2024 Section Annual Report: Part 1 for
Teaching and Learning Section

Introduction
Annual reports are used by the Sections Committee to assess the health of a Section, measure the Section's vitality, and identify processes, programs, or initiatives that could serve as a model for other Sections. In addition, they serve to provide institutional memory, socialize new Section leaders, and promote transparency to Section members.

This annual report covers the period of Section activity from September 2023 to August 2024 and a fiscal year from January 2024 to December 2024. This portion of the report is shared publicly.

Section Governance
Provide details of your Section's governance activity during the period between September 2023 and August 2024.

Section Council AY24

Chair: Daina Cheyenne Harvey, College of Holy Cross
Chair-Elect: Amanda M. Jungels, University of Chicago
Past Chair: Laurie Linhart, Des Moines Area Community College
Section Secretary/Treasurer: Kaya Hamer-Small, Broward College
Elizabeth Bennett, Central New Mexico Community College (At Large Council Member)
Brandon Bosch, University of Nebraska-Lincoln (University)
Emily K. Carian, California State University, San Bernardino (University)
Ramona Coates, City College of San Francisco (2-Year School)
Michel Estefan, University of California-San Diego (University)
David Kadanoff, Jamestown Community College, SUNY (2-Year School)
Colby King, University of South Carolina Upstate (4-Year School)
Kelly N. Giles, University of Massachusetts Amherst (Student Representative)
Juan Martinez, Northeastern Illinois University (4-Year School)
Sadie Pendaz-Foster, Inver Hills Community College (2-Year School)
Barbara Prince, Lebanon Valley College (4-Year School)
Kyle Rakowski, Washington State University (Student Representative)

Business Meeting

Saturday, August 10, 2024

Present: Daina Cheyenne Harvey, Amanda Jungels, Stephanie Teixeira-Poit, Stephanie Medley-Rath, Natascia Boeri, Laura Brashears, Michel Estefan, Anthony Johnson, Victoria Rankin, Heather-Ann Layth, Sadie Pendaz-Foster, David Kadanoff, Rachel Core, Carolina Mayes, Yen-Try Hsu, Sevin Ságnia, Jay Howard

11:00 am call to order, welcome, and introductions
- Approval of 2023 minutes. Motion to approve minutes by Michel Estefan. Seconded by Stephanie Medley-Rath. Motion to approve minutes passed.

The section presented several awards including:
- The *Scholarly Contributions to Teaching and Learning Award* was awarded to Michel Estefan, Jesse Cordes Selbin, and Sarah Macdonald.

- The *Graduate Student Contributions to Teaching and Learning Award* was awarded to Yen-Ting Hsu from University of California at San Diego (see ***Appendix Photo 1***).
    - This award honored a teaching activity, which was a review session featured in TRAILs. The activity considers how to transform a traditional review session with the instructor at the front of the class to a student-centered question/answer-based review session using concept maps. The activity involves grouping students based on interest and then having presentations. TRAILS helped to refine the activity for the instructor to serve as facilitator and help students identify key points with takeaways.
- The *Carla B. Howery Award for Developing Teacher-Scholars* was awarded to Michel Estefan from the University of California at San Diego (see ***Appendix Photo 2***).
    - These awards honored contributions to diversity, equity, and inclusion (DEI) initiatives in the classroom. Most suggestions to promote DEI in the classroom are symbolic forms of inclusion that do not address structural inequalities such as time poverty for students who have a long commute. This work maps some of the key structural barriers and proposes a model to an assignment structure that accounts for the structural barriers.
- The *Scholarly Contributions to Teaching and Learning Award* was awarded to Anthony Johnson from The Ohio State University (see ***Appendix Photo 3***).
    - This award honored a paper featured in the *American Sociological Review*. The paper examined the social class context of high schools and how that shapes the engineering experiences in college. The article explored social class difference in terms of whether, how, and with whom students were collaborating. More privileged students (those from class-advantaged high school contexts) were sending signals that they were good collaborators, had high sociability (e.g., talking about skiing in Aspen; asking "where do you summer?"), and were smart (e.g., discussing how many AP courses taken). This work may be useful for teachers in sociology so that they pay attention to social class context as a mechanism through which inequalities are reproduced.
    -

A graduate student representative, Jinsun Yang, is interested in starting a community for graduate students. Daina Cheyenne Harvey indicated that he would send a list of graduate students to Jinsun Yang via email at jinsuny@uoregon.edu.

