HIGH IMPACT AND INNOVATIVE TEACHING CONFERENCE

HIIT Conference 2026

High Impact and Innovative Teaching

November 4-6, 2026

Union Building East

The University of Texas at El Paso

Welcome to HIIT 2026!

We're glad you're here!

Over the next three days, HIIT will bring together faculty, staff, students, and campus partners to share ideas, explore new approaches, and celebrate the work happening across UTEP to support teaching and student success.

This year's conference is designed to give you plenty of ways to participate.

Explore.
Our Explore sessions feature **50-minute interactive workshops** along with poster and table presentations. The shorter format allows us to highlight more presenters and gives you the chance to experience a wider range of ideas throughout the conference.

Connect.
Visit the **Innovation Marketplace**, meet campus partners, talk with presenters, and make time for the conversations that happen between sessions. Some of the best conference ideas begin with a simple, "Tell me more about that."

Participate.
HIIT is meant to be active. Ask questions. Join the discussion. Share your own experiences. Try something during a workshop. Introduce yourself to someone new.

Choose your own experience.
You don't need to attend everything. Pick the sessions that interest you most, follow your curiosity, and give yourself time to explore.

Throughout the conference, you'll encounter conversations about student success, community-engaged learning, accessibility, the student experience, innovative teaching, technology, AI, and the many ways we can create meaningful learning experiences for UTEP students.

Our hope is simple: that you leave HIIT with **a new idea, a useful connection, and something you're excited to try.**

Thank you for being part of HIIT 2026.

Let's explore what's possible together.

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Schedule at a Glance

Day 1: Wednesday, November 4 – Building a Shared Vision

Time	Duration	Session
8:00 – 9:00 am	60 mins	Continental Breakfast and Registration
9:00 – 9:20 am	20 mins	Welcome & Conference Kickoff
9:20 – 10:10 am	50 mins	Asset-based Teaching and Learning Presentation
10:10 – 10:20 am	10 mins	Break
10:20 – 11:10 am	50 mins	Explore! (Workshops / Posters)
11:20 – 12:10 pm	50 mins	Explore!
12:10 – 1:10 pm	60 mins	Teaching Excellence Recognition Lunch
1:10 – 2:10 pm	60 mins	Faculty Champions Panel
2:10 – 2:20 pm	10 mins	Break
2:20 – 3:10 pm	50 mins	Explore!
4:00 – 6:00 pm	120 mins	HIIT Gala

Day 2: Thursday, November 5 – Designing Better Learning

Time	Duration	Session
8:00 – 9:00 am	60 mins	Continental Breakfast and Registration
9:00 – 9:50 am	50 mins	Student Success at UTEP
10:00 – 10:50 am	50 mins	Explore!
11:00 – 11:50 am	50 mins	Explore!
12:00 – 1:00 pm	60 mins	Library Lunch & Learn
1:00 – 3:00 pm	120 mins	Innovation Marketplace (Library exploration and resource fair)

Day 3: Friday, November 6 – Looking Forward

Time	Duration	Session
8:00 – 8:40 am	40 mins	Continental Breakfast and Registration
8:40 – 9:50 am	70 mins	Accessibility Presentation
10:00 – 10:50 am	50 mins	Explore!
11:00 – 11:50 am	50 mins	Explore!
12:00 – 2:00 pm	120 mins	Lunch
12:30 – 2:00 pm	90 mins	Student Experience Panel
2:00 – 2:15 pm	15 mins	Break
2:15 – 2:45 pm	45 mins	Conference Closing / Reflections / Next Steps

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Special Events

Activating Potential: Asset-Based Teaching and Learning

Wednesday, November 4 | 9:20–10:10 a.m. (TRCC Room 308)

What becomes possible when we begin with what students bring rather than what they lack? This interactive session explores asset-based approaches to teaching and learning and how faculty can recognize and build upon students' experiences, knowledge, strengths, and goals. Participants will consider practical ways to create learning environments that support belonging, engagement, and student success.

Teaching Excellence Recognition Lunch

Wednesday, November 4 | 12:10–1:10 p.m. (TRCC Room 308)

Join us as we celebrate members of the UTEP community whose commitment to teaching makes a meaningful difference for students. This special lunch will recognize accomplishments in teaching excellence, including our ACUE Scholars and recipients of distinguished university and statewide teaching honors.

Faculty Champions Panel

Wednesday, November 4 | 1:10–2:10 p.m. (TRCC Room 308)

Hear directly from UTEP faculty who are putting student-centered teaching into practice. Faculty Champions will share brief examples from their own classrooms, including approaches connected to student experience, community and career engagement, and other high-impact practices. The conversation will focus on strategies, lessons learned, and ideas participants can adapt for their own students and courses.

HIIT Gala

Wednesday, November 4 | 4:00–6:00 p.m. (EPNG Conference Center)

Join us for an elegant evening celebrating the faculty selected for the 2026 HIIT Awards. The HIIT Gala recognizes exceptional teaching, innovation, and impact across UTEP, honoring faculty whose work reflects the spirit of High Impact and Innovative Teaching.

Guests will enjoy a special celebration with colleagues from across the university as we recognize this year's award recipients and the contributions they make to student learning and the UTEP community.

From Classroom to Career: Connecting Students to Success at UTEP

Thursday, November 5 | 9:00–9:50 a.m. (TRCC Room 308)

How can we better connect the academic experience to the resources, opportunities, and relationships that help students thrive? This interactive session explores how UTEP Edge and UTEP Engage bring together student support, engaged learning, and career readiness in academic affairs to advance student success. Through practical scenarios and collaborative discussion, participants will explore ways to connect students to campus resources, enriching experiences, and opportunities that support their journey from classroom to career.

Library Lunch & Learn

Thursday, November 5 | 12:00–1:00 p.m. (TRCC Room 308)

Enjoy lunch while discovering an unexpected tool the UTEP Library has to support teaching, learning, research, and student success. Expect discussions about resources, expertise, and opportunities for collaboration available to faculty and teaching staff which will provide a natural bridge into the afternoon's Innovation Marketplace.

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Innovation Marketplace

Thursday, November 5 | 1:00–3:00 p.m. (UTEP Library 1st FLoor)

Explore, connect, and discover what UTEP has to offer. The Innovation Marketplace transforms the UTEP Library into an interactive resource fair where participants can meet campus partners, explore teaching and student-support resources, view innovative work from across the university, and have one-on-one conversations with the people behind the programs. Move at your own pace, follow your interests, and leave with new resources and connections.

