

ANCHORING HIGHER EDUCATION CONFERENCE

RECOVERY AND RESILIENCE IN THE
POST-PANDEMIC CLASSROOM

APRIL 27, 2023
RUTGERS-NEWARK

RUTGERS
UNIVERSITY | NEWARK

 P3 Collaboratory

We must draw out, acknowledge, and value the funds of knowledge that each of our students brings to the learning environment. We must have authentic conversations about race and social class and other social dynamics that divide us and figure out ways to live together that uplift instead of undermine. In a world in which there are serious problems to solve, we can no longer afford to have more than half of our population uneducated and underskilled because their mental bandwidth is being consumed by poverty, racism, and other differentisms.

- Dr. Cia Verschelden, Ed.D., author of *Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization*



Welcome to the second biennial **Anchoring Higher Education** conference, organized by the P3 Collaboratory for Pedagogy, Professional Development, and Publicly-Engaged Scholarship at Rutgers University-Newark!

Hosted in the historic Paul Robeson Campus Center, the **Anchoring Higher Education** conference is a one-day convening that gathers teachers, administrative professionals, students, researchers, and community members to share their work and insights on teaching, learning, and community engagement in the academy. It reflects our mission as an anchor institution, in and of the City of Newark, and demonstrates the university's commitment to access, transformative learning, and radical inclusion.

This year's theme, "Recovery and Resilience in the Post-Pandemic Classroom," is crafted to explore how institutions of higher education might (and must!) transform our collective thinking about students, their abilities, and our obligations. Here, we will feature voices from across the university, bringing together students, faculty, staff, and community partners for a wide-ranging collective conversation about belonging, inclusive excellence, and the future of higher education. We know how high-impact pedagogical practices, tech advances and collaborations, and student research breakthroughs have the potential to radically change student outcomes. We also know that our students have been uniquely impacted by traumatic events over the past three years. ***Knowing what we know, what are we prepared to do?***

In addition to our dynamic keynote speaker Dr. Cia Verschelden, the conference includes a faculty learning lab and 13 immersive breakout sessions that leverage high-impact pedagogical practices with a focus on experiential learning and enriching our diverse campus climate. The conference focus on innovation in pedagogy and student engagement also provides the perfect opportunity for us to highlight the university's Fifth Annual Three Minute Thesis (3MT®) competition, showcasing the research of Rutgers-Newark graduate students in engaging presentations of three minutes or less. Created in 2008 by the University of Queensland, the 3MT has become an acclaimed international research competition. The P3 Collaboratory, in conjunction with the Graduate School-Newark, welcomes our finalists to present their research as we join universities across the globe to enhance scholarly communication, promote publicly-engaged research, and celebrate our students' outstanding work.

The P3 Collaboratory @ Rutgers University-Newark

The P3 Collaboratory for Pedagogy, Professional Development, and Publicly-Engaged Scholarship focuses on institutional interventions that support holistic faculty development over the lifecycle of an academic career. From the preparation of graduate students for diverse career trajectories, through identification and recruitment of promising scholars, and providing the best supports for a successful academic career from hiring to promotion, retirement,

and beyond, the P3 supports programming, research, and learning initiatives across the Rutgers-Newark campus.

As a comprehensive center for the development of excellence in teaching and research, the P3 Collaboratory is a place for scholars to come together across disciplinary, rank, and professional boundaries to engage in critical challenges facing our community and society; to be a part of teaching, scholarship and leadership learning communities; and to join in discussions that are of utmost importance to us as a university community -- all in a dynamic, flexible, and creative space.

The Paul Robeson Campus Center

Named in honor of lawyer, activist, and artist Paul Robeson (RC '21), the Paul Robeson Campus Center is located at the heart of the Rutgers University-Newark campus. It is also, in many ways, representative of the soul of the university. In February 1969, a group of Black students barricaded themselves inside Conklin Hall to protest the lack of diversity among students, faculty, and staff at the university. After three days of steadfast and peaceful demonstration, the university administration agreed with several of the students' visionary demands. According to our late colleague and famed public historian Clement Price, those students "fundamentally changed Rutgers." What would come to be known as the Liberation of Conklin Hall "set the stage for the EOF (New Jersey Educational Opportunity Fund) program, it set the stage for an African-American Studies Program that matured into a department; [and] it enabled the naming of the campus center in honor of Rutgers alumnus Paul Robeson."¹

Our convening here today in this space honors those members of the Black Organization of Students, as well as our friends and colleagues who helped make this space a possibility. Today, Rutgers University-Newark is among the nation's most diverse colleges, and an institution committed to ideals of access and opportunity for all. As we gather in a space bearing the name of Paul Robeson, we honor our students who continue to push us towards our highest shared ideals.

¹ *40th Anniversary Commemorative Journal, The 1969 Liberation of Conklin Hall* (2009).