The secretary/treasurer's report was discussed. Key points include:
- A lot of money has accumulated that we will begin to spend down.
- Please email ideas on how to spend money to chair-elect Amanda Jungels (amanda.jungels@uchicago.edu). One example idea was helping council or student members to defray conference costs.

The past chair's report was discussed. Key points include:
- Several committees have now become defunct. Discussion occurred regarding which committees to retain and reinvigorate.
    - The publication committee is in the greatest need and has a new chair, Juan Martinez.
        - Responsibilities include a website and newsletter (3 per year). For the newsletter, we can have people submit content and then the committee will compile the content into a newsletter. For the website, we have our own website but it has not been updated in 2 years.
    - If you would like to be a section leader, then consider being on a committee.
    - If you would like to nominate yourself for a committee, please either identify on the sign in sheet, email chair-elect Amanda Jungels (amanda.jungels@uchicago.edu), or respond to an email notification that will follow the meeting from Daina Cheyenne Harvey.
- Consider applying for awards. This year, there were not any applications for the Hans O. Mauksch Award for Distinguished Contributions to Undergraduate Sociology.

- The section raised concerns about diversity, equity, and inclusion. One idea was to provide gift memberships to students.

The section recognized in memoriam Kathleen Lowney. Fond memories of her included organizing monthly feedback groups for the section. She read scholars' works every month, offered feedback, and helped to improve the quality the work. People praised her mentorship and candidate feedback.

11:30 am adjourn
- Motion to adjourn by Michel Estefan. Seconded by Victoria Rankin. Motion to adjourn passed.

Appendix Photo 1. The *Graduate Student Contributions to Teaching and Learning Award* was awarded to Yen-Ting Hsu from University of California at San Diego.

Appendix Photo 2. The *Scholarly Contributions to Teaching and Learning Award* was awarded to Michel Estefan, Jesse Cordes Selbin, and Sarah Macdonald (Selbin and Macdonald are missing from the photo below). The *Graduate Student Contributions to Teaching and Learning Award* was awarded to Yen-Ting Hsu from University of California at San Diego

Appendix Photo 3. The *Scholarly Contributions to Teaching and Learning Award* was awarded to Anthony Johnson from The Ohio State University.

Council Meeting

August 10, 2024
Agenda

7:00 am welcome and introductions – harvey

7:05 am approval of 2023 minutes

7:10 am secretary/treasurer's report – hamer-small/harvey

7:15 am past chair's report – linhart/harvey

7:25 am reflections on pre-conference– estefan/boeri

7:30 am   section day preview & incoming chair's remarks – jungels

7:35 am discussion

7:45 am adjourn (and come right back for our first session)

Meeting Minutes (taken by Amanda M. Jungels)

Present: Amanda M. Jungels, Daina Harvey, Sadie Pendaz-Foster, Michael Estefan, Stephanie Teixeria-Poit, David Kadanoff, Juan Martinez[1]

Council discussion about defunct committees: Newsletter: hasn't been published in three years, but no one has requested one or seems to miss it. Daina used to receive requests to
publish on a specific timeline so people could put it on their CVs. Used to be three a year
Does it still continue to serve a purpose? What is the time commitment? How does it serve to bring the community of members together? How to communicate the workload to the Newsletter Editor; possible training on software that the editor can/will use.

Ideas

Different editors/writers for different sections that are useful to members; Communicate information about awards and sessions; Remuneration for the Newsletter Editor; conference fee or section membership dues.

Publications committee self-nomination from Juan Martinez. He needs access to the Google Drive.

Graduate student concerns committee: has waxed and waned over the years.

Membership committee:
AKD committee:

Local arrangements committee: idea from Juan to recruit graduate/undergraduate students as members of the local arrangements committee; he says he's willing to reach out to department chairs and directors

Contingent faculty committee:

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[1] We did not make quorum and hence could not vote introduce or vote on any referendums nor could we approve the minutes from 2023.

Add a committee for the SAGE/Keith Roberts Award?