Accessibility Presentation

Friday, November 6 | 8:40–9:50 a.m. (TRCC Room 308)

Accessible teaching is an essential part of creating learning environments where all students can participate. Join campus partners for a practical conversation about accessibility at UTEP, including digital accessibility (and that looming deadline), Blackboard Ally, accommodations, and available faculty support. Presenters will help demystify responsibilities, share resources, and discuss realistic steps instructors can take to make their courses more accessible.

Student Experience Project Panel

Friday, November 6 | 12:30–2:00 p.m. (TRCC Room 308)

What does effective teaching look and feel like from the student perspective? This conversation centers the experiences that shape student learning, belonging, motivation, and connection at UTEP. Through discussion and reflection, participants will consider how everyday choices in the classroom can influence the student experience and identify practices they can carry into their own teaching.

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Day 1: Nov 4 Explore Sessions

10:20 – 11:10 am: 50-Minute Interactive Workshops

Embedded for Success: Meeting Students Where They Are

♦Teaching Innovation & Emerging Practices♦

Wednesday, Nov. 4 - 10:20–11:10 AM

102D Desert Canyon - 50-minute Workshop

Presenters: Taylor Gilmore, Librarian; Judith Tichacek, Librarian

In our current information landscape, considering the vastness of misinformation and artificial intelligence integrated into daily life, students need information literacy skills more than ever before. Information literacy is implicitly included in course objectives, where students and instructors may be practicing it regularly, without recognizing it as a lifelong skill that requires continuous development. Partnerships between UTEP's information professionals and instructors to create customized instructional sessions and materials to augment existing course work can help bridge this gap.

Attendees will learn about high-value bonuses that come with an embedded librarian partnership: custom, multimodal lessons and activities that meet instructors' expectations; student attainment of Edge Advantages like Confidence, Critical thinking, Personal & Social Responsibility, and Problem Solving. Our interactive workshop provides instructors with a structured opportunity to dream, brainstorm, and outline what a partnership with their librarian will ideally look like. Presenters will briefly share examples of successful instructor-librarian partnerships, and attendees will leave the workshop with a fully formed action plan for embedding their librarian into their course(s).

Zero-Lab, High-Engagement and Impact: Activating Analytical STEM Courses Through Real-World Observations

♦Career-Connected & High-Impact Learning ♦

Wednesday, Nov. 4 - 10:20–11:10 AM

312 University Suite - 50-minute Workshop

Presenters: *Methaq S Abed, Professor of Practice, Aerospace and Mechanical Engineering Department*

This session presents a highly adaptable collection of active and authentic learning strategies used in an undergraduate Dynamics course for Mechanical and Aerospace Engineering students. The approach transforms a traditionally analytical, equation-driven course by connecting fundamental Dynamics principles to real-world systems and everyday objects. Examples include classroom activities in which students analyze the motion, forces, moments, and inertia of rotating chairs and doors; and a semester-long team project in which students apply multiple Dynamics principles to analyze fitness equipment and present their findings.

Together, these strategies encourage students to move beyond selecting equations toward observing physical behavior, formulating engineering problems, making assumptions, and determining which

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theories are appropriate. Attendees will gain practical strategies they can adapt to other analytical STEM courses to promote engagement, conceptual understanding, and authentic engineering problem-solving.

AI Chatbots: a workshop on how to mentor students to build a chatbot

♦Teaching Innovation & Emerging Practices♦

Wednesday, Nov. 4 - 10:20–11:10 AM

102B Andesite - 50-minute Workshop

Presenters: *T.L. Brink, Professor of Psychology, Crafton Hills College*

This session addresses the challenge of using AI effectively, efficiently, ethically, and equitably. It focuses on how to mentor students to develop chatbots that will be useful beyond the classroom. I provide ten specific steps.

I shall provide links so that participants can explore my own students' work products. Most of the actual time of this workshop will be spent brainstorming how participants can develop relevant projects for the classes they teach.

Main Idea: participants will have begun the process of identifying course-related topics that might be appropriate for a student-developed chatbot
Main Skill: participants will be able to break down this process into specific steps on which the student must be mentored

Learning Across Borders: A High-Impact Binational COIL Model Through History, Performance, and Embodied Learning

♦Career-Connected & High-Impact Learning♦

Wednesday, Nov. 4 - 10:20–11:10 AM

102C Cactus Flower - 50-minute Workshop

Presenters: *Dr. Selfa A. Chew-Melendez, Professor of Instruction, Associate Dean for Undergraduate Studies (CoLART) Department of History; Rayven Armijo, Assistant Professor of Instruction, Department of Theatre and Dance; Dr. Virginia Ordoñez-Hernández, Catedrática, Universidad Autónoma de Cd Juárez.*

Collaborative Online International Learning (COIL) has become an increasingly valuable strategy for internationalizing higher education, yet many COIL experiences remain limited to online discussions or collaborative written assignments. This workshop presents a different model: a three-instructor, binational classroom that integrates history, dance, theatre, and performance activism to create an immersive learning experience.

The workshop addresses a common challenge in higher education: how to move students from passive reception of information to meaningful engagement, intercultural collaboration, and co-creation of knowledge. Participants will explore a flexible instructional model that can be adapted across disciplines—not only in the arts, but also in the humanities, social sciences, and professional programs seeking to incorporate experiential and international learning.

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10:20 – 11:10 am: Poster Presentations

From Proposals to Publications: STAR@UTEP Building Research Capacity Through a Cohort-Based Faculty Development Model

♦Career-Connected & High-Impact Learning♦

Wednesday, Nov. 4 - 10:20–11:10 AM

Templeton - Poster Presentation

Presenters: *Nora Hernandez, Assistant Director of Research Development; Elishah Serrano, Assistant Director of Research Analytics and Intelligence Data*

Research-intensive institutions increasingly expect faculty to secure external funding, publish scholarly work, and establish sustainable research programs, yet many enter academic careers with limited preparation in grantsmanship and proposal development. The Steps Toward Academic Research at The University of Texas at El Paso (STAR@UTEP) program was designed to address this challenge through a cohort-based faculty development model that integrates mentorship, peer learning, iterative feedback, accountability, and community-building.

This presentation examines the outcomes of a quasi-experimental matched-control evaluation of STAR@UTEP conducted across five faculty cohorts. Results showed that program participants demonstrated higher levels of proposal activity, award attainment, and publication productivity than matched peers. Participants submitted 30% more proposals following program participation and achieved nearly 30% greater normalized publication productivity. Findings also suggest that early-career participation may accelerate research readiness while sustained engagement supports continued productivity among mid-career faculty. Beyond individual outcomes, the cohort model fostered interdisciplinary connections, reduced professional isolation, and strengthened institutional research culture. The session will provide actionable ideas for supporting faculty success, enhancing scholarly productivity, and building long-term institutional research capacity.

