



Center for Teaching & Learning Excellence
(CTLE)

invites you to the

2024 Anderson Conference

Responsive Approaches to
Support Student Learning

Virtual Event, February 2, 2024, 9:00AM - 6:30 PM

PROGRAM

AT A GLANCE

OPENING KEYNOTE

9:00-10:30 AM

[Adam A. Smith](#)

Executive Director for University Academic Advising at the University of Kentucky

CONCURRENT SESSIONS

11:00 AM - 12:30 PM

[Using student authoring of homework problems as an assessment strategy in STEM](#)
Stephanie Bryan

[Gender-based violence and our community](#)
Hayley Hayes & Darlene Munoz

[Moving the group project to a collaborative project in a remote learning environment](#)
Michael Meagher

[Give your class a SPARC: Student-centered sustainability curriculum](#)
Roberta Richards, Heidi Sickert, Peter Ritson, Stephania Fregosi, & Taryn Oakley

[Fostering age-inclusive learning communities](#)
Jenny Sasser & Kerry Pataki

[Introduction to restorative practices for instructors](#)
Bonni Goldberg

CONCURRENT SESSIONS

1:00 - 2:30 PM

[Student mentoring panel: Hearing from those who have been there](#)
Bryan Hull & Efrain Rivas-Flores

[Unbury the treasure: Practical strategies for student support within and outside of the classroom](#)
Lauren Hull

[Responsive approaches to advising: Enhancing student experience inside and outside the classroom](#)
April Nording & Jon Barber

[You don't know what you've got 'til it's gone: Authentic voice and generative AI](#)
Melissa Goodman Elgar

PROGRAM AT A GLANCE

CONCURRENT SESSIONS

3:00 - 4:30 PM

Support student learning and belonging by varying
your feedback strategies

Gretchen Gebhardt, Greg Kaminski, Paul Montone,
James Pepe, & David Vasquez

Trauma-informed care: Module 1
Jamie Heberlein

Simple strategies to create a safe class
environment for BIPOC students
Hugo Nava-Sanchez

The responsive library: Meeting students' needs and Interests
Roberta Richards, Robin Shapiro & Sara Robertson

The PR problem: How is higher education staying relevant?
Casey Twining

CONCURRENT SESSIONS

5:00 - 6:30 PM

The beauty of crossword puzzles as a teaching tool
Davida Jordan

Why Universal Design for Learning: From basic concepts to
promoting and internalizing inclusive learning
Phyllis Petteys

Professionalism, power, privilege, and presence: Faculty Identity
under the Influence of Whiteness
Martha Bailey

Introduction to the Social Change Ecosystem
Hannah Cherry, Ari Petrides, Taryn Oakley &
Catherine Thomas

Register for the Anderson Conference

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Part-time faculty will be paid a stipend for the sessions they have attended.



Image: PCC Cascade Campus

Keynote Speaker

9:00 - 10:30 am



Image: Adam. A. Smith




Adam A. Smith

Please join us for the Anderson Conference Keynote Address with Adam A. Smith, a nationally recognized higher education expert with three decades of experience transforming campuses nationwide. He serves as Executive Director for University Academic Advising at the University of Kentucky, where his work has helped the university achieve record-setting retention rates. He has had similar results in roles at the University of Alabama and the University of Akron. He served as the founding Director of the TRIO Upward Bound program at Rock Valley College and later as the Dean of Students. He taught undergraduate and graduate-level courses at Judson University in Elgin, Illinois. Adam hosts the podcast [Get Uncomfortable](#). [Register for this session](#).

***An ASL Interpreter will be present for this Keynote Speaker Event.**

Program Flow

The icons below represent the three focus areas that CTLE promotes

-  **Sense of Academic Belonging**
-  **Equitable Assessment**
-  **Inclusive Curriculum**

The icons below represent levels of participation





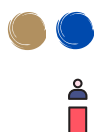
-  Introductory - basic overview and knowledge of key inclusive pedagogies, practices or concepts
-  Intermediate: workshops diving deeper into the impact of key inclusive pedagogies, practices or concepts
-  Advanced: integration of inclusive pedagogical knowledge into practice; advanced language and concepts
-  All levels of knowledge



Image: PCC Rock Creek Campus

11:00 - 12:30 PM



Using student authoring of homework problems as an assessment strategy in STEM

Stephanie Bryan

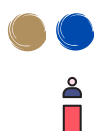
Join Stephanie to learn how she invites students to author homework problems instead of taking weekly quizzes. You will hear how this practice has unforeseen advantages and creates a creative outlet for students. Additionally, this practice provides a unique opportunity to get to know students more deeply, allows students to connect to the course material in new ways, and provides opportunities to catch misunderstandings that might not be clear when using standard assessment practices. ***Please note that this is a 60-minute session, from 11 AM - 12 PM. [Register for this session.](#)**



Gender-based violence and our community

Hayley Hayes & Darlene Munoz

This session will equip faculty with a base knowledge about gender-based violence (domestic/dating abuse, sexual violence, and stalking) and how this issue shows up and impacts students at PCC. We will discuss trauma-informed responses to student disclosures of violence, faculty's reporting obligations, and campus resources/warm hand-offs. This issue impacts a high percentage of people in our community, and a deeper understanding of the issue and how to respond in a way that promotes healing will help student survivors be successful academically. **[Register for this session.](#)**



