

FIRST ANNUAL

TOURO COLLEGE FACULTY
LEARNING STRATEGIES
EXCHANGE CONFERENCE

February 12, 2017



TOURO COLLEGE

MESSAGE FROM THE PRESIDENT



The first annual Touro College Faculty Learning Strategies Exchange Conference is a day-long embodiment of our institution's commitment to interdisciplinary exchange and our faculty's great capacity for collaboration. It is through the varied and impressive teaching methods and academic interests of our faculty that we are best able to showcase the impressive scope of Touro's educational offerings.

Today's faculty sessions address a multitude of pedagogical methods, including the use of comics in the classroom, engaging students with disabilities, innovations in classroom technology, and many more. As well, I'm thrilled that Dean Harry Ballan of Touro Law Center will be delivering today's keynote address, entitled "Formative Assessment in Theory in Practice." Dean Ballan will outline various strategies that many of you can utilize in your own classrooms to positively affect student achievement.

Today, I am proud to invite you to engage with one another to talk about the teaching methodologies that fuel your professional passions and your commitment to education. I hope that today's sessions will induce greater investment in our collective efforts and inspire more collaboration and synergy across the entire university system.

A handwritten signature in black ink, which reads "Alan Kadish". The signature is fluid and cursive, written in a professional style.

Dr. Alan Kadish President
Touro College & University System

WELCOME MESSAGE FROM THE PROVOST



Thank you for prioritizing time to attend Touro College's First Annual Faculty Learning Strategies Exchange Conference. The commitment of our faculty to excellence in teaching in a student-centered environment is second to none. Touro faculty have been leading the way with flipped classrooms, on-line education, and a variety of student engagement strategies designed to encourage active learning. Achieving excellence in teaching is not easy. It requires those of us in higher education who were not necessarily formally trained as classroom teachers, to study pedagogy, learning styles and effective communication and engagement techniques, and to experiment with new strategies based on the science of learning and the art of teaching to constantly hone our skills.

This conference is a wonderful example of the many ways in which Touro faculty learn from each other by sharing best practices in a collegial and welcoming forum.

Special thank you to Dr. Nadja Graff, Vice President of the Division of Graduate Studies, Dr. Marcella Bullmaster-Day, Interim Associate Dean of the Graduate School of Education, and Dr. Rima Aranha, Research Professor at the Lander Center for Educational Research who provided the leadership for this program along with Conference Planning Committee Members: Dr. Sabra Brock, Interim Dean, Graduate School of Business; Professor Tracy McGaugh Norton, Jacob D. Fuchsberg Law Center; Dr. Elina Lampert-Shepel, Chair, Childhood Education and Special Education, Grades 1 - 6; Director, Teacher Residency Program; Dr. Rivka Molinky, Associate Dean of Students and Innovation, School of Health Sciences; Professor Jack Graves, Director of Digital Legal Education, Jacob D. Fuchsberg Law Center; Professor Gena Bardwell, Interim Director of General Education, School of Career and Applied Studies; and Professor Hal Wicke Jr., School of Career and Applied Studies.

This conference would not be possible without the enthusiasm of some of Touro's finest faculty who volunteered to demonstrate their teaching techniques and lead discussions on strategies and ideas to best enable our students to continue to be challenged in the classroom and encouraged to continue their intellectual curiosity not just throughout their Touro education but as lifelong learners. It is the faculty who make a difference every day in the lives of our students.

I look forward to a day of stimulating conversation, observation, and learning.

Sincerely,

A handwritten signature in black ink, appearing to read 'Patricia E. Salkin'. The signature is fluid and cursive, with a long horizontal stroke at the end.

Patricia E. Salkin

Provost, Graduate & Professional Divisions

FIRST ANNUAL TOURO COLLEGE FACULTY LEARNING STRATEGIES EXCHANGE CONFERENCE

Sunday, February 12, 2017 | 10:30am - 4:00pm

Lander College for Women - The Anna Ruth and Mark Hasten School, 227 W. 60th St., New York

TIME	AGENDA	LOCATION
10:30am	Registration	LCW Lobby, 1st Floor
11:00am - 11:35am	Introductions and Keynote Introductions: Provost Patricia Salkin, Graduate and Professional Divisions Keynote: Dean Harry Ballan, Jacob D. Fuchsberg Law Center	LCW Gym, Lower Level
11:45am - 12:45pm	Block 1 Sessions	Classrooms, 3rd Floor
12:45pm - 1:30pm	Lunch	LCW Gym, Lower Level
1:30pm - 2:30pm	Block 2 Sessions	Classrooms, 3rd Floor
2:40pm - 3:25pm	Block 3 Sessions	Classrooms, 3rd Floor
3:35pm - 4:00pm	Closing Session	LCW Gym, Lower Level

BLOCK 1 | 11:45pm - 12:45pm

Room 301: Kam Kwong - Advancing Competency-Based Practice Research: An Innovative, Experiential Pedagogical Approach

Room 302: Folusho Otuyelu - Using a Resource Deficit Activity to teach Values and Ethics in Social Work Practice