How to Make Methods More Natural and Thus, Easier for Students to Learn

♦Student Experience, Belonging & Success♦

Wednesday, Nov. 4 - 10:20–11:10 AM

313 Templeton - Poster Presentation

Presenters: *Ian Bautista Ambriz, Undergraduate Student, Department of Computer Science, UTEP; Monet Nevarez Sanchez, Undergraduate Student, Department of Computer Science, UTEP; Vladik Kreinovich, Professor, Department of Computer Science, UTEP; Olga Kosheleva, Associate Professor, Department of Teacher Education, UTEP; Christian Servin, Professor, Computer Science and Information Technology Systems Department, El Paso Community College*

Researchers and practitioners have come up with many creative ideas and techniques. In each such case, coming up with the corresponding method was a stroke of genius. We use these methods, we proudly teach them to students -- because they need to use them. But these methods are not easy for students to learn -- because they do not naturally follow from the problem. In many cases, it later turns

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out that it is possible to explain this method -- after the fact -- in a more natural way. We did some of this "naturalization" in the past, but it is hard work for us, since for us instructors, these new methods are so familiar that until we start teaching this material, we do not realize how unnatural these methods are to new students. To overcome this problem, we have involved students in one of our classes -- namely, in the Automata class.

Bridging the Gap from Student to Translation & Interpreting Professional

♦Career-Connected & High-Impact Learning♦

Wednesday, Nov. 4 - 10:20–11:10 AM

313 Templeton - Poster Presentation

Presenters: *Valeria B. Delmar, Professor and Senior Coordinator of the Translation and Interpreting Program, Department of Chicano Studies, Languages, and Linguistics*

Drawing from my unique perspective as a UTEP alumnus, academic program director, and active business owner/practitioner in translation and interpreting, this session addresses the critical "experience gap" students face when transitioning into the workforce. This presentation offers an opportunity for faculty and students to discuss how we can intentionally align academic preparation with real-world industry demands. Specifically, we will explore strategies for cultivating strong connections with industry and community partners to establish direct, actionable career pathways for student employment upon graduation.

From Ally Score to Action: A Practical Faculty Accessibility Toolkit

♦Teaching Innovation & Emerging Practices♦

Wednesday, Nov. 4 - 10:20–11:10 AM

313 Templeton - Poster Presentation

Presenters: *Christine Endlich, Senior Instructional Designer, Center for Instructional Design; Radames Gomez, Manager, Center for Instructional Design*

Focuses on how The Center for Instructional Design supports faculty through Technical Reviews and our Faculty Accessibility Remediation Workbook to improve course accessibility and student success.

11:20 – 12:10 am: 50-Minute Interactive Workshops

From Service to Classroom: Understanding, Empowering, and Learning From Student Veterans

♦Student Experience, Belonging & Success♦

Wednesday, Nov. 4 - 11:20 AM–12:10 PM

312 University Suite - 50-minute Workshop

Presenters: *Eric Murillo, Instructional Designer with MA in Sociology, Center for Instructional Design*

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How can colleges move beyond simply accommodating student veterans toward creating environments where veterans are understood, empowered, and recognized for the strengths they bring to higher education? This interactive session uses veteran stories from Urban Valor to help faculty and university staff better understand the transition from military service to college, recognize barriers that may not be visible, and challenge assumptions about veteran students.

Through guided reflection and small-group activities, participants will examine how veteran experiences can inform more supportive, trauma-informed, and strengths-based classrooms and campus practices. Rather than viewing veterans only as students who need support, participants will explore how educators can learn from veteran voices, recognize their assets, and become partners in their long-term success.

Reimagining College Teaching Powered by Student-Centered Learning

♦ Student Experience, Belonging & Success ♦

Wednesday, Nov. 4 - 11:20 AM–12:10 PM

102B Andesite - 50-minute Workshop

Presenters: *Dr. Judy Reinhartz, Professor Emeritus, Teacher Education*

Gain a better understanding of constructivist learning research and its application to college teaching that is powered by student-centered pedagogies rooted in real-world course contexts. Engage students in different types of thinking experiences and meet individual learning needs and styles that have a catalytic effect on improving information retention, social interactions, problem solving skills, creativity, and overall greater academic success.
The evolving landscape of higher education is characterized by a shift from traditional content coverage to one that is learner-driven, fostering a connection to course material and a greater sense of belonging that benefits students and the institution in recruiting, retaining, and graduating more of them.
Join in to experience student-centered pedagogies as you reflect on your own teaching.

From Pilot to Practice: Integrating an AI Assistant into the LMS at the University of Notre Dame

♦ Teaching Innovation & Emerging Practices ♦

Wednesday, Nov. 4 - 11:20 AM–12:10 PM

102C Cactus Flower - 50-minute Workshop

Presenters: *Steven T. Varela, Director/Faculty, OIT Teaching and Learning Technologies; Crystal DeJaegher, Associate Director/Faculty, OIT Teaching and Learning Technologies; Kael Kanczuzewski, Academic Technology Specialist, OIT Teaching and Learning Technologies*

This session addresses one of the most pressing challenges for teaching and learning: how to thoughtfully incorporate generative AI and its related technologies while ensuring students take more ownership of their learning, faculty protect their intellectual property, and enhance (rather than replacing) critical thinking skills. We will provide actionable insights from a comprehensive study we conducted with our integration of an AI Assistant into our learning management system (LMS).

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11:20 – 12:10 am: Poster Presentations

Preparing Students to Use GenAI Responsibly Before Graduation

♦Career-Connected & High-Impact Learning♦

Wednesday, Nov. 4 - 11:20 AM–12:10 PM

313 Templeton - Poster Presentation

Presenters: *Jorge Olmos, Instructional Designer, Center for Instructional Design; Radames Gomez, Manager, Center for Instructional Design*

This interactive workshop will prepare students to use Generative AI responsibly, effectively, and professionally before entering the workforce. Participants will explore practical GenAI skills, including creating effective prompts, evaluating AI-generated content, identifying inaccurate or biased information, protecting personal and professional data, and understanding when AI use should be disclosed or cited.

Through guided activities, participants will compare weak and strong prompts, revise AI-generated responses, assess the accuracy of AI outputs, and discuss appropriate uses of AI across different professional settings. The session will emphasize AI as a support tool rather than a replacement for human thinking and judgment. By the end of the workshop, participants will be better prepared to use GenAI with accuracy, purpose, accountability, and ethical awareness in academic and professional contexts.

