The Inclusive Academic:
Strategies for Maintaining Balance in a Changing Academic World

18th Annual Teaching Matters Conference – Abstracts by Session

Thursday March 12, 2020

Session 1 – 8:30 – 9:30am

A - Instructional Complex (IC) 111

How I Changed my Syllabus: A Discussion with a Grade Appeals Committee
Prof. Jean Cook, Dr. Kathie Barrett, and Dr. Jill Drake, University of West Georgia

As student populations get more diverse and faculty evolve and innovate their classes to be more inclusive, the opportunities for untended miscommunication and lack of clarity in expectations between students and faculty grow. These unintentional consequences can be reflected in increased disputes over grades. Students may feel aggrieved by the institution as a whole, and faculty can feel judged or at risk in their positions. Grade appeal or grade grievance procedures can be intimidating, yet the grade appeal committee is mainly focused on finding a fair resolution for BOTH the faculty and the student. Based on the presenters’ combined twenty years of experience on a university Grade Appeals Committee, this panel discussion with cover common policy and communication missteps by students and faculty as well as share best practices for effective policy, rubric, and syllabi drafting. Attendees will leave prepared to effectively approach or even avoid a grade appeal hearing.

B - Instructional Complex (IC) 207

Research Workshop: Developing a Supportive Network
Dr. Katie Wester-Neal, Dr. Brent Johnson, Dr. Julie Little, and Dr. Beth Pollock, Gordon State College

One strategy that academics can use to maintain balance in changing times is to develop a network of supportive colleagues. In this workshop, we plan to start a research network through which participants can encourage and assist each other in reaching professional writing and research-related goals. The presenters will lead the session by surveying the group’s research interests, breaking out to discuss individual goals, and brainstorming how we can support each other to reach these goals. Participants will help guide the session as they envision their futures and we make plans to maintain the network going forward. As presenters, we will model preparing our own goals and examples before leading participants in creating their own. Participants will be encouraged to bring questions and works-in-progress.
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Session 2 – 9:45 – 10:45am

A - Instructional Complex (IC) 119

Films and Relational Pedagogy: What Can We Learn About Our Academic Lives?
Dr. Joseph Jones, Gordon State College

In this presentation, the audience will engage in discussions surrounding the role that relational pedagogy can play on the college campus. The presentation will begin with a brief definitional discussion of relational pedagogy. In this capacity, the participants will understand how relational pedagogy can influence academic inclusion, academic balance, and academic motivation.

Afterward the initial discussion, the participants will be placed into cooperative learning groups, where each group will focus on a specific film with clips from that film. Each group will analyze the clips through a relational pedagogy lens. In doing so, participants will apply the theoretical aspects of relational pedagogy to the daily instructional practices. Thus, participants will visualize how relational pedagogy unfolds within the educational process; in doing so, allowing participants to conceptualize how such practices can create an inclusive, supportive, and engaged classroom.

B - Instructional Complex (IC) 224

Take Care
Prof. Sherri Newberry, Abraham Baldwin Agricultural College

Our chaotic lifestyles foster everything but mindfulness and balance. Constant demands reinforced by distracting beeps, tweets, and texts can easily throw us off balance and make focus seem elusive. Many of us attempt to handle personal and professional demands by multitasking. But what does science reveal about this behavior? In this workshop we will examine how our brains react when we attempt to multitask, and how that behavior affects our productivity. We will further examine one of the common culprits of multitasking: technology use, specifically that of smartphones. What does research say about how our smartphone use affects us cognitively, psychologically, and socially? When these digital distractions are coupled with multitasking, they help create poor sleep habits, which in turn increase our stress and anxiety, and further contribute to throwing us off balance. Furthermore, we spend our days teaching young people who are even more susceptible to anxiety exacerbated by digital distractions. What can be done? Do we throw away our phones and ignore our obligations? Professional and personal distractions are not likely to go away, but there are some strategies and changes we can employ to help us find balance and be more present for our students, ourselves, and others. Workshop participants will learn how to implement simple practices that can counteract habits that can leave us frazzled. We will conclude the session by practicing simple stretching and breathing exercises that participants can use in a workplace setting. This workshop does not promise unicorns and rainbows, but it does promise reflection on our own habits and how we can alter them to increase mindfulness, improve self-care, and ultimately live a more balanced life.
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**C - Instructional Complex (IC) 208**

**Which type is Best? Student Perspectives on Study Abroad Programs**
Dr. Karen Guffey, Ms. Hannah Rutledge, and Ms. Alyssa Copeland, Gordon State College

We currently offer two types of study abroad program at Gordon: a month-long program with 6 hours of credit, where classes are taken at the site, and a week-long program that has no credit and no classes on site but is a requirement of a spring semester class that students take. I run one of each, and these programs have allowed me to add a new dimension to my courses. They also add a new dimension to the student education and experience. Several students have participated in both of my programs, & three of those students will discuss the advantages of each, after I explain the structure of each and how they fit into our programs and courses.