Conference Agenda

9:45am – 10:45am

Registration & Breakfast *PRCC Essex Room*

10:00am – 11:45am

Faculty Learning Lab *PRCC Essex East*

10:45am – 11:35am

Breakout Sessions A

Resilience and Integrity Using AI in Academia

Monica Devanas & Christopher Drue
Rutgers Office of Teaching Evaluation and Assessment Research (OTEAR)
PRCC 255 (Bergen)

Discussing Practical and Research-Informed Classroom Strategies to Improve Student Outcomes

Jamie Gorman, Luke Greeley, Phyllis Siegel,
Courtney Sobers, Madhavi Chakrabarty,
Rob Kurland, Alex Sannella
Rutgers Business School
Rutgers School of Arts & Sciences Newark
PRCC 257 (Bergen)

Mindfulness for Academic Advisors: Prioritizing Recovery and Rest to Improve Student Interactions

Shannon Brantley
Rutgers Business School
PRCC 227 (Morris)

Using Whiteboards to Facilitate Collaboration, Community, and Active Learning

Sheehan Ahmed, Diane Jammula, Joshua Rutberg
Rutgers School of Arts & Sciences Newark
Department of Physics
PRCC 235 (Somerset)

How Storytelling for Mutual Aid Can Get Us Through This Crisis (and the next!)

Liz Ševčenko, Leora Fuller, Kristyn Scorson, Renee Shaloub, Melody Magly
Humanities Action Lab
Rutgers School of Arts & Sciences Newark
Program in American Studies
Mutual Morris
Brick City Mutual Aid
PRCC 224 (Middlesex)

11:35am – 11:40am

Break

11:40am – 11:55am

Mindfulness and Our Collective Well Being *PRCC Essex Room*
Shannon Brantley, Rutgers Business School

12:00pm – 1:05pm

Lunch Keynote *PRCC Essex Room*
Dr. Cia Verschelden, Ph.D
Bandwidth Recovery
(lunch served beginning at 11:45am)

1:05pm – 1:15pm

Break

1:15pm – 2:30pm

Faculty Learning Lab *PRCC Essex East*

1:15pm – 2:00pm

Breakout Sessions B

Evidence-Based Instructional Strategies to Stimulate Student Engagement, Metacognition, & Sense of Belonging

Sheila Tabanli
Department of Mathematics
Rutgers University-New Brunswick
PRCC 255 (Bergen)

Transforming Children's Learning Outcomes through University-Community Partnerships

Marcus Anthony & Ahmad Watson
Cornwall Center for Metropolitan Studies
Rutgers University-Newark
PRCC 257 (Bergen)

Intentional Inclusivity: NJSTEP and How System-Impacted Scholars Strengthen Learning

Talib Charriez, Courtney Clement, William Gray, Efren Mercado, Martin Rogers, Bonnie Veysey (moderator)
New Jersey Scholarship and Transformative Education in Prisons (NJ-STEP)
Rutgers School of Criminal Justice
PRCC Essex Room

Historical Reference and Storytelling as Pedagogy for Social and Professional Communities

Lois M. Warner, James Amemasor, Todtanisha Waters
Rutgers School of Public Affairs & Administration
New Jersey Historical Society
Rutgers Graduate School of Education
PRCC 235 (Somerset)

2:00pm – 2:10pm

Break

2:10pm – 2:55pm

Breakout Sessions C

Teaching Failure: When Imperfection Becomes the Perfect Learning Opportunity

David Goldman & Jenny Yuan-Chen Yang
Office of Undergraduate Education
Rutgers-New Brunswick School of Arts & Sciences
PRCC 255 (Bergen)

Developing Purpose & Incentives for College Students: Pedagogical Methods to Connect Professional Development, Curriculum and Classroom Assignments Using Library Resources

Naomi Gold & Jonathan M. Torres
Dana Library
Rutgers University-Newark
PRCC 257 (Bergen)

“Making Every Composition Class a Writing Lab”: Recreating Expository Writing at Rutgers

Mihaela Carla Caponegro, Lynda Dexheimer, Miriam Jaffe, Kathryn Narramore
Rutgers-New Brunswick Writing Program
PRCC 235 (Somerset)

Supporting First-Generation Students in Their Transition to College in a Post Pandemic World

Zabrina Songui & Jaquil White
Academic Foundations Center
Louis Stokes Alliances for Minority Participation (LSAMP)
Rutgers University-Newark
PRCC 227 (Morris)

2:55pm – 3:00pm

Break

3:00pm – 3:45pm

Three Minute Thesis (3MT®) Competition

Hosted by Dean Taja-Nia Henderson,
Graduate School-Newark

PRCC Essex Room

(All are welcome to join us to root for our finalists and vote for the “People’s Choice” winner!)