Trust but Verify: An Expert-in-the-Loop Model for AI-Assisted Research Mentoring

♦Teaching Innovation & Emerging Practices♦

Wednesday, Nov. 4 - 11:20 AM–12:10 PM

313 Templeton - Poster Presentation

Presenters: *Feng Yu, Assistant Professor, Department of Mathematical Sciences*

Students already use AI for research, whether or not we sanction it. Banning it is unrealistic, while unguided use can lead to confident but incorrect conclusions. This session presents an expert-in-the-loop workflow for mentoring students who use AI to enter unfamiliar fields. Instead of a long reading list, the mentor curates a small set of anchor papers. The student then uses AI to summarize these papers and develop a map of the field's key ideas, methods, and open questions. Mentor and student review this output together, with the mentor using domain expertise to identify errors, gaps, and superficial reasoning, turning each mistake into a lesson in critical evaluation. Finally, they select a promising direction and pressure-test it through genuine analysis. A case study in sufficient dimension reduction shows this: an AI-generated framework contained real errors, but correcting them led to a promising new direction. The approach transfers across fields.

Designing Learning Experiences that Foster Student Success, Meaningful Assessment, and Career Readiness

♦Career-Connected & High-Impact Learning♦

Wednesday, Nov. 4 - 11:20 AM–12:10 PM

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313 Templeton - Poster Presentation

Presenters: *Justin Dees, Instructional Designer, Center for Instructional Design*

Higher education faces increasing pressure to improve student engagement, demonstrate meaningful learning, maintain assessment integrity around artificial intelligence, and better prepare graduates for professional practice. Although authentic learning has consistently been recognized as a high-impact educational practice, many faculty members struggle to translate the concept into practical course design that is scalable, evidence-based, and adaptable across disciplines.

This interactive poster session presents a research-informed framework for designing authentic learning experiences that integrate experiential learning, industry-relevant assessment, real-world contexts, and intentional reflection. Drawing on recent research, the framework highlights four interconnected design principles: authentic contexts, purposeful assessment, reflective learning, and professional relevance. The session also addresses emerging challenges surrounding AI by emphasizing assessment designs that promote authentic student thinking rather than relying solely on detection or prohibition.

Participants will explore examples from multiple disciplines and leave with a practical design framework and planning tool that can be immediately applied to redesign existing assignments into authentic learning experiences that support student success and workforce readiness.

2:20 – 3:10 pm: 50-Minute Interactive Workshops

From Comments to Connection: Using Wise Feedback in the Classroom

♦Student Experience, Belonging & Success♦

Wednesday, Nov. 4 - 2:20–3:10 PM

312 University Suite - 50-minute Workshop

Presenters: *Luz Garcia-Rochin, Senior Lecturer, ESOL Assistant Director, Chicano Studies, Languages, and Linguistics.*

This interactive session introduces wise feedback as an equity-minded assessment practice that improves student engagement, trust, and academic performance. Participants will explore how small shifts in language and delivery can help students interpret feedback as supportive rather than critical. Through examples and hands-on practice, attendees will learn simple strategies they can immediately apply in their own classrooms.

Brain Rewiring Health Practices in Educational Settings for a Better Global World

♦Student Experience, Belonging & Success♦

Wednesday, Nov. 4 - 2:20–3:10 PM

102B Andesite - 50-minute Workshop

Presenters: *Josette Pelatan (Self) & Service Dog - Pepper*

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What if every class began by helping students regulate their nervous systems before asking their brains to learn? Drawing from interdisciplinary health science and emerging evidence on mindfulness, breathing, self-affirmation, visualization, and neuroplasticity, this session proposes integrating brief, developmentally appropriate "brain-rewiring" practices into education, from primary school through college and university.

Research indicates that mindfulness-based interventions can improve attention, executive functioning, emotional regulation, anxiety/stress, prosocial behavior, and aspects of academic performance. Breathwork research similarly demonstrates meaningful reductions in student anxiety, while self-affirmation shows promise for supporting psychological, social, and academic outcomes.

Dr. Josette Pelatan explores how beginning learning with intentional breathing, meditation, identity-based affirmations, visualization, connection, and purpose could help students become more regulated, focused, aspirational, resilient, and prepared to learn, creating healthier individuals and, ultimately, a healthier global society.

Orchestrating a Career with Food Network's Ina Garten

♦Career-Connected & High-Impact Learning♦

Wednesday, Nov. 4 - 2:20–3:10 PM

102C Cactus Flower - 50-minute Workshop

Presenters: *Dr. Chris Dickey, Professor of Music, Chair, Department of Music*

What can Food Network icon Ina Garten teach us about building a meaningful career and life? More than you might expect. This interactive session explores the lessons in Garten's journey from White House policy analyst to specialty food shop owner to one of the most influential voices in food and media.

Drawing on themes from her 2024 memoir Be Ready When the Luck Happens, we will examine five ideas: pursuing passion despite expectations, cultivating supportive relationships, preparing for opportunity, embracing authenticity, and welcoming reinvention. Through guided reflection, partner activities, and real-world examples, participants will consider how these lessons apply to career development, teaching, networking, lifelong learning, and living in alignment with personal values.

Attendees will leave with a personalized three-step action plan identifying a risk to take, a relationship to strengthen, and a skill to develop, helping them recognize and seize future opportunities with confidence.

2:20 – 3:10 pm: Poster Presentations

Beyond the Cat-and-Mouse Game: A Comparative Study of AI Literacy, Transparency, and Learning Outcomes

♦Teaching Innovation & Emerging Practices♦

Wednesday, Nov. 4 - 2:20–3:10 PM

313 Templeton - Poster Presentation

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Presenters: *Kenneth C. C. Yang, Ph.D. [CORRESPONDING AUTHOR], Professor, Department of Communication; Yowei Kang, Ph.D., Assistant Professor, Department of Communication and Theatre - Auburn University at Montgomery*

As artificial intelligence increasingly reshapes student engagement and raises faculty concerns over academic integrity, this study moves beyond detection to examine whether guided AI use and transparency can support meaningful learning. Using a quasi-experimental design across four course sections, this longitudinal research investigates how different levels of AI integration and required transparency statements affect students' AI literacy, attitudes, and learning outcomes over 16-week semesters. Findings offer practical guidance for college instructors seeking to protect academic integrity while fostering responsible technology use.

Key Takeaways

- **Takeaway #1:** Provides empirical evidence on how varying levels of AI integration shape students' AI literacy, transparency practices, and learning outcomes.
- **Takeaway #2:** Demonstrates how instructors can encourage transparent, guided, and reflective AI use to build responsible technology habits.
- **Takeaway #3:** Shows how educators can act as positive catalysts for responsible AI use rather than engaging in a cat-and-mouse detection game.

