

14th Annual Regional Conference on Teaching, Learning, & Scholarship
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Frostburg State University Center for Teaching Excellence

Dr. Wyletta Gamble-Lomax, Ph.D.

Coppin State University, Associate Professor of Elementary Education - 2024 USM Teaching Excellence Award Recipient

Bio: Wyletta Gamble-Lomax, Ph.D. is currently Associate Professor of Elementary Education at Coppin State University in the Department of Teaching and Learning. Dr. Gamble-Lomax received both a Bachelor of Science degree in Interdisciplinary Studies and a Master of Science degree in Elementary Education from Old Dominion University, and a Doctor of Philosophy in Curriculum and Instruction with a focus in Minority and Urban Education from University of Maryland. Dr. Gamble-Lomax interests include literacy for elementary-aged learners, Black students, culturally responsive pedagogy, mentoring, and phenomenological inquiry. Her dedication to teaching and learning earned her the USM Teaching Excellence Award in 2024. Dr. Gamble-Lomax desires to continue working with various stakeholders in education to provide equitable learning opportunities for all learners.

Keynote - Abstract:

“Heart, Head, and Heartaches: The P.R.I.C.E. We Pay to Educate”

Ask yourself, “What is the price I am willing to pay to positively impact the lives of learners?” Yes, the reward for teaching is priceless. However, educators pay a price to effectively shape the hearts and minds of others, while simultaneously remaining teachable and open as learners ourselves. The process from passion to practical is not always easy, but necessary to remain dedicated and engage learners from diverse backgrounds. In this session, we will dive into the cost of being a highly effective educator and why it is all worth it in the end!

Purpose/Objective: To motivate, inspire, and remind all education stakeholders (K12 classroom teachers, higher education faculty, preservice teachers, administrators, etc.) of the high price paid to effectively teach and learn in a rich and diverse nation and world.

Target Audience: All stakeholders

Dr. Daniel Moorehead

Frostburg State University, Associate Professor of Sociology

Bio: Dr. Moorehead has been a faculty member in the Department of Sociology since 2006. He strives to create a “learning community” in his classrooms, promoting engagement in the learning process by sharing information, ideas, and experiences. His course “Animals In Human Society” has been nominated several times for the Award of Outstanding Course on Animals & Society, “The Clifton Bryant Animals & Society Course Award.”

In 2024, Dr. Moorehead was Nominated for Outstanding Faculty Award, earned Deans’ Merit Award (2024) Teaching, Dean’s Merit Award (2022) Service, Dean’s Merit Award (2020) Service and Dean’s Merit Award (2014) Professional Development. In 2018 he also received the Outstanding Mentor Award.

Dr. Moorehead actively serves on several university and department committees, College of Humanities, Arts & Sciences (HAS) Curriculum Committee, Athletics Advisory Council, Student Conduct Hearing Panel, and Chair, Dr. Leroy L. Kohler Outstanding Junior/Senior Sociology Scholarship Committee from (2022-present). He has served as the Library Representative for the Department of Sociology from (2008-present).

Dr. Moorehead also serves as a Governing Board Member, HART for Animals Inc. (Helping Animals through Rescue and Transport) a 501 (c) 3 nonprofit corporation. Board members are elected by invitation only.

Concurrent Session #2 - Abstract:

“Rubrics: A Simple Tool for ‘Assignment Specific’ Assessment of Student Learning”

Rubrics are often used as a tool for assessing student learning outcomes and rightly so, however the question I, and perhaps others have, “what’s” really being assessed – learning outcomes, satisfactory assignment completion, or a combination of both. All Instructors use some form of assessment in determining student progress and learning, but how does one determine the “best” type of assessment to know if their students are in fact understanding the goals of assignments - learning course material. During my brief presentation, I’ll provide an example assignment that is assessed by using a simple rubric. This rubric is designed to assess student learning outcomes via “assignment specific” understanding and completion.

Target Audience: Teaching Faculty

Dr. Shoshanna R. Brassfield

Frostburg State University, Associate Professor of Philosophy

Bio: Dr. Brassfield earned her Ph.D. from the University of California, Berkeley. Shoshana's teaching interests include ethics, History of Modern Philosophy, Philosophy and Women, Philosophy of Science, Skepticism and the Search for Truth. Shoshana is the Faculty Advisor of The Philosophy Society, an official undergraduate student organization that seeks to promote appreciation and discussion of philosophical topics at Frostburg State University, to build a community among students interested in philosophy, and to support the mission of the Philosophy Department.