SAGE and T&L Secretary-Treasurer keep handing the responsibility of reimbursing the award recipients back and forth. ASA Council has to vote for the section to receive the money (that
vote will happen this year). Also inquiring about whether we can just give the recipients the $1000 and not require the accounting of expenses. Michel Estefan suggested keeping this separate from the pre-conference committee.

Suggestion to try to schedule a virtual/Zoom council meeting in an attempt to
reach quorum.

Need to approve meeting minutes from 2023.

All council members required to participate in a committee.

Awards

The Awards Committee was convened in 1/12/2023 w/
● Chair: Sharon Yee and Daina Cheyenne Harvey
● Lead support (Council): Sharon Yee
● Committee Members:

Mauksch and Scholarly Contributions Awards:
Michel Estefan, University of California, San Diego
Brandon Bosch, University of Nebraska-Lincoln
Deniz Yucel, William Paterson University
Ashley Hutson, Butler University
Victoria Rankin, UNC Charlotte

Howery and Graduate Student Awards:
Sadie Pendaz-Foster, Inver Hills Community College
Emily K. Carian, University of California, Irvine
Brandon Moore, CSU-San Marcos
Morena Tartari, Babeș-Bolyai University
David Dosier, Rock Valley College

The chair continued the use of asateachingandlearningawards@gmail.com to receive nominations, queries, and submissions and to manage and share files with the committee. The chair continued to use a Google form to help manage the nomination process where a spreadsheet was generated with relevant information and a folder for nomination letters was created. This account can be passed on to future committee chairs and should be a good repository for information that will guide those running subsequent rounds.

Old Business: Application Yield

We continue to struggle to find appropriate candidates for the awards. While we extended applications and rolled over some applicants from last year, at our original deadline we had the following submissions:

Mauksch-0

Howery-2
Graduate students-6
Scholarly contribution-5

We ended up without a Mauksch Award winner, which is unfortunate because that is one of our most important awards. The call was published and publicized by ASA and posted in ASA Connect. The call was not as publicized as we would have liked due to some transitional issues, including the inability to fill the position for the T&L section website master and the lack of a publications committee.

Winners
- The *Scholarly Contributions to Teaching and Learning Award* was awarded to Michel Estefan, Jesse Cordes Selbin, and Sarah Macdonald.
- The *Graduate Student Contributions to Teaching and Learning Award* was awarded to Yen-Ting Hsu from University of California at San Diego.
- The *Carla B. Howery Award for Developing Teacher-Scholars* was awarded to Michel Estefan from the University of California at San Diego.
- The *Scholarly Contributions to Teaching and Learning Award* was awarded to Anthony Johnson from The Ohio State University.

2024 Finances

We did not have a treasurer during this time period. Our treasurer/secretary was inactive but submitted a report in 2023 (for fiscal year 2022), however, she did not do anything afterward despite promising to send figures or reports. As such, the figures below reflect ASA's data.

FY 2023

As of August, 2024 our overall, our total net assets for the period ending 8/31/24 are $26,618. This is a slight increase in previous years due to decreased meeting expenditures at the 2024 Annual Meeting.

Our meeting expenditures for 2022 ($3,407) were under budget which was set at $5,000. We were over in areas of food and beverages but under in the pre-conference travel expenses so overall the total expenses were less than our income. We had an Increase in Net Assets $535 to get the total previously mentioned.

We did not hold a reception this year due to the difficulty of finding a venue offsite that had and could communicate to us the ADA requirements as stipulated by ASA. We plan to role monies earmarked for the reception for next year's conference in Chicago.

We have the following outstanding debts:

Yen-Ting Hsu $250 (student award winner)
Dan Chambliss $200 (keynote teaching and learning symposium)
Michele Estefan $750 (co-chair teaching and learning pre-confernece)
Natascia Boeri $750 (co-chair teaching and learning pre-confernece)
Daina Cheyenne Harvey $200 (plaques for award winners)

FY2024

Program Committee Meeting

Teaching & Learning Section
American Sociological Association
Wednesday, October 11 3pm - 4pm CT