Colorblindness Accessibility and Text

♦Teaching Innovation & Emerging Practices♦

Wednesday, Nov. 4 - 2:20–3:10 PM

313 Templeton - Poster Presentation

Presenters: *Marcos Soto - Instructional Designer, Education Department, Center of Instructional Design*

Color vision deficiency is an often-overlooked accessibility consideration because it is not always visible and can easily be missed when designing digital learning materials. This session shares the development of an accessibility-focused course created to help faculty and staff better understand how color vision differences can affect the interpretation of digital content.

Participants will explore red/green deficiencies, blue/yellow deficiencies, and achromatopsia, along with related topics such as contrast, typography, and visual organization. Through practical examples, reflection, and discussion, participants will consider how design choices can create barriers and identify strategies for improving accessibility. The session will also highlight lessons learned from developing the course and provide practical approaches that participants can adapt to their own digital learning materials and instructional environments.

The Use of AI in ESL Learning and Instruction

♦Teaching Innovation & Emerging Practices♦

Wednesday, Nov. 4 - 2:20–3:10 PM

313 Templeton - Poster Presentation

Presenters: *Jennifer Mansour, Ph.D., Department of Chicano Studies, Languages and Linguistics*

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This session discusses both the benefits and the unintended consequences of AI for university ESL learners. While AI can enhance language learning by providing immediate feedback, personalized practice, and greater access to language resources, its widespread use also raises important pedagogical questions.

Specifically, the session explores the real-world challenges of using AI among English language learners. To what extent does reliance on AI support or hinder learners' ability to communicate effectively in authentic, everyday English-speaking contexts? By considering both the opportunities and limitations of AI-assisted language learning, this session encourages educators to critically evaluate AI's role in developing learners' communicative competence beyond the classroom.

Day 2: Nov 5 Explore Sessions

10:00 – 10:50 am: 50-Minute Interactive Workshops

Gathering Traditions, Building Community, Crossing Borders

♦ Community-Engaged & Experiential Learning ♦

Thursday, Nov. 5 - 10:00–10:50 AM

102A Acacia - 50-minute Workshop

Presenters: *Meredith E. Abarca, Professor of Food Studies and Literature; Dept. of English; UTEP*
Steven T. Varela, Director of Learning Technologies; University of Notre Dame

Folklore lives in all of us—in what we make, celebrate, and pass down. This collaborative presentation brings together the work of students from the University of Texas at El Paso (UTEP) and academic technologists from the University of Notre Dame (ND) to explore how expressive cultural practices can create pathways toward solidarity, dignity, and mutual understanding.

Through folklore stories written by UTEP students in Dr. Meredith Abarca's Mexican-American Folklore class, and showcased via a mixed-media technology platform and project started at Notre Dame, we discover how rituals, music, food, celebrations, and oral traditions carry deep personal meaning while reflecting universal human experiences of love, belonging, and hope. A family recipe, a seasonal festival, and/or a traditional song can embody lived experiences and aspirations that stretch far beyond any single moment. Rather than remaining frozen in time, these traditions adapt to new realities, demonstrating creativity as one of our greatest strengths.

No Pain, No Gain: Why Skipping the Struggle Skips the Learning

♦ Student Experience, Belonging & Success ♦

Thursday, Nov. 5 - 10:00–10:50 AM

102B Andesite - 50-minute Workshop

Presenters: *Daniel Mejia, Ph.D. - Assistant Professor of Instruction - Computer Science*

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When you work out, your muscles only grow if you push against real resistance. Too little weight and nothing happens. Too much weight with bad form and you get hurt instead of stronger. A good trainer knows how much struggle a body can handle and still grow from. Learning works the same way. This session argues that a lot of assignments let students skip the hard part and still turn in something that looks fine. If we want students to actually get stronger, we have to build assignments the same way a good workout plan is built.

Mindset Meets Metrics: Linking Stress, Resilience, and Academic Success

♦Student Experience, Belonging & Success♦

Thursday, Nov. 5 - 10:00–10:50 AM

102C Cactus Flower - 50-minute Workshop

Presenters: *Perla Michelle Martinez MD, MPH, Clinical Instructor, School of Pharmacy; William Campillo Terrazas PharmD, MPH, Clinical Assistant Professor, School of Pharmacy; Sebastian Perez PharmD, Clinical Assistant Professor, School of Pharmacy*

This session describes the relationship between growth mindset, perceived stress, and academic performance among PharmD students at UTEP. Using validated measures, we explore how psychological factors may influence students' academic experiences and outcomes. The presentation will highlight evidence-based techniques that educators and student support professionals can use to reduce stress, strengthen resilience, and promote student well-being.

Attendees will gain practical strategies for integrating stress-management and well-being approaches into the academic environment. The session is designed for UTEP faculty, administrators, assessment professionals, and student support personnel interested in supporting student success, well-being, and academic performance.

Redesigning GenAI Literacy Through Competency Based Learning

♦Teaching Innovation & Emerging Practices♦

Thursday, Nov. 5 - 10:00–10:50 AM

102D Desert Canyon - 50-minute Workshop

Presenters: *Enrique Ramirez-Homs, Lecturer, Developmental Math, Entering Student Experience Program*

Generative AI literacy requires students to do more than complete assignments or experiment with emerging tools. They must demonstrate that they can apply, evaluate, revise, and transfer what they learn. This session presents the competency-based redesign of SCI 1301 - Inquiry in Math & Science, a core-curriculum course that uses generative AI literacy as its evolving content area.

The session will illustrate how the course shifted from activity completion and traditional grading toward clearly defined competencies, authentic performance tasks, revision opportunities, and portfolio evidence. Examples will show how students demonstrate mastery of prompt design, critical evaluation, ethical analysis, and responsible multimodal creation. The presenter will also share the course structure,

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assessment artifacts, enrollment context, student performance trends, completion rates, and qualitative student feedback.

Participants will explore a practical model for applying competency-based education to rapidly evolving subjects, such as GenAI literacy without designing a course around one platform or tool.

10:00 – 10:50 am: Poster Presentations

From Classroom to Community: Using Authentic Language Tasks to Increase Student Engagement and Real-World Communication Skills

♦Community-Engaged & Experiential Learning♦

Thursday, Nov. 5 - 10:00–10:50 AM

313 Templeton - Poster Presentation

Presenters: *Dr. Debora B. R. Zamorano, Department of Chicano Studies and Languages and Linguistics*

This interactive workshop explores how instructors can design authentic language tasks that engage students while developing practical communication skills needed beyond the classroom. Participants will experience several classroom-ready activities that simulate real-life language use, including community-based projects, digital storytelling, interviews, workplace communication scenarios, and culturally relevant problem-solving tasks. The session will also demonstrate alternative assessment strategies that measure meaningful language performance rather than isolated grammar knowledge.