Room 303: Sankung Susso - Cloze Reading: Assessment and Vocabulary Development

Room 304: Tracy Norton & Jack Graves - Technology-Leveraged Learning for Problem-Solving Classes

Room 305: France Weill - Developing Observational Skills

Room 306: Combined Session
Shulamit Rubin -

- Collaborative Close Reading of Text
- Using the Whiteboard to "Mark-Up" Projected Text

Room 321: Combined Session

- Henry Abramson - Celebrating the Death of PowerPoint
- Rebecca Cope - Utilizing Google Forms to identify Muddiest Points

BLOCK 2 | 1:30pm - 2:30pm

Room 301: Joyce Addo-Atuah - Liven Up your Classroom with Team-based Learning

Room 302: Marcella Bullmaster-Day - Let the Learner do the Learning: The Role of Attention and Memory in Learning

Room 303: Combined Session

- Shu Jen Chen-Worley - Understanding the Concept of Disability
- Ching Ching Lin - Equity and Inclusion of Questioning in Classroom Community Inquiry

Room 304: Shakira Kennedy - This is Jeopardy: Where Teaching Innovation meets Learning

Room 305: Tara Casimano & Meira Orentlicher, - Engaging Students in Faculty Research Agenda

Room 306: Schindelheim Franklin - Ok! Cell Phones Away: The Dilemma of 21st Century Classroom Management

Room 321: Timothy Bellavia - Sage Doll Test

BLOCK 3 | 2:40pm - 3:25pm

Room 301: Mariluz Henshaw - Clinical Vignettes as a Teaching Tool in Medical Biochemistry

Room 302: Paramita Basu et al. - Interprofessional Education (IPE) Program teaches Importance of Collaborative Care

Room 303: Birgit Wolf - Introduction of Student Learning Classrooms

Room 304: Meredith Miller - The Use of "Clickers" in the Classroom

Room 305: Marlyn Press & Roslyn Haber - Comics in the College Classroom

2017

CONFERENCE
PLANNING
COMMITTEE

PATRICIA SALKIN PROVOST, GRADUATE & PROFESSIONAL DIVISIONS

• **DR. NADJA GRAFF** VICE PRESIDENT, DIVISION OF GRADUATE STUDIES • **DR. SABRA BROCK** INTERIM DEAN, GRADUATE SCHOOL OF BUSINESS • **DR. MARCELLA BULLMASTER-DAY** INTERIM ASSOCIATE DEAN, GRADUATE SCHOOL OF EDUCATION • **DR. RIMA ARANHA** RESEARCH PROFESSOR, LANDER CENTER FOR EDUCATIONAL RESEARCH • **TRACY MCGAUGH NORTON** PROFESSOR, JACOB D. FUCHSBERG LAW CENTER • **DR. ELINA LAMPERT-SHEPEL** CHAIR, CHILDHOOD EDUCATION & SPECIAL EDUCATION, GRADES 1 - 6; DIRECTOR, TEACHER RESIDENCY PROGRAM • **DR. RIVKA MOLINKY** ASSOCIATE DEAN OF STUDENTS & INNOVATION, SCHOOL OF HEALTH SCIENCES • **JACK GRAVES** PROFESSOR & DIRECTOR OF DIGITAL LEGAL EDUCATION, JACOB D. FUCHSBERG LAW CENTER • **GENA BARDWELL** PROFESSOR & INTERIM DIRECTOR OF GENERAL EDUCATION, SCHOOL OF CAREER & APPLIED STUDIES • **HAL WICKE JR.** PROFESSOR, SCHOOL OF CAREER & APPLIED STUDIES

KEYNOTE SPEAKER

DEAN HARRY BALLAN

TOURO LAW CENTER



TITLE: Formative Assessment in Theory and Practice

ABSTRACT: There is an increasing body of evidence to support the view that formative assessment, including unwritten formative assessment that is embedded in classroom practice, may have a greater positive impact on student achievement than any other known practice. This talk focuses on the five key strategies of classroom formative assessment, as identified by Dylan William and others, and provides concrete examples of their use in the classroom. In broad terms, the five strategies involve sharing learning outcomes, eliciting evidence of learning through classroom discussion, providing productive feedback from the teacher, learning from peers, and self-evaluation. The talk concludes with brief remarks on the evidence base and brain mechanisms that support these practices.

BIOGRAPHY: Harry Ballan, currently Dean and Professor of Law at Touro Law Center, attended Yale College and the Yale Graduate School of Arts and Sciences from which he received BA, MA, MPhil and PhD degrees in the theory and history of music. His work on the structure and mental representation of music eventually led to therapeutic and research collaborations with Oliver Sachs and others on music as a therapeutic intervention for combat soldiers with post-traumatic stress disorder and traumatic brain injury. His neuroscience training is with Elkhonon Goldberg of NYU and the Luria Institute, and his research interests have focused on neuroscience, law, learning and music. He earned his JD from Columbia Law School, clerked for the Honorable Wilfred Feinberg in the Second Circuit Court of Appeals and worked at the international law firm of Davis Polk & Wardwell LLP for 25 years, sixteen as a partner. He has taught, either as an adjunct or full-time professor, for 30 years at numerous institutions in areas as diverse as hedge funds and private equity (law), cognition (brain) and musical structure (music and brain). Harry serves on numerous boards of charities, has been married for almost 30 years and has four children.