**D - Instructional Complex (IC) 117**

**A Balanced Pedagogy: Engaging Classrooms of Both Traditional and Non-Traditional Students**
Mrs. Valerie Calhoun, Gordon State College

**A Glimpse at an ALG-Funded OER Created by Gordon State College Faculty for Spanish 1001/1002 Courses**
Dr. Darren Broome, Gordon State College

A goal of this open-access textbook is that the book is suitable for the needs of the students and compatible with Gordon State College’s access mission. Many of the students who enroll in our elementary language courses arrive with a weak foundation in English grammar, creating obstacles for second language acquisition. The team of faculty members will provide supplementary materials for students who may be deficient in grammar in their native tongue. Further, a goal of the textbook is that students will be encouraged not only to learn Spanish but also to continue their studies in Spanish.

The creation of this new textbook hopefully will impact the courses immediately. By removing the cost of the textbook, students will have access to materials that will allow them to accomplish academic goals while decreasing financial burdens.

The open source textbook will be designed to be specific to Gordon State College, featuring useful information in its examples (for instance, exercises that introduce the college president or explain how a particular campus resource works while also teaching lexical and grammatical lessons): this will help students better engage with the campus culture.

This presentation will provide a glimpse of the ALG funded-OER materials created by Gordon State College faculty for Spanish 1001/1002 courses. The presentation will provide ways this new open-access textbook provides stronger pedagogy for students with weak foundation in English grammar. Further, the presentation will offer ways the book is designed to be specific to Gordon State College students. This new textbook clearly keeps teaching fresh while at the same time it maintains a more engaging classroom.

**Simple Changes in Teaching Pedagogies Can Positively Impact Retention Rates**
Mr. Ashraful Chowdhury, Georgia State University – Perimeter College

The presenter will discuss modest changes and adjustments he made in teaching pedagogies in an introductory math course to improve retention rates. He will highlight simple modifications and adjustments he implemented in delivery and management of course materials to encourage students to stay on course. The presenter will share preliminary results of his efforts at the presentation. Audience feedback will be appreciated.
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Session 3 – 1:30 – 2:30pm

A - Instructional Complex (IC) 108

The Stress of It All: How to Practice Self-Care and Mindfulness in Education
Dr. Michelle Drew, Fort Valley State University

Teaching is one of the most demanding and stressful professions. Today, teachers who experience low stress levels is nearly non-existent. Research suggests that the stress levels felt by educators’ impacts student stress levels and learning outcomes. Therefore, prioritizing teacher well-being will achieve positive results that will not undervalue the profession and harm the students.

This is a wake-up call to identify tactics, practical tips, and strategic approaches relative to the state of the profession to avoid strikes, early retirement, and walkouts. Respecting educators and prioritizing teacher well-being is a way of valuing the profession, thus less harm caused to the students by gaining a better understanding of stress management, self-care, and mindfulness practices (Davis & Hayes, 2011).

To maintain balance, educators will participate and practice self-care and mindfulness exercises using various tools and resources that can be utilized in any setting. The exercises are designed to create healthier and productive environments.

The benefits and practical tips will help educators understand how to train others and practice self-care and mindfulness for themselves. The secret to self-care and mindfulness helps to enrich student learning and student learning outcomes by being able to approach the classroom with tools and resources to make learning a pleasure for everyone.


B - Instructional Complex (IC) 117

Developing “Grace-Paths”: Maximizing Intelligent Agents to Improve Student Success While Better Ensuring Balanced Teaching Methods
Mrs. Alison Nooks, Middle Georgia State University

Faculty and staff working with students to provide opportunities for success is fundamental to higher education. However, the needs of students, institutions and the communities served continue to grow. Likewise, the resources for institutions, faculty, staff and students are not unlimited. Thus, teaching calls for continued innovation and flexibility when and wherever possible.

