr. Shannon Washburn

Professor and Chair Department of Agricultural Communication, Education, and Leadership The Ohio State University

Concurrent Sessions

Al: Considerations for Teaching and Learning

Clinton

Artificial intelligence (AI) is all around us. If you have used a mobile phone, driven a car with navigation, or asked a virtual assistant to complete a task, chances are you've recently used or encountered some form of AI-assisted technology.

The rapid emergence of applications that leverage AI to gather information, organize ideas, draft prose, and generate media has prompted special consideration for how educators can support both student learning and academic integrity in a world where these tools are increasingly available.

The insights and guidance provided in this teaching topic will evolve as new information emerges around Al tools and their impact on teaching and learning.



Dr. Chris Manion

Writing Across the Curriculum Coordinator Center for the Study and Teaching of Writing The Ohio State University



Ms. Shari Beck

Learning Consultant, Digital Learning Office of Technology and Digital Innovation The Ohio State University

Concurrent Sessions

Providing "Voice" to Assessment Using Critical Race Theory

Franklin-Hamilton

As college campuses become more diverse, administrators are increasingly being challenged to find ways to meet the needs of these diverse groups. This is especially important for minoritized populations on predominantly white campuses, who often have a unique set of challenges, which could be addressed with appropriate institutional support. In this session, using the lens of Critical Race Theory, we will review ways in which administrators can design assessments that not only maintain the integrity of the assessment process, but also give an accurate representation of the experiences of minoritized populations.



Dr. Mitsu Narui

Director of Institutional Effectiveness Office of Academic Affairs The Ohio State University

Concurrent Sessions

Writing to Learn Equity: Breaking down Deficit Approaches to Writing

Hancock

In this workshop, the Writing Across the Curriculum program will share some critical perspectives on race, writing, and assessment. Participants will be guided through an exploration of a range of strategies they can use in their teaching that provides opportunities to involve students in the process of assessing learning through writing exercises, valuing the experiences, knowledge, and identities they bring to their writing. They will also practice turning a critical eye to how language is used in a range of contexts to ultimately give students agency and skill in using language in their daily life and work.



Dr. Chris Manion

Writing Across the Curriculum Coordinator Center for the Study and Teaching of Writing The Ohio State University

Concurrent Sessions

Engaging Learners Through Storytelling

Monroe

Designing educational experiences beyond the classroom presents both unique challenges and opportunities. In contrast to a traditional classroom setting, where students need to learn the material offered by the course, learners outside of the classroom may be skeptical or less engaged in the learning process. How can we engage learners beyond the classroom walls? We propose using the storytelling framework as a tool to increase engagement and participation outside the classroom. Humans have shared information through stories since the beginning of time because storytelling connects the learners in your audience to the ideas you are sharing in a meaningful and lasting way. In designing any educational experience, whether inside or outside of the classroom, there are two key criteria to satisfy: (1) Did learners actively participate in the experience; and (2) Did authentic learning take place? In other words, will learners leave with new information and a sense of how that information connects to their own lives? Humans experience life in stories and by designing content as a story, we tap into learners' innate curiosity and appeal to a wider variety of learners, including those who are visual or tactile learners, because stories are designed to invoke all of our senses. Furthermore, through stories, we can communicate complex ideas, data, and new information in an environment where connection and engagement dominate the educational experience resulting in a more enduring learning process. As we all know, from our own experience, stories are interesting and will always be easier (and more fun) to recall than a presentation full of bullet points and lists. Further, the highest goal of education is not only to share and acquire knowledge but to inspire. Designing educational experiences through storytelling not only will engage learners but will also build community, the community that will ask the next important questions and be motivated to seek answers to those questions. As Brandon Sanderson stated that "the purpose of a storyteller is not to tell you how to think, but to give you questions to think upon.



Dr. Horacio D. Lopez-Nicora

Assistant Professor Department of Plant Pathology The Ohio State University

Concurrent Sessions

Supporting Students Through Tragedy

Alumni Lounge

Tragic events and crises can occur at any point in the semester and may have a profound emotional and cognitive impact on students and instructors. Participants will discuss and share resources in this session that can be used by instructors to provide students support during difficult times.