- **Authentic Task Lesson Template** – a one-page planning sheet with sections for Goal, Audience, Real-World Task, Language Focus, and Reflection.
- **Sample Authentic Activities Handout** – 5–10 ready-to-use activities (community interviews, surveys, podcasts, business reviews, service-learning projects).
- **Student Reflection Sheet** – questions students answer after completing an authentic task.
- **Assessment Rubric** – a simple rubric focused on communication effectiveness, audience awareness, collaboration, and language use.
- **Authentic Materials Resource List** – websites, podcasts, social media accounts, newspapers, and community resources that can be incorporated into language lessons.

Mechanistic Literacy in the Age of Generative AI: Critique-Centered Pedagogy in Graduate Organic and Medicinal Chemistry

♦Teaching Innovation & Emerging Practices♦

Thursday, Nov. 5 - 10:00–10:50 AM

313 Templeton - Poster Presentation

Presenters: Dr. Amol Kulkarni, Associate Professor, Chemistry and Biochemistry

This session examines how generative AI can be incorporated into graduate-level organic and medicinal chemistry as an object of analysis rather than a source of answers. It focuses on the design of

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critique-centered assignments in which PhD students evaluate AI-generated mechanisms, retrosynthetic plans, and synthetic strategies for complex targets and catalyzed reactions. By working through examples from an advanced organic/medicinal chemistry course, participants will see how AI outputs can be used to expose gaps in mechanistic reasoning, stereochemical control, and strategic planning, and how structured critique can reinforce students' disciplinary expertise.

The challenge this session addresses is the disconnect between widespread access to generative AI and the expectation of deep, domain-specific reasoning in graduate STEM education. In advanced chemistry courses, students can now delegate mechanism and synthesis tasks to AI without engaging the underlying concepts, yet these tools also have genuine value for exploring alternative pathways and revealing blind spots. The session frames a concrete opportunity: designing AI-mediated assignments that require students to analyze, correct, and reflect on AI proposals, thereby strengthening mechanistic thinking, ethical AI literacy, and preparedness for research environments where AI will be present but not reliably correct.

Belonging Before Transfer: EPCC Engineering Students Engaging in UTEP Research/Activities to Strengthen Transfer and Student Succss

♦Career-Connected & High-Impact Learning♦

Thursday, Nov. 5 - 10:00–10:50 AM

313 Templeton - Poster Presentation

Presenters: Ivette Chuca, Mathematics Professor, El Paso Community College, Mathematics Department; Joanne Moyer, PhD, Associate Professor of Instruction, University of Texas at El Paso, Civil, Environmental, and Construction Engineering

This session highlights a collaborative partnership between El Paso Community College and The University of Texas at El Paso that provides engineering students with early exposure to research while still enrolled at the community college. Through this initiative, EPCC students work alongside UTEP faculty and graduate students on engineering research projects, gaining hands-on experience while building meaningful academic and professional connections.

During this session, presenters will share the structure of the partnership, strategies used to recruit and support students, and the impact the program has had on student engagement, research participation, and transfer success. Participants will gain insights into how cross-institution collaborations can create meaningful research opportunities and strengthen pathways for community college students pursuing engineering degrees.

11:00 – 11:50 am: 50-Minute Interactive Workshops

Did We Just Award a PhD to an AI? Hard Calls in Doctoral Advising

♦Teaching Innovation & Emerging Practices♦

Thursday, Nov. 5 - 11:00–11:50 AM

102A Acacia - 50-minute Workshop

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Presenters: *Eric Freudenthal, Associate Professor, Computer Science; Natasha Rovelli, Doctoral Student, Computer Science*

Did we just award a PhD to an AI? You can't reliably tell. Banning ChatGPT, Claude, or Gemini may just drive their use underground. And someone still has to sign the dissertation.

Our students will use these tools whether we permit them, like them, or detect them. So the real question is how we raise the odds that they still learn the analytic and communication skills a PhD is supposed to represent. Which skills must a graduate demonstrate without help? Is AI assistance really so different from the rewriting many advisors already do? And what should we spend our advising time coaching: the reasoning, the writing, or both?

Students face the other side of these decisions. Co-leader Natasha Rovelli, halfway through her doctorate, wants to become an effective scientist and build her career with dignity and honesty. Her question: with limited time, how should she divide it among the science itself, learning to structure a written argument, and finding and reading the literature? And where can she honestly get help from AI?

This is not a lecture. You'll work through realistic advising dilemmas with colleagues, see where the room splits, and leave with at least one practice to try. Bring your hardest case and your strongest opinion. In keeping with its subject, this workshop was designed with the assistance of Claude, an AI model, and the facilitators are happy to discuss exactly how.

Banking on Engagement: The Corporate Academy Model for Industry-Embedded Teaching and Workforce Readiness

♦Career-Connected & High-Impact Learning♦

Thursday, Nov. 5 - 11:00–11:50 AM

102B Andesite - 50-minute Workshop

Presenters: *Jacob Monarez, Banking Academy Manager, Dean's Office, Woody L. Hunt College of Business; Prithu Vatsa, Ph.D., Assistant Professor of Finance, Department of Economics and Finance, Woody L. Hunt College of Business*

Traditional coursework alone rarely closes the gap between classroom learning and employer needs. In our region — West Texas and Southern New Mexico — this gap is acute in banking and financial services, where employers report a persistent shortage of prepared talent and Hispanic professionals remain underrepresented in management roles. Students often graduate without professional networks, industry credentials, or a realistic picture of the careers available to them.

The Banking Academy at the Woody L. Hunt College of Business was launched to address this challenge through a Corporate Academy model: a program that embeds industry directly into the student experience. The Academy integrates specialized coursework with a structured co-curricular program built with twelve corporate partners.

This session shares the Academy’s design as a transferable teaching model — not a finance program pitch. Every element is a teaching practice that faculty in any discipline can adapt with their own industry partners.

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Building Resilience and Identity through Narrative Competence

♦Student Experience, Belonging & Success♦

Thursday, Nov. 5 - 11:00–11:50 AM

102C Cactus Flower - 50-minute Workshop

Presenters: *Deborah S. Greenhut, PhD, President, Princeton Research Forum (Princeton affiliate of the National Coalition of Independent Scholars)*

This 50-minute interactive session explores how narrative competence—the ability to recognize, interpret, and reshape the stories that influence identity—can support first-year students' confidence, agency, belonging, and authentic communication. Using narrative-based pedagogy and the Authoring Moments Framework™, participants will experience a brief simulation demonstrating how uncertainty in writing may reflect deeper tensions involving identity, authority, belonging, and expectation.