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PRESENTATION ABSTRACTS

ID #	LAST NAME/ FIRST NAME	SCHOOL/COLLEGE	TITLE	ABSTRACT
1	Abramson, Henry	Lander College of Arts and Sciences abramson@touro.edu	Celebrating the Death of PowerPoint	PowerPoint, as our students say, is just so twentieth century. This presentation will outline three reasons why Prezi is a vastly superior presentation technology: 1) it uses a canvas metaphor rather than slides, 2) it takes full advantage of the Internet, and 3) it encourages collaborative research and learning.
2	Miller, Meredith	Jacob D. Fuchsberg Law Center mmiller@toulaw.edu	The Use of "Clickers" in the Classroom	I propose to demonstrate the use of "clickers" in the classroom. I believe "clickers" are an effective tool to keep students engaged and provide immediate and ongoing feedback.
3	Rubin, Shulamit	Judaic Studies, Lander College for Women Shulamit.rubin@touro.edu	Using the Whiteboard to "Mark-Up" Projected Text	Projecting onto a Whiteboard enables the instructor to highlight, underline, compare and contrast, color-code or mark-up text in other ways. Instructor will project examples of different texts and mark them up together with the "students" (faculty) to demonstrate this technique.
4	Rubin, Shulamit	Judaic Studies, Lander College for Women Shulamit.rubin@touro.edu	Collaborative Close Reading of Text	This technique is a strategy to help students closely read a text with an open and inquisitive mind. I use it to help students formulate questions about the Biblical text, and at the same time prove to them that they are capable of anticipating the very questions (and sometimes the answers!) of the great Bible commentaries. For purposes of this proposal "students" are fellow professors.
5	Henshaw, Mariluz	College of Osteopathic Medicine mariluz.henshaw@touro.edu	Clinical Vignettes as a Teaching Tool in Medical Biochemistry	We would like to demonstrate the use of clinical vignettes as an integrated instructional tool to illustrate how biochemical principles are applied in the diagnosis and management of diseases. An interactive discussion session using a clinical vignette and the five suggested questions as guide will be presented. We would like to demonstrate the use of clinical vignettes as an integrated instructional tool to illustrate how biochemical principles are applied in the diagnosis and management of diseases. An interactive discussion session using a clinical vignette and the five suggested questions as guide will be presented.

6	Lin, Ching Ching	Graduate School of Education ching-ching.lin4@touro.edu	Equity and Inclusion of Questioning in Classroom Community Inquiry	How teachers use convergent and divergent questions have implications for equity and inclusion in the classroom. Using convergent questions alone fosters a monologic undertaking in classroom community inquiry by reinforcing teacher authority at the expense of student voice and participation in decision-making. By inviting students to ask their own questions and build off their peer's questions, teachers incorporate diverse literacy practices and sociocultural considerations into the classroom and allow students to be co-decision-makers. This presentation will share ways of formulating divergent questions in classroom community inquiry.
7	Press, Marlyn Haber, Roslyn	Graduate School of Education Roslyn.Haber@touro.edu marlyn.press2@touro.edu	Comics in the College Classroom	One way of keeping students engaged in class is by incorporating comic strips. Carefully chosen comics help students understand content, visualize material, and recognize the nuances of course vocabulary.
8	Chen-Worley, Shu Jen	Graduate School of Education shu.worley@touro.edu	Understanding the Concept of Disability	The purpose of my demonstration is to help the audience examine their own perceptions of "disability" and understand the concept of "disability" by using a hands-on activity with the approach of inquiry learning. Critical thinking and problem-solving skills are promoted through the process.
9	Wolf, Birgit	Touro College Berlin birgit.wolf@touroberlin.de	Introduction of Student Learning Portfolios	The tool I would introduce is a grading component in form of a student learning portfolio. I would provide a short introduction regarding training of reflection skills in higher education and would run one small exercise for fellow professors. Then I would provide an evaluation of student learning portfolios and their suitability to enhance students' reflection skills in management programs.
10	Cope, Rebecca	College of Pharmacy Rebecca.cope@touro.edu	Utilizing Google Forms to identify Muddiest Points	Google Forms is a web-based program which allows you to create and analyze survey responses. Utilizing this program in the classroom setting allows anonymous submission of responses in a free-text format which the instructor may quickly scan to identify common student misconceptions regarding the material.
11	Basu, Paramita Anthony, Esquire Warwick, Shelly Gardere, Jeffrey	College of Pharmacy paramita.basu@touro.edu esquire.anthony@touro.edu Shelly.warwick@touro.edu	Interprofessional Education (IPE) Program teaches Importance of Collaborative Care	We will be demonstrating a case based active team-learning experience, between participants from different disciplines, who bring different points of view and learn with, from and about each other's areas of expertise, while promoting peer-to-peer learning. This strategy/technique facilitates a learning exchange between students of two or more disciplines and strengthens their understanding of the subject matter through interdisciplinary/interprofessional collaboration.