Concurrent Session #1 - Abstract:

“Oral Reading Quiz Corrections—A Small Change with High Impact”

Purpose/Objective: To share a simple but impactful quiz correction strategy for developing good reading habits and skills.

Are your students doing the readings you assign? What happens when they don't understand what they read? What if by making a small change, you could hold your students accountable and bring them to your office ready to correct their own misunderstandings? What if that also helped support struggling students take ownership of their learning and build a growth mindset? And what if it was also AI-resistant? This presentation will introduce a method of using in-person quiz corrections—done during office hours—to support text-based learning objectives while developing close-reading and research skills.

Target audience: Undergraduate instructors with reading-based learning objectives

Chat & Chew - Abstract:

“The Struggle is Real – Rubrics for Authentic Critical Engagement”

Purpose/Objective: To have a constructive discussion about grading criteria for authenticity and critical engagement.

writing assignments to assess learning.

The proliferation of AI-generated essays has shifted what I look for in student writing. Technically flawless but formulaic work no longer feels acceptable—regardless of who wrote it. I want writing that wrestles with difficult concepts and shares the struggle instead of covering it up. Thus, I've begun drafting a new essay rubric column to assign more weight to authenticity and critical engagement. I invite discussion and suggestions for improvement, as a springboard for broader conversation about how generative AI is changing your priorities, your assessments, and your expectations for student and human intellectual contribution.

Target audience: Undergraduate and secondary ed instructors and designers who use formal

Dr. Naomi C. Gades

Frostburg State University, Assistant Professor of English

Bio: Naomi is an assistant professor in the English program at FSU, where she teaches mostly ENGL 101. She presented her work on pedagogy and AI for the Center for Teaching Excellence and the Kirwan Center for Academic Innovation, as well as for Maryland Online Higher Education Consortium, Allegany College of Maryland, and Garrett Community College.

Concurrent Session #1 - Abstract:

“Teaching Critical AI Use and Evaluation”

How do we prepare students to engage with AI critically in their future careers and beyond, especially when AI tools themselves change at breakneck speed? Dr. Gades will discuss assignments in a scalable unit, acclaimed by her students, that can equip students in any field to understand AI tools and to develop strategies for using them.

Liza Zakharova***Frostburg State University, Librarian III, Special Collections & Archives***

Bio: Liza Zakharova has been the Special Collections Librarian/Archivist at Frostburg since 2019. Prior to her position at FSU, her background has been primarily in processing physical archival collections. At FSU she manages two archives within the library – The David M. Gillespie Special Collections and J. Glenn Beall Archives. She also manages digital projects. Liza earned a M.A. in History from Sul Ross State University and a M.L.I.S. from San Jose State University. She is the editor for the *Journal of the Alleghenies* and publishes articles utilizing our archival collections yearly. Her main hobbies are video games and board games. Liza runs a board game night for FSU students held in the Ort Library during the semesters.

Concurrent Session #2 - Abstract:***“Utilizing the Ort Library’s Databases and Repositories for Teaching Primary Sources and Faculty/Staff Professional Achievement”***

This presentation will highlight four resources available digitally through the Ort Library:

- MD-SOAR
 - o FSU Institutional Repository
- FSU Digital Repository
- Maryland Newspaper Archive
- ProQuest Historical Newspapers

Attendees will learn how to utilize the Ort Library’s databases and repositories for primary source and historical research. This presentation can benefit teaching faculty as well as anyone seeking local and regional resources for a variety of research needs. Examples of how these resources have been introduced to classes, incorporating student experiential learning, will be discussed. The new FSU Digital Repository, an excellent resource for FSU and local/regional primary sources, will also be highlighted.