Dr. Leo Taylor (he/him)

Program Manager for Faculty and Staff Affairs CFAES Office of Diversity, Equity, and Inclusion The Ohio State University



Dr. Erin Brinkman (they/them)

Instructional Technology Consultant Center for Innovative Teaching & Learning Indiana University

Concurrent Sessions

Enhancing Assessment Feedback Through Zoom Recordings

Clinton

Providing student assessment feedback is an important part of the teaching and learning process. Providing feedback allows for students to better understand their misconceptions about a topic, learn about their own learning processes (metacognition), and understand their assessment scores. However, providing detailed feedback is time consuming. This workshop will discuss capturing detailed assessment feedback through Zoom recordings and research supported feedback practices.



Dr. Amanda Bowling

Assistant Professor and ACEL Honors Coordinator Department of Agricultural Communication, Education, and Leadership The Ohio State University



Ms. Hannah Parker

Ph.D. Student
Department of Agricultural Communication, Education, and Leadership
The Ohio State University

Concurrent Sessions

Evaluating Peer-to-Peer Learning in the Online and In-Person Classroom

Conference Theater

Collaboration is key to sustainable community development and environmental management, and peer-to-peer learning (P2PL) may facilitate community building and collaborative learning skills. An environmentally focused course offered at a public university utilizes P2PL to explicitly facilitate community building and collaborative skills. Changes due to the COVID-19 pandemic provided an opportunity to evaluate the impact of P2PL on these skills during both virtual and in-person formats. Additionally, we compared in-course student evaluations with students taking other courses with P2PL aspects to understand the wider effectiveness of this course structure. Findings suggest 1) that course format (virtual vs. in-person) overall made no difference in either connectedness or conceptual understandings, and 2) students in either class format felt more connected to others than students taking other courses with P2PL. Thus, we found that scaffolding P2PL and supplemental peer support can yield improved connectedness and learning among students taking environmental coursework.



Dr. Joe Campbell

Lecturer and Director, Environemntal Professionals Network School of Environment and Natural Resources The Ohio State University



Ms. Kylienne Shaul

Instructional Design Specialist School of Environment and Natural Resources The Ohio State University



Dr. Kristina Slagle

Research Associate School of Environment and Natural Resources The Ohio State University



Dr. David Sovice

Assistant Director, Research-related Programs and IR Coordinator School of Environment and Natural Resources The Ohio State University

Concurrent Sessions

Assessing and Facilitating Students' Intercultural Competency
Development to Prepare Them for Interdisciplinary Global Engagement

Conference Theater

To address the unprecedented challenges that our global society faces, the next generation of scientists and engineers must learn to collaborate and navigate across diverse partnerships to solve problems with an understanding of the complex ways in which technical and social aspects are intertwined. Global education typically involves US students traveling to foreign countries and engaging in community service projects to obtain these perspectives. The global pandemic made international travel impossible, and even post-COVID there are sometimes barriers to students being able to travel abroad. In response, two OSU courses were redesigned by integrating intercultural learning activities, purposefully designed intercultural interactions and collaborations, and student reflections with the more discipline-specific course content. This work assesses these courses' effects on students' intercultural competency development using Intercultural Development Inventory (IDI) pre- and post- testing, as well as focus groups, surveys, and narrative analysis. Findings from this work indicate that students were able to simultaneously develop intercultural competence and academic focused skill sets, sometimes to a greater extent than gains in intercultural competence observed in more traditional study abroad international trips. This session will highlight some of the intercultural learning activities, the Intercultural Development Inventory assessment tool, and study outcomes. Participants will explore how some of these techniques could be incorporated into their own courses and workshops to help learners develop their ability to work more effectively in intercultural settings.