	Tabag, Kari Callaghan, Suzannah	Jeffrey.Gardere@touro.edu kari.tabag@touro.edu Suzannah.Callaghan@touro.edu		
12	Schindelheim, Franklin	Graduate School of Education franklin.schindelheim@touro.edu	<i>Ok! Cell Phones Away.</i> The Dilemma of 21 st Century Classroom Management	In this workshop, the presenter offers research based strategies and interventions that have proven effective in dealing with classroom disruptions. Through his own research and the research of others, participants are offered classroom and behavioral management skills that are necessary to create safe and nurturing school environments. Research has shown that positive classroom management strategies foster positive learning outcomes. Dr. Franklin Schindelheim offers strategies and interventions to today's educator. The workshop begins with the causes of disruptions in classrooms. Several factors have contributed to the challenge of maintaining classroom control and focus, most notably technological advances that are contributing to diminishing attention span of students. In this hands-on and interactive workshop, the presenter offers strategies and interventions to today's educators to help them deal with motivating their students.
13	Bullmaster-Day, Marcella	Graduate School of Education marcella.bullmaster-day@touro.edu	Let the Learner do the Learning: The Role of Attention and Memory in Learning	In this interactive one-hour session we will explore the fascinating and fragile role of attention in relation to memory and academic learning, and we'll examine several research-based learning strategies that make academic course material stick.
14	Bellavia, Timothy	Graduate School of Education timothy.bellavia@touro.edu	Sage Doll Test	This is an interactive, project based presentation and case study—a doll -making project that helps students focus on self -perceptions in relation to race, gender, religion, creed, orientations, socio-economic status, etc.
15	Kwong, Kam	Graduate School of Social Work kam.kwong@touro.edu	Advancing Competency-Based Practice Research: An Innovative, Experiential Pedagogical Approach	This interactive session will engage fellow professors and instructors to be familiar with a range of class and field activities including case studies, storytelling, field surveys and interviews, and critical reflection activities, as part of two-semester social work research courses, designed to increase graduate level social work students' competencies of practice research. Specifically, these activities include: (1) formulating a practice-based research topic – a case study; (2) using assessment templates for critical evaluation of published research; (3) single subject research – a tool for evaluation of clinical practice; (4) agency research capacity field assessment; (5) design and implementation of

				a practice-focused class study project; and (6) class activity on presentation and dissemination of research findings.
16	Norton, Tracy Graves, Jack	Jacob D. Fuchsberg Law Center tnorton@tourolaw.edu jgraves@tourolaw.edu	Technology-Leveraged Learning for Problem-Solving Classes	We will present two techniques to prepare students for problem-solving or concept application classes, which aid students far better than lectures in understanding course concepts. The first technique is the use of short lecture videos student view to prepare for class so that class sessions are used for applying concepts. The second technique is the use of the Socrative app for formative assessment to reinforce concepts in video lectures immediately prior to problem solving in class.
17	Weill, France	School of Health Sciences france.weill@touro.edu	Developing Observational Skills	The following exercise is used with students in the Autism class throughout the semester for developing observation skills, categorizing them in increasingly complex categories and developing relevant therapeutic goals. It will be demonstrated in a similar fashion with faculty participants. The students observe video-taped interaction between a child and a parent, at least 3 times during the semester. They categorize the observations, and discuss them in an open forum during class. The categories become more complex as they acquire more theoretical knowledge. The students suggest strengths and weaknesses and potential therapeutic goals.
18	Casimano, Tara Orentlicher, Meira	School of Health Sciences tara.casimano@touro.edu meira.orentlicher@touro.edu	Engaging Students in Faculty Research Agenda	In this session we will demonstrate the strategies used in the occupational therapy department to expose to and engage students in clinical research. Specifically, we will demonstrate the process and the step-by-step program in which faculty members develop their own research agendas, select learning activities, exercises, and research strategies that engage students in clinical research, teach them required research and scholarship skills, and enhance their motivation to conduct and consume research as future practitioners.
19	Susso, Sankung	Graduate School of Education Sankung.Susso@touro.edu	Cloze Reading: Assessment and Vocabulary Development	Cloze reading is an assessment strategy often employed by teachers to identify student vocabulary development. With cloze readings, students are forced to interact with text closely, paying attention to details that may offer clues as to how to complete sentences. In this exercise, I would like to offer an example of how to engage 9 and 10 grade students in an English Language Arts (ELA) class. In my classes, I often offer my candidates specific strategies that they can employ in their classroom practice so as to make their graduate coursework relevant to their teaching practice. This pre-unit assessment is one such example and I would like to share it with my colleagues with the hope of obtaining feedback on how to make the lesson better.