This presentation will provide attendees with a unique perspective of developing “grace-paths” for students and maximizing the use of intelligent agents in Brightspace/D2L. I have developed this concept of “grace-paths” over my 11 years of teaching, based on my own academic journey, and have seen tremendous success. The methods I will demonstrate can be used whether the course is fully-online, a hybrid or face-to-face course. These techniques allow faculty to do a basic assessment of the needs of students and then provide opportunities for students to recover and progress, while also better ensuring a balanced approach to integrating early intervention strategies into course design and teaching.

“Grace-paths” are intentional opportunities for students to redeem themselves and/or seek out deeper understanding for course content they have missed due to falling behind and/or simply not understanding. In essence, the goal of “grace-paths” is to provide students with a chance to regain their footing. Although faculty initiate it, students have to take advantage of these optional opportunities. The use of intelligent agents allow these opportunities to be operationalized in a meaningful way without overwhelming the teaching process.
Face-to-Face Presentations in an Online Class: De-stress the Planning!
Mrs. Suzanne Anthony, University of North Georgia

You can P-L-A-N for face to face oral presentations in an online class without creating S-T-R-E-S-S for yourself. Business want graduates who are comfortable speaking face to face. Although it’s easy to turn to technology for online classes, learn tips that will help you successfully have your students present face to face with other online students to give them that "live" presentation experience and get evaluation from their peers.

Teaching –Ologies Online: What to Do When Field Experience Counts?
Dr. Amanda Duffus, Gordon State College

In an academic environment that so often equates accessibility with online education, how does one impart valuable hands-on and field experiences that build necessary skills for future success and add some extra spice to the course? In many areas of science, skills are only learned by hands-on experiences that occur in the laboratory or field settings, however, online teaching formats are not necessarily conducive to this type of learning. When one is teaching an –ologies course online, many areas will not be able to have the hands-on/field learning experiences easily accessible to students, many of whom will be learning at a distance, which may, without careful thought, put students at a disadvantage in the future. Using the example of an upper year biology course in herpetology, we will explore different ways to get students engaged outside of the realm of the computer! Essential skills in herpetology include species identification by both sight, and in the case of frogs and toads, by ear. In the absence of laboratory sessions and class field trips, it is hard to impart some of these valuable skills. However, there are ways to entice students out from behind the screen and out into the world and at the same time to promote the learning of essential skills to help the student succeed in the future all while keeping the material fresh. In this presentation, I will discuss two different types of assignments to enhance student learning and engagement. Additionally, I will discuss various ways to implement the assignments in an online setting.

MOOC Foundations for Area A Math Courses
Dr. Mary Wolfe, Middle Georgia State University

After seeing our non-traditional students struggling without Learning Support Foundations classes that USG mandated that we discontinue, the proposal to create a free MOOC option for each Area A mathematics course at Middle Georgia was met with enthusiasm by our Dean, and a course release to give us more time to create, and thus helping us to balance scholarship with our teaching.

After determining that there is a way to allow students to self-enroll in the Brightspace/D2L course management system, two math faculty members set out on the task of determining which pre-requisite skills are essential to each of the Area A math courses, and then proceeded to find the necessary instructional videos, create instructional pages, and pre and post-tests for the various topics. These courses will be first available in Spring 2020. These courses are intended for non-traditional students to use for remediation, learning support students to use in an attempt to test out of learning support co-requisite classes, and as support for students in co-requisite courses. With this MOOC help for prerequisite skills we hope to see improved skills and engagement with the Area A course content in the classroom.
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Session 4 – 2:45 – 3:45pm

A - Instructional Complex (IC) 111

Exercise as Self-Care (and How it Has Made Me a Better Teacher)
Dr. Erica Gannon, Clayton State College

We all know that exercise is good for our bodies, but it is also an effective form of self-care that can be beneficial to our mental health; it can reduce stress, improve mood, and even help alleviate symptoms of burnout. While these outcomes alone may improve an instructor’s job performance, the process of becoming a regular exerciser also offers some insights that can be readily applied to the task of teaching, such as the importance of making improvements gradually, or the benefits of “changing it up” (in your exercise as well as your courses). This presentation will review the psychological benefits of exercise and offer concrete suggestions for using exercise as an approach to self-care—in other words, learning to exercise for enjoyment rather than out of a sense of obligation. It will also discuss some of the parallels between exercise and teaching, with a focus on becoming better at both.