Zoom information:
    Meeting URL:
https://uchicago.zoom.us/j/92433006878?pwd=TVBSRWRnQXJlcFFuRCsrVEFsNFZmZz09&from=add on
Meeting ID: 924 3300 6878
Passcode: 757409
Committee Members
1. Amanda M. Jungels, University of Chicago (Incoming Section Chair) amanda.jungels@uchicago.edu *
2. Victoria Rankin, UNC Charlotte, Victoria.Rankin@charlotte.edu *
3. Rick Moore, Washington University in St. Louis, rick.moore@wustl.edu *
4. Sara F Mason, University of North Georgia sara.mason@ung.edu*
5. Ben Gallati, Indiana University bgallat@iu.edu *
6. MC Whitlock, University of North Georgia, MC.Whitlock@ung.edu
5.. Evan Cooper, Farmingdale State College coopere@farmingdale.edu*
6. Matthew H. McLeskey, State University of New York at Oswego, matthew.mcleskey@oswego.edu*
7. Marley Olson, Walla Walla Community College, marley.olson@wwcc.edu*
8. Megan Brooker, University of Alabama at Birmingham, brookerm@uab.edu*
9. Diane Pike, Augsburg University pike@augsburg.edu*
10. Danielle Denardo, Soka University of America, ddenardo@soka.edu *
11. Ann Beutel, University of Oklahoma, ambeutel@ou.edu
12. Sadie Pendaz-Foster, Inver Hills Community College, spendaz-foster@inverhills.edu *
* present

Session Information (for Organizers, Presiders, and Discussants to review and comment on)
● Feedback by Friday, 10/13 at 9am CT
Agenda
1. Introductions
2. Session Ideas – 2024 Theme: **Intersectional Solidarities: Building Communities of Hope, Justice, and Joy**

Description: The 2024 theme emphasizes sociology as a form of liberatory praxis: an effort to not only understand structural inequities, but to intervene in socio-political struggles. Our field is currently undergoing a renaissance as expansions in anti-racist, decolonial, feminist, queer, and transnational theorizing lead us to more grounded, comprehensive, and inclusive insights. The 2024 program theme focuses on how we can use our understanding of intersectional inequalities and solidarities to help build a better world.

[Note: these are ideas generated from the Program Committee Volunteer Form, with the (#) indicating the number of people who suggested similar topics]
    a. Topic 1: teaching sociology in the current political climate, or teaching "divisive" topics during a backlash/restrictive political climate (6)
        i. "Social Justice Teaching in an Anti-Woke Era," "Pedagogies of Hope in an Anti-Social Justice Era," "Stayin' Alive: Vibrant Teaching in Difficult Times," "Teaching Diversity in Red States" "Building Communities of Hope"

b. Topic 2: experiential learning; course-based undergraduate research experiences (3)
c. Topic 3: topics related to AI and teaching (2)
d. Topic 4: quantitative literacy/social statistics (2)
e. Topic 5: accessibility and equity in the classroom (especially for/with/as neurodivergent students and faculty/instructors) (2)
3. <u>Session Allocations</u> (all Teaching and Learning sessions are on Day 1 of the conference–Saturday, August 10, 2024)
    a. Session 1: "Pedagogies of Hope in an Anti-Social Justice Era"
        i. [invited panel to be able to be responsive to changing climate; ideally papers/discussion would extend beyond "here's what's happening at my school and how I'm dealing with it." Panelists will be invited to speak about the topics more broadly than their individual situation–how do we approach this as a sociological question/problem, with the goal of building communities of hope. How are folks in the discipline approaching social justice teaching?]
            1. ORG: Vickie Rankin and Megan Brooker
            2. PRES: Megan Brooker and Vickie Rankin, MC Whitlock, (Megan has to be a presider or discussant)
            3. DISC: Megan (?)
    b. Session 2: Intersection Approaches to Social Justice Pedagogies [incorporates equity perspectives/approaches/techniques; theoretical approaches to social justice teaching; could incorporate techniques, theory].
        i. ORG: Danielle Denardo and Ann Beutel
        ii. PRES and DISC: Vickie Rankin
    c. Session 3: Teaching and AI: Sociological Perspectives [adapting teaching to AI; making assignments more creative; using AI to examine media or quantitative literacy; talking to student about generative AI]
        i. ORG: Evan Cooper and Sara Mason
        ii. PRES: Ben Gallati
        iii. DISC: Matthew McLeskey
    d. Reception: TBD
    e. Council Meeting
        i. ORG: Amanda M. Jungels
        ii. CHAIR: Daina Cheyenne Harvey
    f. Business Meeting/Mauksch Address
        i. BUS: Daina Cheyenne Harvey
        ii. MAU: Daina Cheyenne Harvey
4. Session Organizers, Discussants, Presider –Need volunteers at the very least as place holders. We don't always assign discussants but in case someone drops off the panel it is good to have one.
5. Next Steps – **The deadline to submit sessions is October 13**. Amanda will draft session descriptions and share with individuals who volunteered to work as Organizers. Titles, participants (for invited sessions), and description need to be **finalized by the 12th at the latest**. After submissions close, the session organizers will work to select papers from among those submitted to each session.
6. We need volunteers for the Local Arrangements Committee. If you know any ASA folks in Montreal, please let Amanda know, or give them Amanda's info!
7. Other meeting notes:
    a. [Ann Beutel] Session workshop or webinar on navigating current political climates (Jeanie Haubert)