20	Otuyelu, Folusho	Graduate School of Social Work folusho.otuyelu@touro.edu	Using a Resource Deficit Activity to teach Values and Ethics in Social Work Practice	The purpose of this interactive workshop is to provide the audience with an innovative way of utilizing group activities to deliver curriculum content. The audience will be broken into groups of 6-8 members and provided with a list consisting of 10 social work clients in need of housing. There is significant information about each client on the list that makes each “deserving” and “questionable” regarding obtaining the limited housing unit. Each group has to come to a consensus on who is “deserving” of the limited housing units. The groups will be instructed to base their reasoning and decision making process on social work values and ethics. The end purpose of the activity and the workshop is to allow the audience to see how personal values and ethics sometimes unconsciously influence our decision making in social work practice. A second lesson for the audience is the importance of working collaboratively and understanding multiple competing agendas that often arises when there are resource deficits. Finally, the audience will be able to apply this activity when appropriate in their curriculum and courses so students can experience in vivo decision-making process in social work practice, ethics and social justice.
21	Kennedy, Shakira	Graduate School of Social Work shakira.kennedy@touro.edu	This is Jeopardy: Where Teaching Innovation meets Learning	This workshop will demonstrate how the nationally recognized game Jeopardy can be used as a tool for engaging students, closing the culture gap, building self-confidence, enhancing problem solving, and increasing communication and cooperation. Incorporating games as a part of any teaching pedagogy can be effective for student problem solving and demonstrating key concepts. According to Fuscald (2001), games can be used to build student confidence and reduce the gap between quicker and slower learners.
22	Addo-Atuah, Joyce	College of Pharmacy joyce.addo-atuah@touro.edu	Liven Up your Classroom with Team-based Learning	This session will demonstrate a Team-based Learning (TBL) class session, a proven teaching technique which promotes peer-peer engagement, critical thinking and analytical skills, and an overall enjoyable learning experience for students.

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PRESENTER BIOS

Henry Abramson, Ph.D. serves as Dean at the mighty Avenue J campus of Touro College. He has authored six books on Jewish history and thought, and prides himself on being the only person ever to be published by both Harvard University and Feldheim Publishers. He has held post-doctoral and visiting appointments at Cornell, Harvard, Oxford and the Hebrew University of Jerusalem, and his mother wrote his Twitter bio. Not really, he made up that last part.

Joyce Addo-Atuah, Ph.D. is currently an Associate Professor of Social/Behavioral/Administrative Sciences at the Touro College of Pharmacy, New York (TCOP). She had her pharmacy training in Ghana and the United Kingdom and a Ph.D. degree in Health Outcomes and Policy Research from the University of Tennessee Health Science Center, Memphis, TN. Her teaching and research areas of interest center on public health and healthcare systems/policies locally and globally, as well as access to and outcomes of healthcare for various population groups. Dr. Addo-Atuah is passionate about teaching; she believes it is her calling and routinely uses active learning techniques to engage her students for better learning outcomes. She has been using team-based learning (TBL) since 2010 in her courses and students have rated it highly for its learning effectiveness. TBL is an instructional strategy originally developed in business education but has now been used in a wide range of disciplines including those in health.

M. Esquire Anthony, DO is an osteopathic medical school graduate of Oklahoma State University Center for Health Sciences formerly known as the Oklahoma College of Osteopathic Medicine and Surgery. He completed a rotating internship at Wyckoff Heights Hospital in Brooklyn, N.Y., under the tutelage of the late Sheldon Sirota, DO. After concluding residency at Mt. Sinai's St. Luke's Roosevelt Hospital, he gained Pharma industry experience and knowledge in medical & scientific communications, as a Director of Medical Affairs and CME. Currently a faculty member in the Primary Care Department, he assists with the institution's mission of educating and training future physicians to address the challenges of adequate healthcare for minorities and the underserved by teaching courses in: The Introduction to Cultural Competency in Healthcare, The Early Clinical Experience-Introduction to Doctoring I/II, Physical Diagnosis I/II and Medical Simulation.

Paramita Basu, Ph.D. is an Associate Professor in the department of Pharmaceutical & Biomedical Sciences at Touro College of Pharmacy. In her current academic position and her past experience as a research scientist in the diagnostic industry, she has acquired extensive college teaching and scientific research experience in the biotechnology industry. As faculty, she has been involved in teaching, coordination and design of graduate level courses in Biomedical Sciences, and as Chair of the Curriculum Committee, with curricular planning, development, and assessment. Her professional interests are focused on student development, ability-based education, enhancing active and collaborative learning, improving student motivation, and betterment of instructional methodologies and curricular models. Her research activities include studying antimicrobial resistance mechanisms, host-pathogen interactions, and stress resistance in prokaryotes. In addition, her 10+ years' experience in research in academia and in the diagnostics industry supports her interest in bioassay design and development.