Does This Matter? Managing Work, Home, Self, and “Life”
Dr. Jennifer Lovelace, Columbus State University

"Self-Help" as a literary genre has existed since the ancient Egyptians and the ancient Greeks offered meditations and maxims on the best ways to live and work (Lamb-Shapiro, 2020). In more than 3000 years of "doing life," we still haven't figured out how to live, work, and play successfully. This trend extends into the university as well. In a study of over 20,000 full-time faculty members, researchers found that only 27.3% of women and 38.7% of men felt that they had found a healthy balance between their personal lives and their professional lives (DeAngelo, Hurtado, Pryer, Kelly, & Santos, 2009). Popular misconceptions about the day-to-day activities of university faculty contribute to the struggle to balance an often grueling workload with other parts of life - home, family, self-care, and so on. So how can professors, especially new professors, determine "what matters" and get the most out of life through balance? This presentation will highlight the research on work-life balance in the academy and provide practical ways in which faculty can maintain a healthy balance.

Mindfulness: The Path to an Inclusive Classroom Community
Dr. Rosaria Meek, University of North Georgia

This presentation will showcase a series of mindful, interdependent practices that support a transformative pedagogical approach. A mindful path intentionally engages and equally benefits all members of a classroom community in the process of teaching and learning. Mindfulness can bring learners more in touch with their internal processes, which in turn allows them greater availability to others in the classroom community. With mindfulness, a teacher can provide students with an experience of being present in an atmosphere of trust and nonjudgmental awareness and exchange. This method originated from a need to improve the academic and interpersonal well-being of students. This presentation proposes mindfulness as an activator of transformational learning, and it challenges traditional academic practices that see metacognition, inclusive teaching, and mindfulness as discrete techniques.
A Picture is Worth a Thousand Words: The Efficacy of Concept Mapping as a Learning Tool
Dr. Joseph Mayo, Gordon State College

Concept mapping can be used to introduce material to students by providing a visually elucidating conceptual framework from which to link new information with pre-existing knowledge. With concept mapping, the learner organizes networks of concepts into a schematic diagram resembling a hierarchical flow chart that proceeds from the most inclusive general concept to more specific subordinate ones. A primary instructional benefit of using concept mapping is that it encourages holistic understanding not always communicated as effectively through words alone.

The efficacy of concept mapping on learning has been reported in research literature across a number of undergraduate disciplines, including biology, chemistry, physics, geology, accounting, management, technology, nursing, and teacher education. In my own teaching discipline, researchers have also explored the use of concept mapping in the undergraduate psychology curriculum. However, the incidence of this research has been relatively sparse. In fact, there have been no empirical or anecdotal reports in this research literature for more than a decade.

In the opening portion of my proposed workshop, I will overview the supporting background and theory along with numerous classroom applications for concept mapping. Afterward, I will present the methodology, findings, and implications for subsequent classroom research related to a recently published empirical investigation into the instructional utility of concept mapping. I undertook this study by means of systematic comparisons of learning across multiple sections of my own undergraduate life-span development classes. In that this investigation represents the first to explore concept mapping in this specific instructional context, its underlying purpose was twofold: (1) broadly speaking, to expand the available research on concept mapping for a multidisciplinary audience and (2) more specifically, to add to the existing literature on this topic within the teaching of psychology. I will conclude my workshop with a group-based, interactive training module for proper construction of concept maps that can be applied in any college class. Based on extensive years of my own classroom observations and practices that continue to point to the learner’s need for well-defined preliminary training as an essential ingredient in constructing accurate concept maps, I have designed this module to assist undergraduate educators across disciplines who are interested in exploring the use of concept mapping in their classes.

Delivering Effective Feedback to Students: Strategies for Assessing and Positively Reinforcing Student Performance
Dr. Daniel Baracsay, Valdosta State University