The Teaching and Learning Pre-Conference

From Classroom to Community: Cultivating Intersectional Solidarities for Hope, Justice, and Joy

Friday, August 9, 2024 9:00 a.m. – 3:30 p.m.
Co-Chairs: Michel Estefan, University of California, San Diego
Natascia Boeri, Bloomfield College of Montclair State University

Preconference Workshop Schedule

2024	
Time	**Event**
9-9:30am	Welcome & Ice Breaker
9:30-10:15am	SoTL
10:15-11am	Roundtables (5)
11-11:15am	Break
11:15am-12pm	Keynote
12-1:30pm	Networking Lunch
1:30-2:30pm	Presentations (3)
2:30-2:45pm	Presentation Debrief
2:45-3:15	Book Talk
3:15-3:30	Closing & Survey

Preconference Workshop Description
At the heart of transformative education is the capacity to envision and enact change. This Preconference Workshop seeks to engage educators in a critical dialogue that illuminates the emancipatory potential inherent to an intersectional approach to pedagogy and course design. The Workshop is also a platform for networking, allowing educators from various disciplines and institutions to forge connections, share experiences, and build a vibrant, supportive community. We aim to empower every attendee, providing them with tools and insights to bolster success in their professional journey as teacher-scholars. Most crucially, we recognize the immediacy of many challenges instructors currently face in their teaching; therefore, our sessions are crafted to ensure that participants depart with practical pedagogical strategies, ready for immediate implementation in their classrooms, fostering environments of hope, justice, and joy.

9:00-9:30 am   Welcome & Introductions

9:30-10:15 am   The Scholarship of Teaching and Learning (45 min)
1. Michele Lee Kozimor, outgoing editor of *Teaching Sociology*
2. Melinda Messineo, Incoming editor of *Teaching Sociology*
3. Stephanie Medley-Rath, editor of TRAILS
4. Felicia Arriaga, editor of the pedagogy section of *Sociology of Race and Ethnicity*
5. Myron T. Strong, editor of the pedagogy section of *Humanity and Society*
6. Sarah Shannon and Diana Graizbord, editors of *First Publics*.

10:15-11:00am   Roundtables (5 concurrent roundtables)
1. Preparing Your Application File for the Academic Job Market – led by Brandon Moore (California State University, San Marcos) and Daina Harvey (College of the Holy Cross)

   Description: Our goal with this roundtable is to demystify the academic job market and equip those soon preparing for or on the job market with tools to find their dream job. Combining their experiences on both the applicant and hiring side of the job market process in different institutional contexts, our discussions will focus on providing tips for success, providing examples of job market materials, and helping answer questions and concerns as you prepare for the next step in your professional journey.

2. Facing the Challenge of AI: An Ecosystem Approach to Assignment-Design – led by Michel Estefan (University of California, San Diego)

   Description: AI has thrown a wrench into classroom pedagogy that instructors across higher education continue to grapple with. While numerous proposals for working with and around AI technologies exist, a systematic approach that leverages AI's advantages while mitigating its risks has yet to emerge. During this roundtable, I will outline such an approach to lay the foundation for a broader conversation involving your experiences and views on the issue. The goal is to collaboratively develop practical strategies and actionable insights that you can incorporate into your teaching immediately.