Timothy Bellavia, M.F.A. was born in 1971. He is best known for his education research through his *We Are All The Same Inside*® children's book series and accompanying Sage doll. Sage is also the basis for a series of doll-making workshops first launched at United Nation's International Day for Tolerance (2003) -

this presentation led to a multi-year contract with the City of New York and New York City Department of Education in 2006. His accomplishments include collaborations with Sesame Workshop, Skowhegan School of Painting and Sculpture Fellowship Grant and Lambda Award nomination for Outstanding Memoir in 2009. Timothy is currently an Assistant Professor of the Graduate School of Education at Touro College in New York City. Recently, Timothy was awarded "Outstanding Educator of the Year" at the Harvard Club of New York, and is the recipient of the Smithsonian Affiliate FCCA Space Grant.

Marcella L. Bullmaster-Day, Ed.D. is the Interim Associate Dean of Academic Affairs, Touro Graduate School of Education. She has worked as a teacher, school principal, researcher, university professor, corporate executive, curriculum and program designer, and professional development consultant in urban educational contexts for over three decades. Dr. Bullmaster-Day holds a doctorate in Curriculum and Teaching from Teachers College, Columbia University.

Suzannah Callaghan, LCSW-R is a licensed clinical social worker who provides psychotherapy to students at Touro College of Pharmacy and to clients in a private practice. She offers a mix of cognitive behavioral and relational/psychodynamic psychotherapy in working with clients to address issues of anxiety, depression, poor concentration, issues of work/school – life balance; and supports clients in working through life stressors. After completing a Master's degree in Social Work from Columbia University School of Social Work, Ms. Callaghan completed post-master's trainings in Gestalt Therapy, Developmental Somatic Psychotherapy, Sex Therapy, and EMDR.

Tara Casimano, Ph.D., OT/L is an occupational therapist practicing for over 25 years. She holds the title of Associate Director and Assistant Professor in the School of Health Sciences' Occupational Therapy (OT) Department. She has worked at Touro College for the last 18 years. She currently teaches clinical reasoning and the research course series in the entry level Masters OT program. Her research interests include: health and wellness, the development of spirituality in children with learning and emotional challenges, and the application of social media in higher educational settings. Current research focus is exploring ways to use social media to improve learning activities with occupational therapy students, specifically to help bridge the gap between traditional/didactic learning activities and clinical applications.

Shu Jen Chen-Worley, Ph.D. has been a teacher, professor, scholar, and researcher in Children with Special Needs for years. Currently, she is teaching education/special education at the Touro College Graduate School of Education. She received her Ph.D. in Applied Behavioral Studies in Special Education from Oklahoma State University and her Master's degree in Teaching English as a Second Language (TESL) from Arizona State University. She is the author of *Educating Inclusively: Assessment and Instructional Strategies*. The book reexamines the concepts of assessment and instruction and highlights effective inclusion practice with the "difference" model. She has published articles in *Idiom NYTESOL*, *International Journal of Critical Inquiry in Language Studies*, etc. She is also an Editorial Review Board member for *CITE* and a reviewer for other journals (Elsevier). She has presented many papers in peer-refereed conferences (AERA, NERA, etc.). Last but not least, she is a Pearson edTPA scorer for Special Education K-12.

Rebecca Cope, PharmD, BCACP is an Assistant Professor in the Pharmacy Practice Department at Touro College of Pharmacy in New York, NY. She earned her PharmD from Albany College of Pharmacy and Health Sciences in 2013. She served as the Chief Pharmacy Resident during her PGY-1 residency training at The Brooklyn Hospital in Brooklyn, NY before going on to complete a PGY-2 residency in global health and underserved care through the University of Pittsburgh/UPMC in Pittsburgh, PA. She accepted her

current position in 2015 and obtained board certification in ambulatory care in 2016. Her practice expertise includes primary care in limited resource settings, and she maintains a clinical practice in the Family Medicine Clinic and HIV Primary Care Center at The Brooklyn Hospital. Her research focus has been on exploring health disparities, Hepatitis C and HIV/AIDS, and the pharmacist's role in the interdisciplinary team.

Jeff Gardere, Ph.D. is one of the most widely sought-after experts in the field of mental health. In addition to having a private practice in Manhattan, he is an Assistant Professor and Course Director of Behavioral Medicine at Touro College of Osteopathic Medicine in New York City. Dr. Jeff Gardere, better known as "America's Psychologist", is also a prolific author of four books, a contributing author of a half-dozen books, and a television and radio commentator.

Jack Graves, J.D. is a faculty member at Touro Law Center, where he teaches Contracts, Business Law, Arbitration, and Digital Lawyering (technology-leveraged legal service delivery). Graves writes on commercial law and arbitration, including his recent book, *LEARNING CONTRACTS* (West 2014), an innovative first-year teaching text that abandons the traditional law school casebook method in favor of individual lessons containing learning objectives, explanations, examples, and problems in support of a flipped classroom approach. Graves also serves as Director of Digital Legal Education at Touro, leading initiatives to add online offerings of traditional law courses, as well as innovative new courses in "digital lawyering." He has most recently turned his textbook on International Sales Law & Arbitration into an interactive online course for fully asynchronous delivery. Graves brings a multi-dimensional perspective to his work, with a unique blend of experiences in business management, commercial and corporate law practice, and legal education.