Judith Kinnie**Federal Bureau of Prisons, Management Analyst and Ed.D. doctoral candidate**

Bio: Judith Kinnie is an EdD doctoral candidate here at FSU and anticipates graduating in the Spring of 2026. She and her husband Jason live in Cumberland and have five children and two grandchildren together. She has worked for the Federal Bureau of Prisons for the last twelve years and has held positions such as Correctional Officer, Teacher, Literacy Coordinator, Supervisor of Education, and is now a Management Analyst within the Bureau's Central Office in Washington DC. Judith aspires to utilize her EdD to rewrite correctional policies that affect the educational rights for incarcerated adults and hopes to reduce recidivism, increase educational opportunities, and revamp the reentry system for those trying to rehabilitate successfully. Judith is a national advocate with several diabetes organizations such as the American Diabetes Association, Juvenile Diabetes Research Foundation, and Diabetes Patient Advocacy Coalition. She's spoken on Capitol Hill on several occasions to fight for the patient's needs and rights of people living with diabetes.

Julie Porterfield***Frostburg State University, Librarian II, Associate Director of Research, Learning & Outreach***

Bio: Julie M. Porterfield currently serves Frostburg State University as the Associate Library Director for Research, Learning, & Outreach, where she is also a member of the Ed. D. program's Summer 2023 cohort. Prior to joining FSU in 2023, Julie held various roles with Penn State University for 10 years. She is member of portal: Libraries & the Academy's editorial board, and her research and writing focus on the intersection of librarianship, women's, gender, & sexuality studies, and liberatory pedagogies.

Concurrent Session #2 - Abstract:**“Discovering Appreciative Education”**

As students in FSU's Ed. D. program, our practicum team was paired with Florida Atlantic University's Office of Appreciative Education to develop curriculum and assessment for their Appreciative Campus train-the-trainer program. Through the process of designing the curriculum and assessment, we were able to learn more about the principles of appreciative education, which is the application of appreciative inquiry to educational contexts. During our round table discussion, participants will learn more about Appreciative Education's Disarm, Discover, Dream, Design, Deliver, Don't Settle process, our experience with these phases throughout the curriculum design project, and have the opportunity to identify ways to incorporate Appreciative Education into their own practice.

Molly Magee Barra

Frostburg State University, Librarian II, Information Literacy Instruction Coordinator

Bio: Molly Barra has been the Information Literacy Instruction Coordinator at Frostburg State University since 2021. Prior to her position at FSU, her background was in Elementary Education, Middle School Librarianship, and Academic Librarianship at Fairmont State University focusing on first year student engagement and success. At FSU, Molly initiated and directs the ENGL 101 Embedded Library Program, which piloted in Fall 2025.

Molly earned her BA in Elementary Education from the University of Wyoming, and her MLIS from the University of Pittsburgh. She is the Co-Director of the Center for Teaching Excellence at Frostburg and provides faculty service on the GEP Assessment Committee. Her main hobbies include foraging, hunting, and rockhounding. Molly's favorite classroom is outside.

Chat & Chew - Abstract:***“From Research Anxiety to Research Confidence: The Embedded Library Program”***

Join Molly for a bite-sized, interactive “Chat & Chew” session where we sink our teeth into transforming research instruction from ‘meh’ to meaningful. Discover how embedding the library into courses can boost student engagement, reduce research dread, and lead to more intentional, assessable learning experiences.

- **The Why**
- **The How**
- **The Hiccups** (Spoiler: not everything went smoothly!)
- **The Payoff**

Target audience: librarians, course instructors, or just someone with a soft spot for better student outcomes and stronger faculty collaboration, come hungry for ideas.

Kris McGee, Ed.D.

Frostburg State University, Professor of Educational Professions

Bio: Dr. Kris McGee is a professor in the Department of Educational Professions at Frostburg State University. She has been sharing her love of teaching and children's literature for 35 years with children, preservice and in-service teachers.

Dr. Kelly Bubb

Frostburg State University, Associate Professor of Mathematics

Bio: Kelly Bubb (she/her) is an Associate Professor of Mathematics and Mathematics Learning Assistant Coordinator at Frostburg State University. Her teaching, service, and scholarship revolve around creating structures, materials, and environments for students to meaningfully and equitably learn mathematics through active and inquiry pedagogies. She supports the dissemination of teaching and learning strategies based on student inquiry in mathematics through her leadership positions in the COMMIT Network and TPSE Math.