3. Beyond the Classroom: Fostering Student Support Through Advising and Engagement - led by Natascia Boeri (Bloomfield College)

   Description: This roundtable will focus on advising and mentoring strategies to help students succeed in their college experience. We will use this space to discuss the limits and potentials of current practices and to explore new ways to support students. The philosophical approach is to understand students as whole individuals with needs and responsibilities beyond those of a student, and to explore how best to support them with this understanding in mind.

4. Teaching Sociology to non-sociology majors: buy-in and expanding the discipline's relevance in times of institutional change - led by Stephanie Bradley (UNC Charlotte) and Carly Schall (Indiana University, Indianapolis)

   Description: Students unfamiliar with sociology may fail to see the value of a sociological perspective and the skills developed in our classes. However, curriculum requirements and other forces lead these students to regularly enroll in our courses. Based on our experiences teaching non-sociology majors, we will discuss successful practices that have increased student interest and engagement, along with select approaches that have been less successful. Our goal is to arm attendees with ideas and strategies that they can implement immediately.

5. Back to Basics in our New "Normal:" Navigating the Classroom and Covid's Long Educational Impact - led by Elizabeth Ziff (University of Indianapolis)

   Description: Many institutions and administrators have latched on to the rhetoric that we are now back to "normal." However, those of us on the ground are very much aware that our teaching practices and notions of "normal" for our courses and students will remain forever altered. This roundtable will focus on generating discussion aimed at bridging the gap between expectations of normalcy, pre-pandemic rigor, classroom exchange and interaction with the reality that we now see in our classrooms. We will explore how individuals have responded to the issues that have emerged, what practices provide the best support for students and teachers, and how to shape the broader conversation about our new normal in education.

11-11:15am   **Break**

11:15-12:00pm   **Keynote Speaker:** Daniel Chambliss (Hamilton College)
PPT; Paper

12:00-1:30pm   **Networking Lunch (lunch covered by attendees).**
Lunch is covered by attendees, but we have organized networking lunches for those interested in joining. Attendees are also welcome to grab lunch on their own or form smaller groups to dine together.

1. Tips for the Teaching-Focused Academic Job Market – led by Brandon Moore (California State University, San Marcos) and Ben Gallati (Indiana University, Bloomington)

   Description: Most of the mentorship received in graduate school about the academic job market is focused on R1 jobs and research - and understandably so, as that is the track most of our graduate school mentors experienced first-hand and can speak to. However, there is a whole other world of academia where teaching and service are held in high regard along with research. Come to this lunch to enjoy conversations about the opportunities available at regional comprehensive and liberal arts colleges as well as tips and tricks to stand out in applying for such jobs.

   Restaurant: Burger Fiancé (Vegan Comfort Food), $$, 10 minute walk

2. Publishing in the Scholarship of Teaching and Learning – led by Michel Estefan (University of California, San Diego)

   Description: Join us for a networking lunch where we'll explore how the time and effort you invest in your teaching can be leveraged to strengthen your academic record. I'll share practical insights on creating a publication pipeline from your current teaching practices, helping you transform the assignments, classroom activities, and courses you create into scholarly articles. The goal is to provide you with actionable strategies for enhancing your academic profile by leveraging the valuable work you're already doing in your classrooms and sections.

   Restaurant: 3 Amigos (Mexican), $, 5-min walk

3. Career Success at Teaching Focused Institutions – led by Matthew McLeskey (SUNY, Oswego) and Natascia Boeri (Bloomfield College of Montclair State University)

   Description: Join us for an informal lunch discussion on supporting your career at an institution that emphasizes teaching. We will engage in conversations about developing and documenting teaching excellence. Additionally, we will discuss balancing teaching and service expectations while maintaining a research agenda. We can also discuss any topics that seem relevant for instructors at teaching focused institutions.

   Restaurant: Pho Bang New York (Vietnamese), $, 5-min walk

4. Inclusive and Equitable Teaching Practices – led by Elizabeth Ziff (University of Indianapolis), Stephanie Bradley (UNC Charlotte) and Carly Schall (Indiana University, Indianapolis)

   Description: As educators, we constantly need to adapt to the needs of our students. In the pursuit of bringing hope, justice, and joy into our classrooms, this means continually pushing our inclusive and equitable teaching practices. Join us for lunch to learn and share how each of us approach this in our classrooms, how we work through uncertainties and our own humanity. We will also discuss how to navigate an inclusive and equitable pedagogy with an at times, slowly adapting academic world.