3:45pm

Closing Remarks

*Attendees are warmly invited to visit the Paul Robeson Gallery on the first floor of the Campus Center to view an exhibition highlighting the work of the university’s Graphic Design BFA Program Senior Capstone students. This year’s exhibition, titled **Rooted Here**, offers a survey of legacy, landscape, mapping and memory through 22 transmedia projects that use communication design to tell the stories of a place*. Inspired by the words of Harriet Tubman, “We’re rooted here, and they can’t pull us up,” shared in August 1859, when she addressed the New England Colored Citizens’ Convention (Tremont Temple, Boston, MA), *Rooted Here* reimagines, chronicles, and honors our intersectional histories and our trace in a given space. *Join us at the conclusion of our convening for the exhibition reception and celebration, beginning at 5pm!**

****Please visit the Faculty Learning Lab stations from 10:00am to 11:45am and 1:15pm to 2:30pm.****

Breakout Session Information

Resilience and Integrity Using AI in Academia, Monica Devanas & Christopher Drue *PRCC 255 (Bergen)*

Artificial intelligence platforms using large language models are increasingly available to instructors, students, and staff alike, raising hard questions about the integrity of our academic mission. In this presentation and discussion, we explore available tools together with their limitations and potential. Our session considers should we police the use of AI in academic writing, or encourage it? Can AI tools be used to help instructors and students alike recover our bandwidth and improve our resilience?

Discussing Practical and Research-Informed Classroom Strategies to Improve Student Outcomes, Jamie Gorman, Luke Greeley, Phyllis Siegel, Courtney Sobers, Madhavi Chakrabarty, Rob Kurland, Alex Sannella *PRCC 257 (Bergen)*

Our session features innovative classroom strategies and interventions specifically designed to promote student belonging, engagement, and learning outcomes. The panelists have engaged and experimented with research-informed practices such as wise feedback, fast friends, alternative grading, values affirmations, and syllabus revisions, and will share what they have learned from both pedagogical and research perspectives. Best practices and follow-up resources will be provided and the audience will be invited to participate and network on the topic of improving the college learning experience for all our students.

Mindfulness for Academic Advisors: Prioritizing Recovery and Rest to Improve Student Interactions, Shannon Brantley *PRCC 227 (Morris)*

Higher ed professionals often work in highly demanding and stressful environments, which can lead to burnout and decreased productivity. Research suggests that mindfulness can improve the well-being of teachers, staff, and students, which in turn improves interactions between and among them. This workshop, designed for the benefit of academic advisors, will focus on how mindfulness practices can help us recover, rest, and innovate to enhance our overall well-being and work performance (and that of our students)!

Using Whiteboards to Facilitate Collaboration, Community, and Active Learning, Diane Jammula, Josh Rutberg, Sheehan Ahmed *PRCC 235 (Somerset)*

Want *all* students to think deeply, play with ideas, and learn from each other? Use inexpensive, portable, poster-sized whiteboards to foster collaboration, community, and active learning in your classroom. In this workshop, participants will engage with whiteboards in a learning cycle as if they were students. They will work in small groups to generate and test ideas, using their whiteboard as a communication tool. Groups will then share their findings in a whole class “whiteboard meeting,” using their boards as visual aids to spark discussion. This activity mirrors the discourse and process of generating knowledge in our own scholarly fields. This simple tool will help breathe life into your post-pandemic classroom. Come learn and play!

How Storytelling for Mutual Aid Can Get Us Through This Crisis (and the next!), Elizabeth Sevchenko, Leora Fuller, Kristyn Scorsone, Renee Shaloub, Melody Magly *PRCC 244 (Middlesex)*

Through the pandemic, the Humanities Action Lab has been working with students, faculty, and community leaders in Newark and over 30 other “frontline” communities to explore how public history can support – and become – mutual aid. In this session, HAL faculty and mutual aid organizers will share classroom approaches to challenging, reframing, and activating the everyday stories we tell about ourselves, our needs, and our dreams to build mutually supportive relationships in our communities that collectively change our material conditions. It will also share opportunities for participating in HAL’s learning community of educators and organizers – in Newark and nationally.

Evidence-Based Instructional Strategies to Stimulate Student Engagement, Metacognition, and Sense of Belonging, Sheila Tabanli *PRCC 255 (Bergen)*

The gap between research on human learning and the practice of teaching humans in classrooms may negatively affect students’ learning experiences and learning outcomes. To reduce this research-to-practice gap, instructors can purposefully implement

evidence-based strategies and incorporate student-centered, active learning instructional practices. This session presents an innovative curriculum design that values the importance of explicitly teaching metacognition and active learning strategies which are then enforced with low-stakes assessments. Class activities are designed to create a classroom culture that fosters students' sense of belonging through group discussions and student presentations, as well as supporting students' unique identities by offering individual pathways designed by students for their own benefit.