Research has shown that students are relatively unprepared for what is expected of them in completing course assignments. The main bases of feedback for how students frame and absorb course expectations are grounded in direct communications from the instructor (i.e. syllabi and assignment policies), experiences in previous courses and what they took away from preceding assignments, and self-evaluation where students have an impression of where their performance falls on the instructor’s expectations for tiers of scores. This presentation on effective feedback strategies facilitates discussion of a topic that continues to elicit vast consideration, particularly in terms of improving retention and in helping students progress forward in their studies rather than experiencing frustration and withdrawal in courses. In order to be successful, assessment strategies must take into account the mutually reinforcing nature of how feedback is built into the process of learning (with education being cumulative and incremental), and also reflects mixed feedback approaches, opportunities for self-reflection, and creating a structured approach which is encouraging and motivational. This presentation will utilize the literature of assessment to examine strategies for providing effective feedback as a structural component of learning management systems. Assessment should not be regarded as a sporadic task, but is rather a built-in feature of courses that can be used in concert with learning management systems in traditional, hybrid, and online courses. The most challenging aspects of feedback which will be addressed in the presentation are how to inspire critical
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thinking and the development of analytical skills using a variety of delivery systems. There are both theoretical and practical aspects of providing effective feedback as part of assessing student performance. Understanding both aspects provides a substantive basis for constructing an integrated system of delivering effective feedback. Finally, in covering key aspects of feedback delivery strategies, this presentation will explore how a structured approach not only matches to perceptions students have of performance with course objectives and goals, but helps to facilitate higher engagement levels.

Standards Based Grading in College Courses
Dr. Mark McCarthy, Columbus State University

Sometimes it feels like our grading doesn't accurately reflect student success; sometimes our students seem to care more about their grades than learning; sometimes we schedule the return of a graded assignment so it will cause the least disruption; sometimes it feels like grading just never ends. While faculty are generally required to issue grades--and to do so in a fair manner--might there be a different method of grading that wouldn't cause such anxiety, stress, and work? And shouldn't our grading, like our content and instruction, evolve with the changes in higher education?

In Spring 2019 I began basing course grades on the ability of students to meet the stated learning objectives of the course. While I continue to provide substantive feedback on each assignment to help shape student learning, grades are no longer a part of the coursework, my end of term schedule, or the classroom conversation. What has been the response? How has it worked?

With two semesters of implementation complete at both the undergraduate and graduate levels, online and face-to-face, I have qualitative data in the form of student evaluations --both formal and informal--that describes the student experience. While the inability to track grades to the hundredth place in real-time has caused students some stress, the overall response has been remarkably positive. Further, I have my own anecdotal data regarding the improvement of my quality of life and the quality of my instruction.

One lens through which I elaborate the impact on my relationship with students is that of student roles in higher education: students are no longer consumers looking to earn a grade by virtue of the exchange of tuition, but instead can focus on being co-creators, partners, or change agents (Dollinger & Mercer-Mapstone, 2019). By removing the carrot-and-stick of grades, we have freed ourselves to focus on learning.

A limitation of this style of grading is that it cannot be implemented in a course that uses the multiple choice midterm/final exam. It is expected that a more student-centered, active learning approach is already part of a course instructor's pedagogy.

“Ok Boomer, I Will Take You Seriously if You Engage Me”
Dr. Niaz Khan, Georgia Gwinnett College

Any information baby boomers (birth years from 1946 to 1964) pass onto to the millennials (birth years from 1981 to 1995) and Generation Z (birth years from 1995 onwards) are met with the derisive response, “OK Boomer, have a terrible day.” These two younger generations feel their seniors have nothing of consequence to say to them since they had “mortgaged their economic future” by hoarding their assets and dismantling vital social programs. Conversely, boomers think the millennials and Generation Zers have no desire to grow up or work hard, are lackadaisical, and complain about how they have been economically deprived. Due to these two diametrically opposite points of view, educators suffer from the dilemma of how to reach and motivate the newer cohort of students. It does not matter, it is the moral duty of the faculty to actively engage them in the learning process, so we can produce an enlightened crop of medical professionals, engineers, teachers, accountants, and other professionals.

The data from the National Survey of Student Engagement for four-year institutions as well as the community colleges clearly manifests that educational engagement is the key element for academic motivation, diligence, and graduation. Despite their outlook that much of the information they are receiving is unnecessary or uninteresting, there are a number of ways to draw such students into the learning process. In my proposed presentation, I will
discuss the 10 best practices in creating millennial-centered learning. They include the following:

1. Hands-on instruction with the use of the Internet;
2. Constant mentoring;
3. Less offering of theories, more problem-solving in the field;
4. Use of social media, apps, blogs, and gamification;
5. Assignments that can be implemented in real life;
6. Praise and ego-stroking, only if they are deserved;
7. Use of humor;
8. Treat as equals;
9. Relaxed learning environment; and
10. Showing off too much knowledge (Blustering will induce these generations to say, “OK Boomer.”)