Moving the group project to a collaborative project in a remote learning environment

Michael Meagher

It's important to recognize each learning environment's different needs and considerations. Learn how to re-imagine what a 'group project' could look like in the remote modality. The behind-the-scenes organization and preparation are shared, leading to a successful outcome. ***Please note that this is a 60-minute session, from 11 AM - 12 PM. [Register for this session.](#)**

Program Flow

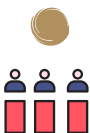
Accommodation Requests

PCC is committed to providing access and reasonable accommodation in its services, programs, and activities. Accommodation requests should be made by January 26, 2024, to Anne Grey, 971.722.4418, or email anne.grey@pcc.edu.



Image: PCC CLIMB Center

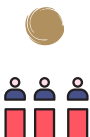
11:00 - 12:30 PM



Give your class a SPARC: Student-centered sustainability curriculum

Stephania Fregosi, Taryn Oakley, Roberta Richards, Peter Ritson & Heidi Sickert

Sustainability is a core element of PCC's mission and a paramount value for many students. Join our college's sustainability curriculum community (SPARC) and learn about options for integrating sustainability and climate justice into your courses. Our panelists will provide diversity, equity, inclusion, justice, and accessibility (DEIJA)-focused examples and place-based resources for enhancing courses in various disciplines. Bring your insights to our conversation as we work to respond to students' commitments and build a community working for solutions. **[Register for this session.](#)**



Fostering age-inclusive learning communities

Jenny Sasser & Kerry Pataki

Aging is everywhere and nowhere at the same time. PCC is an age-diverse organization, our classrooms are multi-generational. No matter where we are situated in the life-course, we are all aging. And yet issues of age, aging, and ageism are often left out of discussions of intersectionality as well as culturally responsive and inclusive pedagogy. The purpose of this session is to explore these issues as educators and as individuals who are growing older and to discover practices for infusing our work with age-inclusive and aging-appreciative practices. **[Register for this session.](#)**

Program Flow

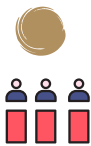
Computer Requirements for Virtual Conference

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Image: PCC Sylvania Campus

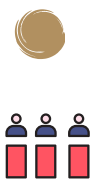
1:00 - 2:30 PM



Introduction to restorative practices for instructors

Bonni Goldberg

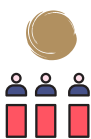
Restorative practices are used at many colleges to create community and address issues both in and outside the classroom. This introductory presentation about restorative practices starts with an overview of restorative practice, followed by a short restorative practice experience, and ends with time for brainstorming and questions and answers. **Register for this session.**



Student mentoring panel: Hearing from those who have been there

Bryan Hull & Efrain Rivas-Flores

A student panel will discuss the role mentoring has had in their academic journey, especially in their sense of belonging at PCC and the academic environment. Listen to student experiences and engage in conversation. **Register for this session.**



Unbury the treasure: Practical strategies for student support within and outside of the classroom

Lauren Hull

Join us in a session on ways we can improve access to campus and course resources for students. Although many resources are available to support students, students often need help to locate them as the resources are scattered across various web pages, policies, and department sites. We need to work together to make these resources easily accessible. You will come away with practical strategies to improve access to resources. **Register for this session.**

Program Flow

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Sense of Academic Belonging



Equitable Assessment



Inclusive Curriculum

The icons below represent levels of participation



Introductory- basic overview and knowledge of key inclusive pedagogies, practices or concepts



Intermediate- presentations diving deeper into the impact of key inclusive pedagogies, practices or concepts



Advanced- integration of inclusive pedagogical knowledge into practice; advanced language and concepts



All levels of knowledge



Image: PCC Oregon Manufacturing Innovation Center (OMIC)



Responsive approaches to advising: Enhancing student experience inside and outside the classroom

April Nording & Jon Barber

Academic advisors and faculty together play instrumental roles in the success of community college students. Yet, both groups are often unfamiliar with the complementary nature of their roles or how they can learn from one another. Through a variety of interactive activities, participants will come away with resources to strengthen the partnerships between advisors and faculty, thereby fostering a culture of belonging for students. **Register for this session.**



You don't know what you've got 'til it's gone: Authentic voice and generative AI

Melissa Goodman Elgar

2023 was the year generative AI officially permeated our classrooms. How we choose to respond to it will reflect our commitment to equity. Drawing on neuroscience, anthropology, and classroom experience, this interactive session explores dimensions of equity and generative AI for writing assignments, including the common online discussion format. We will develop strategies to refocus on motivating students to see our assignments as tools to develop their voices and skills. **Register for this session.**

1:00 - 2:30 PM

Program Flow

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Image: PCC South East Campus