Transforming Children's Learning Outcomes through University-Community Partnerships, Marcus Anthony & Ahmad Watson *PRCC 257 (Bergen)*

Learn how the Joseph C. Cornwall Center for Metropolitan Studies conducts transformational demonstration projects to improve the quality of life of underserved children and adults who often face significant barriers to education and employment. The Parent Mentor Academy, NewArk Freedom School, Promise Youth University, and the Clemente Veteran's Initiative Newark are all hyperlocal initiatives that engage Rutgers affiliates and community partners to engage in strategies to improve educational outcomes for children and adults. This session provides an understanding of building strong university-community partnerships aimed at reducing inequalities for vulnerable populations in urban communities.

Intentional Inclusivity: NJSTEP and How System-Impacted Scholars Strengthen Learning, Talib Charriez, Courtney Clement, William Gray, Efren Mercado, Martin Rogers, Bonnie Veysey (moderator) *PRCC Essex Room*

Access to a college education has been shown to improve the lives and opportunities of people impacted by the justice system. We often don't consider the impact that these student scholars have on institutions, the learning environment, and other students. This session presents a discussion among Rutgers New Jersey Scholarship and Transformative Education in Prisons (NJSTEP) scholars who have benefitted from the opportunity to pursue a college degree, and, importantly, how their student peers and the educational process itself is better for the inclusion of their voices.

Historical Reference and Storytelling as Pedagogy for Social and Professional Communities, Lois M. Warner, James Amemasor, Todtanisha Waters *PRCC 235 (Somerset)*

Both factual and fictional stories engage us in contemplating and envisaging past, present, and future environments and situations. Through the literary, visual, and performing arts, storytellers offer vicarious experiences, enabling us to extend our knowledge in areas where actual personal experiences may be unavailable or inaccessible. Our session will demonstrate storytelling itself as pedagogy, relying on historical reference to colonial settler spaces, and the implications for higher education in reproducing hierarchies of power, and privilege; maps and storytelling about community development; and storytelling in teaching toward building professional communities of practice.

Teaching Failure: When Imperfection Becomes the Perfect Learning Opportunity, David Goldman & Jenny Yuan-Chen Yang *PRCC 255 (Bergen)*

This session will explore two related questions: How do we experience, work through, and learn from failures in our teaching? And how can we teach our students to experience, work through, and learn from their own failures? We suspect that openly sharing and reflecting on our own experiences of teaching failure will help us gain insight into our students' experience of failure, so we can encourage students to persevere and work through the setbacks they will inevitably encounter in their academic, personal, and professional lives. By the end of this session, participants will: (i) feel less isolated, in that they are not alone in encountering obstacles in their teaching; (ii) have strategies to learn from, respond to, and build upon their own teaching failures; and (iii) be more ready to help their students be resilient to, and learn from, failure.

Developing Purpose and Incentives for College Students: Pedagogical Methods to Connect Professional Development, Curriculum, and Classroom Assignments Using Library Resources, Jonathan M. Torres & Naomi Gold *PRCC 257 (Bergen)*

Library faculty will demonstrate specific pedagogical methods integrating comprehensive learning strategies through hands-on examples, gamification, classroom projects, assignments, and career research. This session also provides an overview of available resources available and tips for accessing and leveraging such resources. Presenters will discuss the importance of information literacy and its relevance to career development, and will provide examples of how faculty can map library resources with their course content to strengthen students' research skills.

Making Every Composition Class a Writing Lab: Recreating Expository Writing at Rutgers-New Brunswick
Kathryn Narramore Mihaela Carla Caponegro, Lynda Dexheimer, Miriam Jaffe *PRCC 235 (Somerset)*

Writing in the physical classroom has not been a core practice for the Writing Program at Rutgers New Brunswick. Instead, students have typically been sent outside the classroom to complete complex assignments elsewhere (and alone), often resulting in anxiety, alienation, and procrastination. This session explores how our pilot College Writing course seeks to transform our writing program culture so that our classrooms are writing labs grounded in a "compassionate pedagogy." The revised curriculum foregrounds writing as a classroom practice: We invite students to write from their own expertise while also challenging them with the expertise of others—these "others" are found in readings, exploring place-based learning, and embedding student tutors within the classroom.

Supporting First-Gen Students in their Transition to College in a Post Pandemic World, Zabrina Songui and Jaquil White *PRCC 227 (Morris)*

The Educational Opportunity Fund (EOF) at Rutgers University-Newark provides a host of academic, career, financial, and personal support services to low-income students who are predominately the first in their families to attend college. As first-generation college students enter college, they must navigate a world that is often very different from what they are used to. EOF offers a comprehensive onboarding process which includes summer and academic year programming. Within that programming is a "Strategies for Academic Success" course which has a focus on critical thinking and Social-emotional learning. In this session, you will learn more about the first-generation college student experience and how Rutgers-Newark's EOF utilizes this course to assist students in their transition to college.

Faculty Learning Lab Stations

Dana Library

Rhonda Marker, Interim Associate University Librarian

Kite & Key Pop-Up Shop!