Dr. Patrick Sours

Senior Lecturer
Department of Food, Agricultural and Biological Engineering
The Ohio State University



Dr. Cindy Jiang

Senior Research Associate Office of International Affairs The Ohio State University



Ms. Cherish Vance

Instructor
Department of Food, Agricultural and Biological Engineering
The Ohio State University



Dr. Ann Christy

Associate Dean and Director for CFAES Academic Programs
Professor, Department of Food, Agricultural and Biological Engineering
and Department of Engineering Education

The Ohio State University

Inclusive Citation & Why it Matters

Clinton

What are inclusive citation practices? Inclusive citation has been described as "an approach to citing the intellectual and creative work of individuals and groups with a diversity of backgrounds, experiences, and perspectives. Inclusive citation works to counteract dominant power structures that have historically privileged certain groups while disadvantaging others" (Rowan University). In this presentation, Jane Hammons, Teaching & Learning Engagement Librarian, will explore the concept of inclusive citation and why it matters. Participants will leave with ideas and resources they can use to start incorporating inclusive citation practices into their teaching and research.



Ms. Jane Hammons

Teaching & Learning Engagement Librarian University Libraries The Ohio State University

Interactive Activities to Engage Students

Hancock

It can sometimes be hard to try new activities or approaches in your teaching. Questions like: What if it fails? Will it work with this many students? often come up and can deter you from trying something new. While these questions are important to consider, engaging your students in new ways can bring a new perspective to your class. Engaging students beyond traditional teaching methods can enhance student mastery of new topics, support critical thinking, and create spaces for them to engage and learn from one another. This session will give you some activities to try and support you in your preparation to integrate them into your teaching.



Dr. Mary Rodriguez

Associate Professor Department of Agricultural Communication, Education, and Leadership The Ohio State University

Concurrent Sessions

Tapping Student Strengths: Using Effective Interpersonal Approaches

Monroe

First generation students, students with high financial need and students with disabilities bring a myriad of skills, knowledge and experience to college. This interactive session will explore specific holistic, relational and strengths-based approaches for supporting these students in maximizing their college journeys. You will leave the session with additional resources.



Ms. Keegan Hange

Program Coordinator, Program Excel CFAES Wooster The Ohio State University



Ms. Dee Dee Snyder

Program Manager, Program Excel CFAES Wooster The Ohio State University

Concurrent Sessions

Leveraging Social Annotation to Enhance Students' Primary Research Literacy

Alumni Lounge

Primary research articles are vital for both researchers and practitioners in staying up to date on new discoveries, providing the latest methods for investigating new phenomenon, and engaging in scholarly conversation. However, content-novice students are often challenged by foreign jargon, vague methods, and heavily referenced concepts that disengage students from journal club discussion. Traditionally social annotation has been used to enhance student engagement in pre-work assignments by putting the article on a common platform that all students can comment on together. However, social annotation can also enhance students' primary research article literacy through content expert guided causal mechanistic reasoning assessments and peer facilitated discussion of murkiest points. Through this workshop participants will interact with an example of a socially annotated research article to understand how social annotation can enhance students' research comprehension, engagement in journal club discussions, and equitably develop student predictors of persistence in the sciences.



Dr. Nick Denton

Senior Lecturer College of Pharmacy The Ohio State University

Concurrent Sessions

Providing Opportunities for Learners to Demonstrate Their Learning in Ways that Engage Them in the Process

Franklin-Hamilton

To engage learners in their educational process, it can be helpful to 'think like the learner' when designing the course and course resources. In this session, participants will learn how concepts focused on engaging learners and gleaned from literature and educational design experts have been applied to a natural science-focused course, and how the course has been adapted and modified with learner feedback. From the organization of the Carmen course site to the design of assessments that demonstrate student learning and attainment of the course learning outcomes, the components of the course will be shared – mistakes and successes will be discussed and transferability to other applications will be explored.



Ms. Jeanne Osborne

Assistant Dean, Academic Affairs CFAES Academic Programs The Ohio State University

Cap-note Panel & Closing Remarks

Conference Theater

Closing out the day's programming, this small panel discussion will reflect on the day's activities and underscore the theme's of this year's symposium. Following the panel, Vice President for Agricultural Administration and CFAES Dean Dr. Cathann Kress will address the assembled CFAES Teaching and Learning community in a video-recorded address.