Roslyn A. Haber, Ed.D. is an Associate Professor in the Graduate School of Education at Touro College. She has been at Touro for the past fourteen years working in the M.S. in Education & Special Education program teaching courses in Assessment, Bilingual Studies, Parenting, and Literacy in addition to supervising Practicum students. Her field experience includes thirty-five years with the NYS Department of Education working on assessment teams and teaching. She has also taught at Fordham and Adelphi Universities. Due to her interest in Literacy and Special Education, she has lectured in Europe and Asia at schools, treatment centers, and hospitals. Currently, she is working on a pairing project with a Literacy course and Pre-Schools of America whereby students are paired with a child and work on developing early literacy skills.

Mariluz P. Mojica Henshaw, Ph.D. is an Associate Professor in Biochemistry at TouroCOM-New York (Harlem). She has extensive teaching and research experiences in human biochemistry, molecular genetics, basic stem cell biology, and molecular biology over the last 25 years. Dr. Henshaw is a graduate of the University of the Philippines, College of Medicine in Manila, Philippines and did a medical research fellowship in Immunology at Kobe University School of Medicine in Kobe, Japan. She pursued her graduate studies in Human Genetics including post-doctoral work on directed differentiation of human embryonic stem cells at the University of Utah in Salt Lake City, UT. Immediately prior to joining TouroCOM, Dr. Henshaw was a Research Scientist at the Cell Therapy and Regenerative Medicine Program at the University of Utah, where she assisted clients in developing and carrying out research projects that were translational in nature; and manufactured clinical-grade stem cells for cell therapy.

Shakira A. Kennedy, Ph.D. received her B.A. from Long Island University-Brooklyn Campus, her M.S.W. from Clark Atlanta University, and her Ph.D. from The University of Tennessee-Knoxville. Dr. Kennedy has

over 13 years of practice experience working with children, families, and single adults diagnosed with mental illness and/or HIV/AIDS, as well as extensive management experience. Her research focuses on addressing the needs of vulnerable populations and examining organizational culture and climate within various work settings. Dr. Kennedy joined the faculty at Touro College Graduate School of Social Work in 2016 after serving as an adjunct professor for the college for seven years. Dr. Kennedy continues her connection to the community by being an active member of Westchester Black Women's Political Caucus and an active journal reviewer for SAGE Open publications and a Consulting editor for the journal Children & Schools.

Kam Kwong, Ph.D. is currently an Associate Professor and Chair of the Research Sequence at Touro College Graduate School of Social Work. He teaches courses on research, psychopathology, and clinical social work practice in health care. Dr. Kwong has more than 20 years of professional social work experience in health and mental health sectors including 15 years of administrative, managerial, and supervisory experiences. Much of his social work and community health practice has been focused on low income Asian immigrant populations in urban settings. He has developed a crucial and in-depth understanding of the barriers and socio-economic constraints faced by immigrants attempting to access health and mental health treatment. His current research interests are in the areas of practice research, prolonged parent-child separations, and work-related stress and career choices of Asian American social workers. His teaching embraces the opportunities put forward by pedagogical software to enhance students' skill development.

Ching Ching Lin, Ed. D. joined Touro College as a TESOL instructor in the Graduate School of Education in 2012. She received her B.A. in philosophy from National University of Governance, Taiwan, her M.A. in philosophy from The Graduate Center of the City University of New York and Ed. D in pedagogy and philosophy from Montclair State University. Ching Ching has over thirteen years of experience working with culturally and linguistically diverse students as a Social Studies and ESL teacher at a NYC public high school. She also teaches ESL on the college level. Ching Ching has published manuscripts on various topics including "Dialogic Pedagogy and its Discontent" (a book chapter) and "Storytelling as Academic Discourse: Bridging the Cultural-Linguistic Divide in the Era of the Common Core" (Journal of Basic Writing). Her research mainly focuses on tapping into funds of knowledge of culturally and linguistically diverse students as global citizens.

Meredith R. Miller, J.D., LL.M. joined the Touro Law Center faculty in Fall 2006. She teaches and writes in the areas of contract, employment and business law. Prior to teaching, Professor Miller served as a law clerk to the New York Court of Appeals. She also worked as a litigation associate at Proskauer Rose LLP in New York City, where she litigated complex commercial and pro bono matters and served as a pro bono advisor to first year associates. Professor Miller has a varied legal background. She has worked in government and public interest organizations, at a small private practice and at a large national law firm. She continues to consult on a project basis with solo practitioners and small firms and provides representation to established and emerging businesses, freelancers and investors. She is Immediate Past President of LeGaL, the LGBT Bar Association of Greater New York.

Tracy Norton, J.D. is a leader in the fields of legal writing and legal education, both nationally and internationally. She is best known for her research and presentations on cross-generational competence in legal education and the legal profession. A longtime member of the Legal Writing Institute, Professor Norton served two four-year terms on its Board of Directors. Her current scholarly interests are at the intersection of narrative factual theory and disaster law. She also writes and speaks nationally about

changes to legal education that have been inspired by the millennial generation. Her current teaching interest is making legal education more accessible through digital platforms. In addition to her classroom teaching, she teaches Advanced Persuasion online. She also helped develop and teaches in the first online pre-law program offered by full-time law professors, Portal to Law School.