Jose Estevez, General Manager

Nicholas Del Virginia, Store Manager

Kite+Key will share information about their “Appy Hour” offerings and academic discounts for students, faculty, and staff of Rutgers. Visit to enter a raffle for a \$50 Kite & Key gift card!

Academic Technology Services (ATS)

Joy McDonald, Director

Rob Medaska & Joe Matthew, Instructional Designer and Tech Specialists

ATS will demo the following technologies:

Akindi – This Scantron alternative is a web-based assessment system that automates the creation and grading of multiple-choice exams.

Delphinium – This tool can provide a modern interface with completion indicators, avatars, leaderboards, and more (directly in your Canvas course!). Delphinium has been shown to increase student engagement and motivation in class. The tool provides instructors with access to dashboards to help identify students needing extra attention, as well as be able to create customizable messages and pages.

Kaltura – This streaming video platform (with Canvas integration) provides an easy-to-use tool to create video content, whether you are narrating a PowerPoint presentation (for a video lecture recording), using screen capture technology, or simply communicating with a webcam.

Faculty Learning Lab Stations (*con't*)

PlayPosit – This web tool lets you create and edit interactive video assessments using either your own video uploaded to Kaltura or online videos hosted on YouTube or Vimeo. Students are prompted to answer questions and/or provide open-ended responses which can be integrated with the Canvas gradebook. You can even require that students view the entire video in order to receive credit for the assignment!

Quickly Attendance and Course Analytics – This tool goes beyond the Canvas Roll Call tool, allowing you to take attendance or have your students check themselves in for class (PIN and QR code options available). There’s even a new option to determine attendance based on course activity. Students who are absent can be contacted immediately by email, leading to better communication and accountability. The grading functionality is robust, allowing you to create custom statuses, use points or percentages, as well as forgive absences.

TidyUP – This tool makes it easy to do “spring cleaning” on your Canvas course. It helps you quickly identify and remove outdated or unneeded content (files, folders, pages, or assignments), making your Canvas course easier to manage and more usable for everyone.

Echo360 Point Solutions (formerly Turning Technologies) - This audience response system (with Canvas integration) can be used to increase student engagement during class as well as provide attendance information and even exam delivery.

Rutgers Faculty Diversity Collaborative

Sangeeta Rao, Senior Director of Mentoring & Faculty Outreach

Faculty Learning Lab Stations (*con't*)

Rutgers-Newark Office of the Chancellor

Anne Van Der Karr, Executive Director for Student Retention

Hypothesis®

Christie DeCarolis, Customer Success Manager

Sonja Visser, Regional Manager

Hypothesis is a web-based, open source annotation tool. Using annotation, we enable sentence-level note taking or critique on top of classroom reading, news, blogs, scientific articles, books, terms of service, ballot initiatives, legislation and more. Engage your students better by creating opportunities for them to take and use annotation together!

University Human Resources (*sharing resources and information supporting parents / caregivers across Rutgers*)

Lorraine Meltzer, Director, Benefits and Wellness

Rutgers-Newark Faculty-Caregiver Task Force

Kristina Keating, Task Force Co-Chair

Rutgers Teaching and Learning with Technology (TLT)

Office of Instructional Design

Game Research and Immersive Design (GRID)

Academic Media

Dena Novak, Assistant Director of Instructional Design

Maka Gradin, Assistant Director, GRID

Rick Anderson, Director of Virtual Worlds, GRID

Justin Smith, Academic Media Producer

Keynote Speaker



Dr. Cia Verschelden, EdD, previously served as Vice President of Academic and Student Affairs at Malcolm X College, one of the City Colleges of Chicago. Before moving to Chicago, she was the Executive Director of Institutional Assessment at the University of Central Oklahoma, where she taught in sociology and the first-year program. Dr. Verschelden also served as Vice President of Academic Affairs at Highland Community College in rural Kansas. At Kansas State University, where she was on the faculty for 21 years, Dr. Verschelden taught social welfare and social policy, women's studies, and nonviolence studies.

Dr. Verschelden holds a BS in psychology from Kansas State University, an MSW from The University of Connecticut, and an EdD from Harvard University. Her book, *Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization*, was published in 2017. Her most recent book, *Bandwidth Recovery for Schools: Helping Pre-K-12 Students Regain Cognitive Resources Lost to Poverty, Trauma, Racism and Social Marginalization*, was published in October 2020.

Copies of Dr. Verschelden's book, *Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization*, will be provided to conference registrants in attendance.

Speakers and Facilitators

Sheehan Ahmed is an Assistant Teaching Professor in the Physics Department at Rutgers-Newark. He is currently involved in Physics Education Research and teaching physics using the ISLE (Investigative Science Learning Environment) framework which emphasizes students being facilitated to discover physics for themselves like scientists.

James Amemasor is a Research Specialist at the New Jersey Historical Society, a repository devoted to the history of New Jersey. James also serves as a part-time lecturer in Diplomacy and International Relations courses at Rutgers-Newark. His current projects include documenting the moral and intellectual tensions between slavery and liberty in New Jersey in the period between the publication of the first continuously printed newspaper in New Jersey and the official end of the United States' involvement in the trans-Atlantic slave trade.