Through Think-Pair-Share, narrative mapping, reframing, and guided reflection, faculty will examine how self-limiting academic stories can shape student engagement and participation. Participants will then apply the Notice–Name–Reframe–Retell process to common first-year challenges and identify one practical way to incorporate an "Authoring Moment" into teaching, advising, mentoring, or student support. Attendees will leave with a shared vocabulary and immediately usable strategies for strengthening student agency, resilience, and belonging.

11:00 – 11:50 am: Poster Presentations

What Will Your Students Remember? Designing Memorable Learning Experiences

♦Student Experience, Belonging & Success♦

Thursday, Nov. 5 - 11:00–11:50 AM

313 Templeton - Poster Presentation

Presenters: *Dr. Laura E. Mendoza, Assistant Professor of Instruction, Chicano Studies, Languages, and Linguistics*

What makes a learning experience memorable? This poster presentation explores how small, intentional changes can transform familiar classroom activities into meaningful, student-centered learning experiences. Drawing on examples from language education, healthcare, first-year learning communities, and interdisciplinary teaching, it highlights practical ways to foster engagement, belonging, reflection, collaboration, and authentic application of knowledge.

Through sample activities, student artifacts, and adaptable instructional ideas, attendees will consider how these approaches could be applied within their own disciplinary contexts. Rather than presenting a single activity to replicate, the poster emphasizes practical strategies for rethinking existing classroom experiences. Attendees will be invited to identify one "tomorrow-ready" change they could make to an activity in their own course, helping create learning experiences that extend beyond content delivery and remain meaningful to students.

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From organizational behavior theory to workplace solutions: An authentic learning project that builds workforce readiness

♦Career-Connected & High-Impact Learning♦

Thursday, Nov. 5 - 11:00–11:50 AM

313 Templeton - Poster Presentation

Presenters: *Cynthia Halliday, Associate Professor of Management, Marketing, Management, and Supply Chain*

This poster presentation showcases an authentic learning project implemented in a graduate management course where student teams analyze real organizations and diagnose workplace challenges through the application of organizational behavior concepts. Students examine issues including ineffective communication, low employee morale, employee turnover, poor collaboration, and workplace stress, then develop evidence-based recommendations supported by research. They present their findings in a professional executive summary report and a management style presentation.

The project addresses a persistent challenge in management education by helping students move beyond memorizing theories and toward applying concepts in realistic organizational settings. While many students can explain organizational behavior principles, they often struggle to diagnose complex workplace problems and propose actionable solutions. This assignment bridges that gap through research, critical analysis, professional communication, teamwork, and problem-solving activities that mirror consulting and managerial practice. It also aligns with the UTEP Edge framework by strengthening communication, confidence, critical thinking.

Leadership Challenge Course (LCC)

♦Community-Engaged & Experiential Learning♦

Thursday, Nov. 5 - 11:00–11:50 AM

313 Templeton - Poster Presentation

Presenters: *Antuan Washington-Director-Recreational; Alicia Coltrane-Assistant Director-Recreational*

The Leadership Challenge Course (LCC) is an experiential learning program designed to strengthen leadership skills through hands-on team initiatives, problem-solving activities, and facilitated reflection. Participants engage in interactive challenges that encourage communication, collaboration, trust, critical thinking, and decision-making in a supportive environment. The course provides individuals and groups with opportunities to step outside their comfort zones, build confidence, and develop stronger interpersonal relationships while working toward common goals.

Guided by trained facilitators, each experience is intentionally linked to real-world leadership concepts and personal growth. The LCC provides students with opportunities to strengthen teamwork, develop leadership skills, and foster meaningful group connections. By combining experiential education with meaningful reflection, the program creates lasting learning experiences that promote leadership development, resilience, and success both on and off campus.

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Day 3: Nov 6 Explore Sessions

10:00 – 10:50 am: 50-Minute Interactive Workshops

Designing AI-Enhanced Learning Experiences: From Prompting to Authentic Assessment

♦Teaching Innovation & Emerging Practices♦

Friday, Nov. 6 - 10:00–10:50 AM

102A Acacia - 50-minute Workshop

Presenters: *David J. Carrejo, Associate Professor of STEM Education, Teacher Education/STEM Division*

Generative artificial intelligence (AI) offers opportunities to enhance teaching and learning, but how can instructors use it to promote critical thinking rather than simple content generation? This interactive workshop introduces a structured approach to AI-enhanced course design grounded in constructive alignment, authentic assessment, and responsible AI practices. Drawing on an undergraduate teacher preparation course redesign and an IRB-approved Scholarship of Teaching and Learning study, participants will explore strategies for lesson planning, assignment development, formative assessment, and reflection.

Through guided examples, participants will develop an AI-enhanced learning activity for their own courses, practice writing and revising prompts, critically evaluate AI-generated responses, and design assessments requiring students to critique, improve, and justify AI-generated work. Emphasizing AI as a support for reasoning rather than a source of answers, the workshop provides adaptable templates, prompt guides, assessment resources, and an instructional framework that participants can implement across disciplines.

Sowing Research, Harvesting Creativity: Meaningful Alternatives to Short Papers

♦Career-Connected & High-Impact Learning♦

Friday, Nov. 6 - 10:00–10:50 AM

102B Andesite - 50-minute Workshop

Presenters: *Dr. Stephanie M. Strauss, Assistant Professor of Instruction, Art History, Department of Art*

This Workshop will walk attendees through the process of developing a creative final project for their own courses, to complement or replace the traditional Short Research Paper, with the goal of Sowing Research and Harvesting Creativity. Participants will explore the model of the Experimental Art History Project designed for UTEP's Art History Survey 2 course (Renaissance to Contemporary Art). Attendees will then engage in a think-pair-share exercise on potential themes for their own courses. We will conclude the session by drafting project timelines and learning outcome maps for their Creative Project designs, with one-on-one feedback provided by the Workshop leader.

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Igniting Student Engagement: The Power of Question Storming in the Writing Classroom and Beyond

♦Student Experience, Belonging & Success♦

Friday, Nov. 6 - 10:00–10:50 AM

102C Cactus Flower - 50-minute Workshop

Presenters: *Teresa Quezada, Assistant Professor of Practice, English Department/RWS Program*

Students are frequently silent when instructors ask if they have questions. Depending on the material the instructor has presented, the students may believe they do not yet know enough to ask meaningful questions and may remain silent or ask surface level questions.
Question Storming asks them to think about questions in a collaborative environment and then present those questions to the instructor. This practice enhances collaboration, critical thinking and introduces students to inquiry-based learning.