   Restaurant: Qing Hua Dumpling, $, approx 10 minute walk

1:30-2:30pm   Presentations
   1. Daniel Bartholomay (Texas A&M University-Corpus Christi): Ungrading
   2. Jessica Leveto (Kent State) and Autumn Green (Wellesley Centers for Women): Supporting Student Parents and Caregivers

2:30-2:45pm   Presentation Debrief

2:45-3:15pm   **Book Talk**: Teaching and Confronting Racial Neoliberalism in Higher Education: Autoethnographic Explorations of the Race Studies Classroom (Routledge Press, 2023), Michelle D. Byng, Vaso Thomas, Donna-Marie Peters, Adriana Leela Bohm, Mary Stricker.
Presenters: Adriana Leela Bohm (Delaware County Community College) and Donna-Marie Peters (Temple University)
Adriana's PPT
Donna-Marie's PPT

3:15-3:30pm   **Closing & Survey**

Complete our survey at the end of our preconference: https://forms.gle/71JazwkQBgLJVpaQ6

Concerns:

This year SAGE approached us to ask if the Section or ASA could take over the payment of the awards. Michele Estefan and Daina Cheyenne Harvey met with the SAGE representative Erica DeLuca to explore options. SAGE does not have the personnel to continue to process the paperwork for reimbursement. Michele and Mark Fernando have worked out a process whereby the Section will submit names for Awards to ASA and ASA will process the checks.

The Teaching and Learning Syposium

Again this year, the chair of ASA"s Teaching and Learning Symposium was the chair of the section, Daina Cheyenne Harvey.

We liased with Berfu Aygenc. The members of the committee were: Mikaila Mariel Lemonik Arthur, Laurie Linhart, Daina Cheyenne Harvey, and Sarah Beth Kaufman. We received 54 paper abstracts and 12 workshop proposals. We accepted 3 workshop proposals and 49 of the paper abstracts. The workshops were: "The Joy of AI for Teaching and Learning", "Yes, you can get a job with that!" Communicating the Value of Sociology to Students, Families, and Employers", and "Sociology as Pedagogy: The Intersection of Culturally Responsive Pedagogy, Anti-Racist Practices, and Trauma-Informed Educational Practices"

The sessions we created were: "Service Learning Pedagogies", " Group Learning", "Intersectional Pedagogy I & II", "AI in the Classroom", "Cultural Awareness," "Equity & Accessibility", "Introducing Students to Sociology", "Teaching the Core", "After College", "Transformative Teaching", and "Rethinking Teaching".

Concerns:

There was some confusion with some paper presenters thinking they were submitting workshop proposals. There were also some workshop proposals that didn't contain enough information to make an informed decision on the *doability* of the workshop. The roundtables were very successful. The early (8am) workshop began with 3 attendees, but ended with close to a dozen. The other workshops were very well attended, at or near room capacity.

The Previous Year

> The chair of our publications committee, who had hoped to revise our newsletter, had to request to be removed from his duties in October. As such, for the fourth year in a row, we did not have a newsletter. We also did not have a webperson to update our webpage and as such that is page is now three years old. We used mailchimp to send monthly communications to our membership. We plan to continue to use mailchimp in upcoming year and hopefully establish a publications committee to produce newsletters.

As noted last year, our diversity, equity, and inclusion goals are limited to outreach and elections. As past chair, Daina Cheyenne Harvey, focused on DEI when creating the ballot. Unfortunately, several members declined and two others were not elected. Additionally, participants in sessions and at the Teaching Symposium were asked to serve as presiders based upon dei initiatives. Finally, both regular sessions and Teaching Symposium workshops and roundtables were selected to increase dei.

Our programming this year targeted "hot topics" in teaching and learning. These involved mainly social justice issues and the use of Artificial Intelligence. We also, as noted above, tried to be as inclusive as possible in selecting presenters for our sessions and for the Symposium.

We did not do any additional programming this year. We did advertise a number of webinars that included members or were adjacent to teaching social issues.