Rick Anderson is Director of Virtual Worlds at Game Research and Immersive Design (GRID) with Rutgers Teaching and Learning with Technology.

Marcus Anthony is a program director at the Joseph C. Cornwall Center for Metropolitan Studies.

Christina Bifulco serves as Associate Director for Teaching & Learning Analytics with the Rutgers Office of Teaching Evaluation and Assessment Research (OTEAR). In that role, her primary responsibility is supporting instructors, schools, and departments in the development and analysis of meaningful measures that provide actionable data to understand and improve instruction at the university.

Shannon Brantley has been helping college students achieve academically and socially for over ten years in a variety of roles, the most recent being an Academic Advisor for the Rutgers Business School. Shannon is also a Certified School Counselor and an ICF Certified Life Coach, and has been practicing mindfulness and

meditation for over 10 years. She is a student of TM - transcendental meditation and a Certified Mindfulness Facilitator.

Mihaela Carla Caponegro is an Assistant Teaching Professor in the Rutgers Writing Program, and the Director of the Plangere Writing Center at Rutgers-New Brunswick. Her teaching interests and pedagogical applications are aligned with critical language awareness approaches, and in recent years she has worked extensively with multilingual students enrolled in writing courses at Rutgers.

Madhavi Chakrabarty is an Assistant Professor of Practice in Marketing at Rutgers Business School. She is a highly accomplished educator cum researcher with expertise in customer analytics, insights, marketing, optimization and product design with a deep understanding of the digital ecosystems.

Talib Charriez is a Senior Program Coordinator with the NJ-STEP Mountainview program.

Courtney Clement is a student in the NJ-STEP Mountainview program at Rutgers University-Newark.

Catherine Clepper is an Assistant Professor of Practice at the P3 Collaboratory, serving Rutgers-Newark's instructional community. She regularly teaches courses on pedagogical strategies for the P3 as well as courses in media history for ACM.

Christie DeCarolis is a Customer Success Manager with Hypothesis.

Nicholas Del Virginia is a store manager in Newark for Kite & Key.

Monica Devanas is the Director of Teaching Evaluation and Faculty Development in the Rutgers Office of Teaching Evaluation and Assessment Research (OTEAR), where she provides consultations and workshops across a broad base of learning, teaching, and assessment. She is proud of her Rutgers Faculty of

Arts and Sciences Dean's Award for Contributions to Undergraduate Education for the course she designed and taught, *Biomedical Issues of HIV/AIDS*. In 2013, Dr. Devanas received the William E. Bennett Award for Extraordinary Contributions to Citizen Science from the National Center for Science and Civic Engagement.

Lynda Dexheimer is the Executive Director of the English Writing Program at Rutgers-New Brunswick. A historian of education, she is interested in critical pedagogy and is currently studying how campus social justice movements are shaped by the communities in which they are situated.

Chris Drue is the Associate Director of Teaching Evaluation at the Rutgers Office of Teaching Evaluation & Assessment Research (OTEAR). He is responsible for helping schools and departments develop robust, meaningful, and useful methods of evaluating teaching, including peer review of teaching, teaching portfolios, and student feedback.

Jose Estevez is General Manager for Kite & Key at Rutgers University.

Leora Fuller (she/her) is a trans artist, organizer, and facilitator currently teaching at Rutgers University-Newark and working as the Learning and Coalition Facilitator for the Humanities Action Lab (HAL). As a member of HAL, she helped organize and facilitated the 2019 & 2022 Climates of Inequality Gatherings, developed the Translocal Learning Studio, currently teaches the course "Mutual Aid Storytelling & Sharing: A Translocal Learning Space," and is developing a Newark community run Free School. She has taught at New York University, led creative workshops at the New School and CUNY Grad Center, and curated several immersive exhibits as co-founder of the Below the Grid Lab including "Haunted Files: The Eugenics Record Office."

Naomi Gold is a reference and instruction librarian at Dana Library, the coordinator of the Library's writing program in collaboration with the RU-N Writing Center, and a liaison to many

academic departments. Her professional interests include developing strategies for effective library instruction; open access publishing; open and affordable textbook and course materials; and MLIS education.

David Goldman is Director of Teaching, Learning, and Assessment in the Rutgers-New Brunswick School of Arts and Sciences. David previously served as Program Director for Humanities and Social Sciences at UCLA Extension, where he helped to build the UCLA Prison Education Program

Jamie Gorman is an Instructor in the Department of Psychology at Rutgers-Newark. She currently serves as a 2022-23 Scholar-in-Residence at the P3 Collaboratory.

Maka Gradin is the Assistant Director of Game Research and Immersive Design (GRID) with Rutgers Teaching and Learning with Technology.