The task of engaging millennials and Generation Z students is a major challenge for most college faculty. However, by engaging these students with a few winning tactics, classrooms can turn into vibrant learning hubs. In fact, there is hope that the intersections of learning and teaching can be achieved.
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Session 5 – 4:00 – 5:00pm

A - Instructional Complex (IC) 111

Teachers Avoiding Boredom: Keeping Yourself Engaged with Your Content
Mrs. Emily Thompson and Ms. Justyna Kikowska, Georgia Gwinnett College

Whether teaching an introductory English class or an advanced Physics course, there are some things teachers will find themselves covering over and over again. When a teacher is new, they are filled with passion for these topics, and creating engaging content for their students is easy. But after three, four, seven, or ten years, that topic is rote. They aren’t so much teaching anymore as reciting the same lecture and treading the same path as they have every semester for years.

It makes sense. By their third year, any teacher knows their favorite approach to teaching a subject -- what textbook covers the content best, what talking points drive the most in-class discussion, what activities foster the most learning. They also know what they need to do to reduce their planning and grading time; there is no need to reinvent the wheel, after all. But eventually, the subject that once gave a teacher so much passion has become the most boring thing in the world.

Every student can tell when a teacher has checked out of the class. Their teacher’s lack of passion only dims what passion a student can find in the material. This can lead not only to students dropping out of a class, but for students who remain in a class, it can lead to poor performance on metrics like exams and papers, both of which can further lead a teacher toward burnout.

The purpose of this workshop is to open discussion on methods and best practices for keeping teachers engaged with their own content, how to breathe new life into old topics, and how to do all of it without adding to the amount of planning or grading teachers have to do.

B - Instructional Complex (IC) 207

Assessing the Role of Active Teaching in an Inclusive Classroom
Dr. Scott Shubitz, Dr. Franklin Williamson, Dr. Rachel Mittelman, and Dr. Brian Webb, Gordon State College

This roundtable will discuss the role and usefulness of active teaching methods designed to promote inclusivity in our changing global classroom. Roundtable participants will focus on evaluating popular active teaching methods with the goal of determining their efficacy in engaging students from diverse economic levels, cultures, and backgrounds. In addition, roundtable participants will debate whether new active teaching techniques aimed at promoting inclusivity should dominate the classroom and/or displace the traditional lecture format.
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C - Instructional Complex (IC) 209

**Four Cool Tech Tools to Spark Interest and Increase Student Engagement**
Mrs. Karen Williams-Jones, Georgia State University – Perimeter College

Today’s student is continuously bombarded with distractions from all corners of social media and the Internet. How can instructors compete with every kind of interruption from notifications from email, Facebook, Pinterest, SnapChat, Instagram, etc.? How can we turn technology distractions into learning opportunities? This talk will present ideas and give examples of how to increase engagement and refresh your teaching using instructional tools and social media platforms. In particular, we will explore Padlet, Pinterest, Powtoon, and Thinglink. Focused on both refreshing teaching and engaging students, we will first explore tools that incorporate micro-interaction like Thinglink. (Micro-interaction consists of presentations or activities that require 5 to 10 minutes and allow students interact with content.) Using Powtoon, content can be shared in a more creative fashion. Both Padlet and Pinterest allow students to explore, synthesize, and share knowledge. Several examples, with some student samples will be presented.

**Changing It Up: How I Saved My Sanity After Teaching 100 1001 Classes**
Dr. Karen Guffey, Gordon State College

Many of us in access institutions have to teach two or three sections of 1001 in our respective fields every semester, and the monotony can kill excitement and creativity. I plan to discuss -- with the hope of encouraging others in my situation - four means I have found of keeping myself challenged: adding literature to a language course, designing and leading study abroad programs, designing an honors class, and developing a colloquium on the periphery of my field. These endeavors have not only helped me keep my teaching interesting but also allowed me to develop professionally through the research involved in creating a completely new course and to provide service to my institution in the form of study abroad programs. I plan to encourage session participants to share their own means of "survival."

**How Nine Years of Teaching Taught me How to Empower Female Students in the Economics Classroom**
Dr. Ying Zhen, Wesleyan College

My educational note shares a number of ways to invest in economics teaching to engage female students. It is in consistence with the conference theme of "putting student success above all else, working diligently to be engaging teachers without anger and exhaustion. It covers the topics of "keeping teaching fresh" and "maintaining engaging classroom".

**After Session 5**

Please join us at Deraney’s Two City Tavern for an informal Networking Dinner at 5:15 p.m.

*(Cost of dinner is not included with conference registration)*

Deraney’s Two City Tavern
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