3:00 - 4:30 PM



Support student learning and belonging by varying your feedback strategies

Gretchen Gebhardt, Greg Kaminski, Paul Montone, James Pepe, & David Vasquez

Effective ways to provide feedback may vary from student to student or by assignment type. Join us on a journey to explore when, why, and how to use various methods for feedback during the formative assessment process to support student learning. Our discussion will include using text, rubrics, and a strong focus on using audio or video to humanize feedback in ways that build instructor-student connections, trust, and academic belonging. **Register for this session.**



Trauma-Informed Care: Module 1

Jamie Heberlein

This session will review the foundations and basic principles of trauma-informed care. Participants will identify the beginning steps on how trauma-informed practices may be implemented in the classroom, within student spaces, and with colleagues. This is the first of a four-module series. The other modules will be presented throughout the academic year. ***Please note that this is a 120-minute session, from 3-5 PM. Register for this session.**



Simple strategies to create a safe class environment for BIPOC students

Hugo Nava-Sanchez

The goal of this session is to help create a safe and optimal environment for the maximum achievement of BIPOC students. Provide them with the necessary tools inside and outside the classroom so that they can successfully complete their careers. This presentation is based on the experience acquired in the GYO (Grow Your Own) program, in which the curriculum design focuses on the student's social and emotional needs. **Register for this session.**

Program Flow

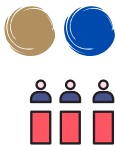
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Image: PCC Opportunity Center at 42nd Ave

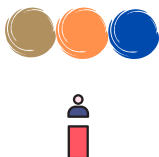
3:00 - 4:30 PM



The responsive library – Meeting students' needs and Interests

Roberta Richards, Robin Shapiro & Sara Robertson

Three PCC librarians will walk you through accessing fun and useful library resources so you can help your students build confidence and agency as they use library resources that reflect their lived experiences. Download audiobooks to your phone, find newspapers in multiple languages, browse virtual glossy magazines for a wide variety of interests, sign up for interest-focused New York Times newsletters, and get a refresher on the library's fabulous technology for check-out. ***Please note that this is a 60-minute session, from 3-4 PM. Register for this session.**



The PR problem: How is higher education staying relevant?

Casey Twining

This session addresses the impact of misalignment and relevance in Higher Ed, influencing student perceptions and post-collegiate application. It proposes a solution through Significant Learning, integrated into curriculum and design. This interactive session aims to counter common doubts about Higher Ed's value by exploring practical, class-by-class improvements. ***Please note that this is a 60-minute session, from 3-4 PM. Register for this session.**

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All levels of knowledge



Image: PCC Swan Island Trade Center



The beauty of crossword puzzles as a teaching tool.

David Jordan

Crossword puzzles are a surprisingly effective and engaging classroom activity. Wordplay, critical thinking, and educated guessing strategies are ways to engage students. Students can complete them independently or collaborate with peers. Students encounter information in a new format, review previously studied material, or assess knowledge before beginning to study. Instructors can gauge student understanding and awareness by how quickly the puzzle is completed. There are free websites that allow you to create your crossword puzzles. ***Please note that this is a 60-minute session, from 5-6 PM. Register for this session.**



Why Universal Design for Learning: From basic concepts to promoting and internalizing inclusive learning.

Phyllis Petteys, James Albrecht, Carrie Cantrell, Amanda Antell & Elianna Gnoffo

This session is an introduction to Universal Design for Learning (UDL) as a guiding principle in responsive teaching. We will begin with basic approaches and ideas for increasing your knowledge of accessibility and then show creative ideas that give rise to inclusive learning environments. Most importantly, student advocates and our podcast editor will join us to discuss how their voices and student-led programming foster understanding of the student experience and the need for UDL. **Register for this session.**

5:00 - 6:30 PM

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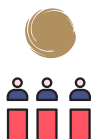
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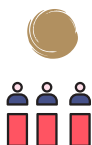
Image: PCC Cascade Campus



Professionalism, power, privilege, and presence: Faculty Identity under the Influence of Whiteness.

Martha Bailey

Many of us have completed our education and developed our professional identities under the influence of Whiteness, often unrecognized. Even when working to create inclusive and student-centered classrooms, aspects of Whiteness can still be present in our self-understanding of what it means to be a faculty member. This session examines some common understandings of what it means to be a professional in higher education and how these ideas are rooted in Whiteness. Participants will be invited to explore their self-identities to discover where Whiteness lurks. We will brainstorm ways to become culturally- and trauma-informed educators, growing as lifelong learners to enhance our student-centered practices while giving ourselves grace and acceptance. ***Please note that this is a 60-minute session from 5 to 6 PM. Register for this session.**



Introduction to the Social Change Ecosystem.

Hannah Cherry, Ari Petrides, Taryn Oakley & Catherine Thomas

How have you shown up for social change? Learn about the ten roles of The Social Change Ecosystem, developed by Deepa Iyer, and discuss how to utilize this framework to critically reflect on our collective values, the roles we play to strengthen our collaborative connections, and how we can better facilitate transformative learning experiences for students and communities. After this introductory session, participants will be invited to join the CBL Professional Learning Community to work on applying the Social Change Ecosystem Framework to their teaching and curriculum. **Register for this session.**

5:00 - 6:30 PM



THANK YOU

Responsive Approaches to
Support Student Learning