William Gray is a student in the NJ-STEP Mountainview program at Rutgers University-Newark.

Luke Greeley is Associate Dean for the Rutgers-Newark Undergraduate Business Program at Rutgers Business School. He has worked for over a decade in higher education administration, leading a diverse array of projects and initiatives to improve academic offerings and the student experience. Currently, he is helping to develop and grow the Rutgers Stackable Business Innovation (rSBI) Program, a strategic initiative to provide flexible lifelong learning in innovative and disruptive knowledge domains. He currently serves as a 2022-23 Scholar-in-Residence at the P3 Collaboratory.

Taja-Nia Henderson is Dean of the Graduate School at Rutgers University-Newark, where she serves as director of the P3 Collaboratory, and as a member of the faculty of Rutgers Law School. In these roles, she strives to find common theoretical and purposive strands in teaching and learning at the undergraduate and graduate levels, across disciplines and fields of study. In 2013, the

Rutgers Student Bar Association awarded her with the law school's "Professor of the Year" award.

Miriam Jaffe is an Associate Teaching Professor in the Rutgers Writing Program. She has published five collections of narrative case studies about mental health as well as articles on American Literature and Writing Studies. She is the associate editor of the journal *Writing and Pedagogy*.

Diane Jammula is an Associate Teaching Professor and Undergraduate Program Coordinator in the physics department at Rutgers - Newark. She does physics education research with a focus on constructivist curriculum and supporting underrepresented students in physics. She currently serves as a 2022-23 Scholar-in-Residence at the P3 Collaboratory.

Kristina Keating is an Associate Professor of Earth and Environmental Sciences at Rutgers University-Newark. She also serves as Co-Chair of the RU-N Faculty-Caregiver Task Force.

Robert Kurland is the Senior Associate Dean of Undergraduate Programs at Rutgers Business School in Newark.

Melody Magly is a community organizer with Brick City Mutual Aid.

Rhonda Marker is Interim Associate University Librarian at John Cotton Dana Library at Rutgers University-Newark.

Joe Mathew is an Instructional Designer and Technology Specialist with Academic Technology Services at Rutgers-Newark.

Joy McDonald is Director of Academic Technology Services at Rutgers-Newark.

Rob Medaska is an Instructional Designer and Technology Specialist with Academic Technology Services at Rutgers-Newark.

Lorraine Meltzer is Director of Benefits and Wellness with Rutgers University Human Resources.

Efren Mercado is a student in the NJ-STEP Mountainview program at Rutgers University-Newark.

Kathryn Narramore is an Assistant Writing Professor in the Rutgers Writing Program. Her focus has been first-year writing and mentoring new instructors, especially at Graduate Students. Previously she taught literature and Shakespeare at Hunter College (CUNY).

Dena Novak is Assistant Director of Instructional Design with Rutgers Teaching and Learning with Technology.

Sangeeta Rao is Senior Director of Mentoring and Faculty Outreach with the Rutgers Faculty Diversity Collaborative (FDC).

Martin Rogers is a student in the NJ-STEP Mountainview program at Rutgers University-Newark.

Ashaki Rouff is Associate Director of the P3 Collaboratory, and an Associate Professor in the Department of Earth and Environmental Sciences at Rutgers-Newark. She is an environmental geochemist studying pollutants in human-impacted systems as related to sustainability and urbanization. Ashaki leverages her research and professional activities to expand and create opportunity for minoritized groups in STEM.

Alexander Sannella is Professor of Accounting at the Rutgers Business School, where he also serves as Director of the MBA in Professional Accounting Program, and Director of the Rutgers Business School Teaching Excellence Center.

Kristyn Scorsone (they/them) is a PhD candidate in the American Studies program at Rutgers University-Newark where they study LGBTQ+ history, African American women's history, urban history, and public history. They conduct interviews and serve as volunteer manager for the Queer Newark Oral History Project, a

community-directed initiative to capture the life stories of LGBTQ+ people in and of Newark, NJ.

Liz Ševčenko is founding director of the Humanities Action Lab as well as the International Coalition of Sites of Conscience. She writes on intersections of social justice, heritage, and memory in journals and edited volumes in a variety of fields. In 2017, she was awarded the Rome Prize in historic preservation from the American Academy in Rome to start her forthcoming book, *External Public Memory for a Post-Truth Era: Fighting Denial through Memory Movements*.

Renee Shalhoub (she, her) is a passionate anti-capitalist and eco-socialist. She is a special education teacher specializing in working with people with autism. Renee has served on the Jane Goodall Institute's Roots & Shoots College Leadership Council, Madison Environmental Commission, volunteered with Wind of the Spirit Immigrant Resource Center and organized with People's Institute for Survival and Beyond, Center for the Study of White American Culture and Anti-Racist Alliance of North Jersey. She is the co-founder of Mutual Morris, the only completely people-powered mutual aid network in Morris County, New Jersey.