11:00 – 11:50 am: 50-Minute Interactive Workshops

Faculty-Librarian Partnerships: Making it Work!

♦Career-Connected & High-Impact Learning♦

Friday, Nov. 6 - 11:00–11:50 AM

102A Acacia - 50-minute Workshop

Presenters: *Isabel Baca, Professor of Rhetoric and Writing Studies, Dept. of English; Joy Urbina, Head of Discovery Services/Librarian, Library*

By sharing our experience with co-teaching a technical writing course, both of us, the instructor and the librarian, will describe how we collaborated to enhance students' writing and research skills, integrated AI, and built a true partnership. In doing this, we will focus on both the instructor's and librarian's challenges and how to overcome these, highlighting the benefits of such collaboration.

Attendees will have the opportunity to network with each other and the presenters on how they can collaborate with each other. Attendees who teach are welcome to bring a research-based assignment they would like to redesign to incorporate information literacy or digital literacy with the help of a librarian. Examples will be given of how this collaboration can be developed on various levels of involvement.

Addressing Hidden Barriers Through Just-in-Time Student Support

♦Student Experience, Belonging & Success♦

Friday, Nov. 6 - 11:00–11:50 AM

102B Andesite - 50-minute Workshop

Presenters: *Enrique Ramirez-Homs, Lecturer, Developmental Math*

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This session helps faculty, advisors, student-success professionals, support staff, and campus leaders look beyond the surface of common student behaviors and experiences, such as late or missed work, inconsistent engagement, avoidance of support, difficulty starting tasks, emotional shutdown, or limited help-seeking. These patterns are often interpreted as lack of motivation or commitment, but they may signal hidden barriers such as time scarcity, basic-needs stress, fragile academic belonging, executive function challenges, or uncertainty of support needs or access.

The session builds from work developed at UTEP in developmental, gateway, and student-success contexts, including the open-access borderland realities of students who may be first-generation, working, commuting, non-traditional, or navigating complex educational transitions.

Participants will use a practical framework: Signal → Possible Barrier → Support Response → Referral or Follow-Up. The opportunity addressed is simple but urgent: helping campus professionals respond earlier and more intentionally when students show signs of disconnection. Rather than focusing solely on academic performance, the framework supports a holistic view of student success and helps participants identify practical actions within their own roles. The goal is to create timely, humane, and sustainable support pathways that improve student persistence, belonging, and engagement.

Collaborating with Generative AI to Create High-Quality Open Educational Resources

♦ Teaching Innovation & Emerging Practices ♦

Friday, Nov. 6 - 11:00–11:50 AM

102C Cactus Flower - 50-minute Workshop

Presenters: *Kien Lim, Associate Professor, Mathematical Sciences*

Creating high-quality Open Educational Resources (OER) can improve student access and allow instructors to design materials that better fit their courses, but doing so requires considerable time and effort. In this interactive workshop, I will share how my collaboration with ChatGPT evolved from developing individual instructional materials to creating the Learning Math by Inquiry textbook for preservice teachers. Participants will explore a practical Design → Collaborate → Evaluate → Revise → Publish process for working with generative AI while remaining the subject-matter expert and instructional decision maker. They will then apply this process to an instructional artifact of their own, such as lecture notes, a worksheet, case study, activity, or assessment. Participants will leave with a refined artifact and practical ideas for beginning or expanding their own OER project.

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Innovation Marketplace Presenters

UTEP Edge
UTEP Edge is the university's student success framework to connect classroom learning with real-world experiences. Goal: Ensure students graduate with both knowledge + career-ready skills.

Center for Instructional Design
Center for Instructional Design (CID) is a department of Extended University that offers online and hybrid course development and assistance to all UTEP faculty. The CID team is focused on providing research-based best practices in instructional design and development as well as instructional technology solutions that can help instructors maximize their students' learning experiences.

Community Engaged Learning Designation
The CEL Designation recognizes faculty leadership in community engaged teaching, scholarship, and partnership development. It elevates work that integrates reciprocal community engagement, student learning, and institutional leadership to address community identified priorities. The RSC Designation highlights faculty leadership in mentoring students through undergraduate research, scholarly, and creative inquiry (URSCI). The designation is supported by the RSRC 4033 zero-credit course, which documents undergraduate research participation on student transcripts and strengthens institutional recognition of faculty mentorship across disciplines.

Campus Office of Undergraduate Research and Inquiry (COURI)
The Campus Office of Undergraduate Research and Inquiry seeks to empower undergraduate students, across all disciplines, through impactful research, scholarship, and creative inquiry opportunities and dedicated faculty mentorship.

Graduate School
The Graduate School provides professional development for graduate students including workshops on time management, academic writing, and applying for external funding opportunities. Additionally, we offer annual training for Graduate Teaching Assistants and robust professional development for postdoctoral researchers. The Graduate School 3MT (three minute thesis) competition is being held this semester on November 17. Finally, we are pleased to announce a call for applications for the Graduate Faculty Mentoring Award! We will highlight these resources and opportunities during the Innovation Marketplace and answer any questions you may have!

Learning Technologies Team from Technology Support
The Learning Technologies Team, part of Technology Support, specializes in administering, supporting, and maintaining UTEP's teaching and learning platforms for faculty, students, and staff. The team

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provides access, technical support, and training for Blackboard and instructional technologies such as Ally (Blackboard's built-in accessibility checker), YuJa, Zoom, Respondus LockDown Browser, iClicker, and Gradescope. The team also coordinates system updates, upgrades, and tool integrations, with a strong focus on customer service and system reliability.

The UTEP Library

The Library has resources and services you can use to sharpen the impact of your teaching, and not in they ways you'd expect! Bounce around our tables like a pinball for activities, information, and chats with Librarians.

The University Honors Program (UHP)

UHP serves students across UTEP's seven colleges by connecting them with high-impact practices that support Growth, Leadership, Inquiry, and Belonging. UHP is developing a new Honors model incorporating mentorship, high-impact practices, and PebblePad e-portfolios to help students be as deliberate and intentional about their education as possible.

UTEP P50 "Center for Investigator Training & Community Engagement and Transdisciplinary Health Disparities Research"

Will provide information about purpose of P50 Center, recruit interested individual to mailing list, inform of upcoming training for Community Engaged Scholarship & Teaching.

Research, Evaluation, and Assessment Services (REAS)

Research, Evaluation, and Assessment Services (REAS) is a multidisciplinary team that partners with organizations to evaluate programs, generate meaningful evidence, and support informed decision-making. REAS provides expertise in program evaluation, assessment, research design, and data analysis to help partners understand, improve, and demonstrate their impact.

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