Moderated by:



Dr. Shannon Washburn

Professor and Chair Department of Agricultural Communication, Education, and Leadership The Ohio State University

Panelists:



Ms. Haley Campbell

Lecturer CFAES Wooster The Ohio State University



Dr. Maurice Eastridge

Professor & Senior Associate Chair Department of Animal Sciences The Ohio State University



Ms. Emily Marrison

Educator, Family & Consumer Sciences OSU Extension The Ohio State University



Dr. Joe Raczkowski

Assistant Professor Professional Practice Department of Entomology The Ohio State University

Dear Colleagues:

It has been a true pleasure working with the members of the Symposium Planning Team during the last 18 months to plan and design this event. We wish to thank these dedicated individuals from across our college who have put time and effort into developing this unique professional development and learning opportunity for the members of the CFAES teaching and learning community.

The Planning Team has structured the 2023 CFAES Teaching & Learning Symposium *Re-imagining Our Culture of Learning: Keeping the Best, Leaving the Rest* to provide our teaching community with some notable opportunities associated with

- 1) Assessment and Evaluation
- 2) Creating a Diverse, Equitable, and Inclusive Learning Environment
- 3) Designing Educational Experiences Beyond the Classroom
- 4) Helping Learners Succeed
- 5) Strategies for Instructional Delivery
- 6) Student Engagement within the Teaching and Learning Exchange

We hope as a participant you enjoy today's program, devote some time to interacting with colleagues, and gain insights on *Re-imagining Our Culture of Learning* as we all strive to strengthen student success.

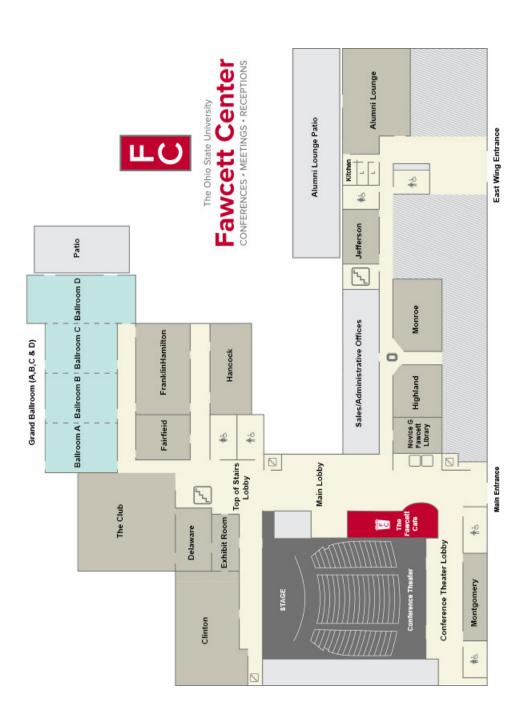
Cordially,

R. Warren Flood, Director - Teaching, Learning, and Assessment Symposium Planning Team Lead

Members of the 2023 CFAES Teaching & Learning Symposium Planning Team

| Joe Campbell | Senior Lecturer | SENR |
|------------------------|------------------------------|--------|
| Kellie Claflin | Asst. Professor | ACEL |
| Sam Custer | Asst. Director, ANR | OSUExt |
| Laura Deeter | Professor | ATI |
| Carri Gerber | Assoc. Director, ATI | ATI |
| Monica Giusti | Professor | FDSC |
| Ellen Klinger | Asst. Professor | ENTO |
| Wendy Klooster | Asst. Professor | H&CS |
| Monica Lewandowski | Assoc. Professor | PPTH |
| Jeanne Osborne | Asst. Dean, Academic Affairs | CFAES |
| Anna Parkman | Professor | AEDE |
| Mitch Ploskonka | Asst. Professor | ATI |
| Mary Kay Pohlschneider | Senior Lecturer | FDSC |
| Alejandro Relling | Assoc. Professor | ANSC |
| Shannon Washburn | Professor & Chair | ACEL |
| Benjamin Wenner | Assoc. Professor | ANSC |

Thank you for all that you've done!





August 15, 2023 at the Fawcett Event Center - Columbus, OH

