

Info for Program Sessions (Friday)
The 11th Annual Summer Institute for Undergraduate Education 2025

NOTE: On website, titles would be listed as accordion buttons that open up to rest of information... they are listed in order from 'open to all' at the top to more restricted audiences as you go down the list

Title: Learning in Action: Translating the Science of Learning into Effective Teaching

Length: (Full-Day)

Description: This dynamic full-day workshop connects the science of learning directly to your classroom practice. Bridging cognitive science, neuroscience, and evidence-based pedagogy, you'll learn practical strategies to increase student motivation, deepen engagement, enhance long-term retention, and foster more flexible understanding. Through interactive activities and discipline-relevant examples, you'll experience these principles firsthand while developing concrete teaching techniques. Whether you teach in the humanities, sciences, or professional programs, you'll leave with theoretical understanding and practical strategies to enrich your students' learning—and your teaching—starting Monday morning.

Facilitator(s): Peter Doolittle

Affiliation: School of Education

Who Can Participate: Open to all.

Title: Using Your Top 5 Strengths for Authentic and Transformational Teaching

Length: Half-day (morning)

Description: Your unique Top 5 Strengths impact everything you do, including how you teach. Join us in this 2-hour, hands-on workshop for a deeper dive into your Top 5 Strengths. You'll learn about how they impact your work in the classroom - how you communicate, connect with your students, and approach problem-solving – and identify how to leverage them to enhance your students' learning experiences.

Facilitator: Janet Hilder

Affiliation: Talent Development, Human Resources

Who Can Participate:

Open to all who have completed the Strengths assessment by May 20. Instructions for completing the assessment:

- Navigate to this link:
<https://VT.my.gallup.com/direct/ac/YBHN6FR8QD37NF4Y>.
- Log in to Single Sign On with your VT PID and password.
- The assessment should take no more than 30 minutes to complete. Be sure to start when you will have an uninterrupted period of time for this.
- If you have any technical issues, please email Strengths@vt.edu with a screenshot of any error messages you receive.
- Once you've completed the assessment, you can view your results and related resources anytime in the VT Strengths portal (vt.my.gallup.com).

Title: Mentoring Workshop: Evaluating Student Learning

Length: Half-day (morning)

Description: Building on the Entering Mentoring Curriculum, this workshop focuses on crafting recommendation letters for students. We will start by considering how mentors can evaluate student learning, particularly in the research setting, and then discuss best practices for writing honest and impactful recommendation letters for students. The end product/workshop takeaway will be a draft of a letter template in which participants have blocks outlined for information to include. This workshop is appropriate for any faculty, post doc or graduate student mentor at any stage in their academic career.

Facilitator(s): Nikki Lewis, Keri Swaby, and Amanda McDonald

Affiliation(s): Honors College, Office of Undergraduate Research, University Libraries

Who Can Participate: Open to all

Title: Course-Based Undergraduate Research Experiences (CURE) Working Session

Length: Half-Day (afternoon)

Description: Course-based undergraduate research experiences (CUREs) address the increasing demand for undergraduate research opportunities and associated limitations by embedding research directly into the curriculum, allowing all students to engage in meaningful research experiences within a semester/course setting. This approach democratizes access to research and cultivates a new generation of research-literate citizens. Faculty engaged in planning and/or offering CUREs or research at scale are invited to participate in this working session where participants will engage in the participatory design process to informally share their experiences and provide information about successes, challenges, and needs for planning and executing a CURE, across disciplines. The goal of this workshop is to collect valuable information to inform the Office of Undergraduate Research as it seeks to develop support and resources for faculty interested in CURE development and facilitation.

Facilitator(s): Keri Swaby

Affiliation(s): Office of Undergraduate Research

Who Can Participate: By invitation, as well as faculty engaged in planning and/or offering CUREs or research at scale in any discipline

Title: Bridge Experience Program Cohort 5 Onboarding Retreat Part 1

Length: Full Day

Description: As the Bridge Experience Program Cohort 5 participants, you will be exposed to the elements and requirements of the program. In concert, you will begin building a community and network among yourselves to facilitate your Bridge Experience Program development and implementation processes. You will also be guided through various information on experiential learning through the context of Bridge and learn the administrative and programmatic sides of the program. Engage with prior cohort leaders, who will provide guidance and answer questions as you proceed through these first steps of your Bridge Experience Program journey. You will also learn about the general and customized services and support that the Academy for Experiential Learning offers our Bridge participants.

Facilitator(s): Franca Del Signore

Affiliation(s): Academy for Experiential Learning

Who Can Participate: Bridge Experience Program Cohort 5 leaders

Title: The FYE Essentials

Length: Full Day

Description: This interactive session will focus on the foundations of implementing a meaningful first-year experience course. Experienced instructors will share strategies on how to support various aspects of the classroom experience. This will include planning, supporting the academic transition, and developing a sense of belonging.

Facilitator(s): Kendria Mason

Affiliation(s): Undergraduate Education

Who Can Participate: Instructors who are teaching a first-year experience course or those who serve in an additional support role for first-year experience courses.

Title: Building Community and Belonging: Continuing Our Work

Length: Half Day (Morning)

Description: This is a working session for the Community and Belonging Faculty Innovation Group to review the work accomplished during the 24-25 academic year and map out the next steps for our plan.

Facilitator(s): Michele Deramo

Affiliation(s):

Who Can Participate: Members of the Community and Belonging Faculty Innovation Group (TLOS)

Title: Inclusive Pedagogy Pathway

Length: Half-day (afternoon)

Description: This session is for participants of the Inclusive Pedagogy Pathway to reflect on their efforts over the past year and to reflect on three things they learned, two new practices they will apply, and one question they still have.

Facilitator(s): Michele Deramo

Affiliation(s):

Who Can Participate: Participants of the 2024-25 Inclusive Pedagogy Pathway

Title: Writing Across the Curriculum (WAC) for Pathways 1a Courses

Length: Full-day

Description: The WAC full-day workshop focuses on writing instruction in Pathways 1a courses, especially course design, scaffolding, feedback, and assessment. Participants will complete the workshop with a new or revised 1a syllabus, 1a writing assignment, or 1a project of their choice.

Facilitator(s): Travis Webster

Affiliation(s): Virginia Tech Writing Center; Associate Professor of English

Who Can Participate: By invite only, already full

Title: TLOS Flexible Teaching Fellows Meetup

Length: One-hour (morning)

Description: Open Just for TLOS Fellows. This session is an opportunity for TLOS Flexible Fellows to share flexible teaching best practices and strategies for ensuring quality courses with one another.

Facilitator(s): Daron Williams

Affiliation(s): TLOS

Who Can Participate: TLOS Flexible Fellows