Chat & Chew - Abstract:

"AI in the Classroom: Transforming Teaching, Not Replacing It"

AI tools are reshaping how instructors teach, offering powerful ways to streamline time-consuming tasks and focusing more on student engagement. Join us to discuss how AI can support planning, make content more accessible, provide feedback, and so much more. There are numerous tools available; we will highlight one or two AI platforms that offer multiple tools. Tools that act as collaborative partners—enhancing, not replacing, your expertise—so you can spend more time connecting with students and fostering meaningful learning experiences. Stop by and join the conversation.

Target audience: Teaching faculty and K12 educators; however, all are welcome.

Rita Thomas, Ed.D.

Frostburg State University, Instructional Design & Technology Manager

Bio: Rita Thomas, Ed.D.

Rita Thomas serves as the Manager of the Instructional Design and Technology department at Frostburg State University (FSU), where she also holds the role of Instructional Designer within the Office of Information Technology. In addition to her administrative and design responsibilities, she is an Adjunct Instructor in the Department of Computer Science and Information Technologies. Her teaching experience spans over eighteen years, including previous appointments in both the College of Education and the College of Business. Dr. Thomas holds an Ed.D. in Educational Leadership with a concentration in Instructional Technology. Her academic credentials also include a Master's degree in Education specializing in Educational Technology, a Bachelor's degree in Information Technology, and three Associate degrees in Computer Science—covering programming, networking, and hardware.

Benjamin Brauer, Ed.D.

Frostburg State University, Title IX/ADA/EEO Director

Bio: Ben Brauer serves as the Title IX/ADA/EEO Director at Frostburg State University (FSU), within the Office of Federal Regulatory Compliance. He is beginning his 8th year at the University. Prior to joining the University in the Fall of 2018, Dr. Brauer worked for 20 years in public PreK-12 education, most recently serving the Allegany County Public Schools in various administrative capacities.

Dr. Brauer holds an Ed.D. in Educational Leadership from West Virginia University, and a master's and bachelor's degree from Frostburg State University.

Dr. Latisha Cooper

Frostburg State University, Director of Student Engagement, Accessibility and Learning

Bio:

Chat & Chew - Abstract:

“Digital Accessibility Compliance: What You Need to Know”

Join us for guidance on meeting the Department of Justice's updated accessibility standards, now extended to websites and mobile apps under Title II of the ADA. Learn how to identify and fix common accessibility issues. Whether you are new to accessibility or refining your practices, this session offers practical solutions and resources to help your institution achieve compliance by the 2026 deadline.

Dr. Jodi G. Welsch***Frostburg State University, Professor of Educational Professions***

Bio: Dr. Jodi Welsch is a professor in the Department of Educational Professions at Frostburg State University. She is an FSU alumni, graduating in 1995 with her Bachelor's Degree in Early Childhood/Elementary Education. Her teaching experience includes grades PreK, K 1st and 3rd in public and private school settings in Maryland and New York. She received her Master of Education in Elementary Education from the University of Virginia in 2000 and her Ph.D. in Elementary Education, with a focus on child development and literacy, in 2003. During her 23-year tenure at FSU, she has taught undergraduate and graduate courses in reading literacy foundations, assessment, writing, disciplinary literacy and leadership. In 2024, Jodi received the FSU Faculty Achievement Award for Teaching. This was an especially important recognition as she comes from a family of teachers and has wanted to be a teacher since she was a little girl. Teaching is a critical part of her identity. She lives in Frostburg with her husband Danny, her two daughters, Zoe and Darcy, and their dog, Maggie.

Keynote - Abstract:***“Before the Content: Building Connection as a Foundation for Learning”***

This interactive keynote explores how meaningful engagement, and connection can transform learning. Drawing on current research and practical experience, Dr. Jodi Welsch shares strategies for fostering student-instructor and peer relationships that support motivation, belonging, and academic success. Participants will engage in activities they can use in any discipline to build community from day one. Leave inspired and equipped with tools to start the academic year with purpose, empathy, and energy.

Purpose/Objective:

- The purpose of this session is to provide educators with research-informed strategies and adaptable activities that foster meaningful engagement and connections in the learning community.

Target Audience:

- Teaching faculty
- K-12 educators