Phyllis Siegel is an Associate Professor of Management and Global Business at Rutgers Business School. Professor Siegel's interests include organizational justice, work-life balance, and executive behaviors and incentives. She also conducts research on the factors that cause employees to self-handicap, leading to their under-performance.

Justin Smith is an Academic Media Producer with Rutgers Teaching and Learning with Technology.

Courtney Sobers is an Assistant Teaching Professor of Chemistry at Rutgers-Newark. An innovative chemistry educator, specializing in lower-level chemistry labs and organic chemistry. Dr. Sobers is currently the coordinator for the first-year general chemistry lab sequence. She is passionate about improving teaching in medium+ (100+) enrollment courses and how to use alternative grading strategies, like ungrading, in these environments.

Zabrina Songui is currently the Assistant Dean and Associate Director for the Educational Opportunity Fund and the Academic Foundations Center at Rutgers-Newark. As a proud double graduate of Rutgers University with over 15 years in higher education, she is passionate about developing Rutgers programs which serve first generation and low-income students.

Sheila Tabanli is an Assistant Professor of Mathematics at Rutgers-New Brunswick. Her professional interests include developing student-centered, evidence-driven instructional strategies to improve student learning experiences. She is leading a faculty support group focused on reducing the research-to-practice gap in instruction inspired by her innovative math curriculum design based on cognitive science and SEL principles.

Jonathan Torres is the Business and Data Services Librarian specializing in teaching data and information literacy. He provides course-integrated and resource-specific instruction in business-based subject areas, develops and delivers data-related workshops, and offers consultative support such as finding data sets, assisting with data analysis software, and data management planning for universities, government, and external organizations.

Anne Van Der Karr is Executive Director for Student Retention at Rutgers University-Newark.

Bonnie Veysey is a Professor in the School of Criminal Justice at Rutgers University-Newark. Veysey has been an active faculty member since 1998 and during her time here has served as both the Associate Dean for Academic Programs and the Interim Dean of the School of Criminal Justice. Her research focuses primarily on behavioral health and justice issues, including continuity of behavioral health and medical care and reentry; police interactions with persons diagnosed with mental illnesses; mental health and substance abuse treatment in jails and prisons; diversion and treatment services for youth with behavioral health problems; treatment and supervision of justice-involved girls and women; and the adult consequences of early childhood trauma. Bonnie previously served as Founding Director of the P3 Collaboratory.

Sonja Visser is a Regional Manager at Hypothesis.

Lois Warner is an Assistant Teaching Professor and Teaching Resource Coordinator at the Rutgers School of Public Affairs and Administration. She teaches courses in organizational culture, administrative ethics and public policy. Her research focuses on the use of multimedia for enhancing the delivery and effectiveness of courses in public affairs. She is Chair-Elect for the American Society for Public Administration's Section on Public Administration Education. She previously served as a Scholar-in-Residence at the P3 Collaboratory.

Todtanisha Waters is a doctoral student at Rutgers Graduate School of Education.

Ahmed Watson is the program coordinator for the Joseph C. Cornwall Center for Metropolitan Studies, where he manages the Promise Parent Leadership Academy, aimed at developing community educators as paraprofessionals with skills to help schools achieve positive academic outcomes. Ahmad has worked in Newark Public Schools (NPS) as both a Family Advocate and Community Engagement and Outreach Coordinator.

Jaquil White is a Senior EOF Counselor for the AFC/EOF department and a proud Rutgers-Newark alum with extensive experience working in advisement and managing programs for first-generation, low-income, and minority student populations. Jaquil is dedicated to providing advisement centered on Social-Emotional Learning and Trauma Informed Advising.

Jenny Yuan-Chen Yang is an Associate Teaching Professor and Language Program Coordinator in the Department of Asian Languages and Cultures, as well as Chair of the Curriculum and Pedagogy Board at the Language Engagement Project at Rutgers. She is passionate about innovative approaches in the language classroom, initiatives to promote language education in K-16 in the U.S., and strategies to advance student success in higher education and beyond.

Three Minute Thesis (3MT®) Competition Finalists

Angela Alberti
Ph.D. Candidate
Nursing
*Health Outcomes in
Parents of Children
Diagnosed with Autism*

Malte Gueth
Ph.D. Candidate
Behavioral and Neural
Sciences
*Developing Personalized
Brain Stimulation*

Galit Karpov
Ph.D. Candidate
Behavioral and Neural
Sciences
*Lasting Effects of
Childhood Abuse*

Ian Kim
Ph.D. Candidate
Behavioral and Neural
Sciences
The Road Less Traveled

Joshua Thompson
Ph.D. Candidate
Environmental Sciences
*How are Agricultural
Fertilizers Transported in
Groundwater?*

**Willa Rae Witherow-
Culpepper**
Ph.D. Candidate
Global Affairs
*Can Courtroom Testimony
Prevent Genocide?*

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Map of Rutgers University in Newark



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