Meira L. Orentlicher, Ph.D., OTR/L, FAOTA is an Associate Professor in the Occupational Therapy (OT) department. She has been a full-time faculty at Touro since 1999. She currently teaches the four-course sequence on OT research. For the past four years she has been the Coordinator of Research and Development for the department in both NYC and Bay Shore. In this role she mentors faculty, students, and clinicians in developing, carrying out and disseminating research. She is also the co-chairperson of the School of Health Sciences' Research Support and Development Committee and a member of Touro College Research Council. Outside of Touro, Meira is a member of AOTA's community of practice on transition, as well as the editorial board of the Journal of OT, Schools, and Early Intervention. She presented numerous presentations and published professional articles and book chapters on transition, person-centered planning and school-based occupational therapy.

Folusho Otuyelu, Ph.D. has been practicing in the field of social work for over 19 years. During her tenure, she has worked for prominent non-profit organizations and in the public sector. She has held a myriad of positions from direct practice to administrative and clinical supervisory roles. She has spent a significant number of years working with children, adolescents and their families in the mental health and child welfare areas of practice. Dr. Otuyelu is an Assistant Professor of Clinical Social Work at Touro College and continues to practice and consult as a clinical social worker and supervisor in New York City.

Marlyn Rothman Press, Ed.D. is an Associate Professor in Touro's Graduate School of Education. She has been at Touro College—GSE for 16 years. She teaches the Early Literacy I (Birth to Kindergarten) and Early Literacy II (Kindergarten to Grade 2) classes, and also supervises student teachers. She has authored/coauthored over 30 professional articles and has spoken at many local, state and national conferences on various literacy related topics. She has been on the editorial boards of *The Reading Teacher Journal* and the *Keystone State Reads* journal. Currently she is on the editorial board of the *Texas Association of Literacy Educators* journal.

Shulamit Rubin, M.A., MSW is the Deputy Chair of the Judaic Studies department at Lander College for Women—the Anna Ruth and Mark Hasten School. She holds a B.A. from CUNY's Queens College and earned master's degrees from Touro's Graduate School of Jewish Studies and from Columbia University School of Social Work. The courses she teaches include *Women in the Bible*, *Life and Works of Nachmanides* and *Job*.

Franklin Schindelheim, Ed.D. is an Associate Professor in the Graduate School of Education at Touro College. His doctoral research is in professional development for general and special education teachers. His area of expertise is in classroom and behavior management. He presents at various education conferences, both nationally and internationally. His recent presentation was at the International Education Conference in New Orleans, where he received critical acclaim from educators at all levels. He has a strong commitment to educating teachers in dealing with students with disabilities. As coordinator of a Touro off-site program in Staten Island, N.Y., many of the borough's special education teachers and administrators have utilized his behavior management strategies, interventions and techniques in their respective classrooms and schools.

Sankung Susso, Ed.D. is an adjunct faculty member in the Graduate School of Education's Teacher Residency Program. He believes in equity in education and social justice in our interactions with one another. Dr. Susso is an emerging scholar who sees teacher education programs as the starting point of change. A strong teacher education program will create habits of mind in aspiring teachers that will support fairness, affect, and positive teacher-student relationships in schools. His presentation at this conference is aimed at helping his graduate students whom he continues to support using theoretical and concrete examples that complement their practice as teachers.

Kari Tabag, MSW, LCSW-R, CCTP, Ph.D. is the Director of the Wellness Program and Mental Health Counselor at the Touro College of Osteopathic Medicine (TouroCOM) in NYC. Within the first 2 years in her position, she received 2 commendations from the Commission on Osteopathic College Accreditation. Ms. Tabag implemented and supervises the social work intern program, and is a guest lecturer in several courses at TouroCOM. She is a professor of social work field instruction and clinical social work practice. Her Ph.D. centers on mental health distress among culturally diverse populations, and social justice. She also runs a private clinical practice specializing in adolescents and young adults. She is a certified school social worker, a certified clinical trauma professional, and holds several fitness and health counseling certifications. Ms. Tabag has been published in articles, presented on the radio, and published a book chapter about changes in the DSM-5 and the omission of Asperger's Disorder.

Shelly Warwick, MLS, Ph.D. is an Associate Professor in the Department of Social, Behavioral and Administrative Sciences of the Touro College of Pharmacy and Director of Library and Information Services for the Touro-Harlem Medical Library. Dr. Warwick has served as a board member of the New York-New Jersey Medical Library Association, has been an active member of the Association for Information Science & Technology, serving on the national board for four years. Her career roles include: medical librarian (Beth Israel, Columbia, The Hastings Center), academic instructional librarian (Baruch College, CUNY), and full-time library school faculty (GSLIS, Queens College). Dr. Warwick's research and publications address: health literacy, intellectual property, intellectual freedom, privacy, and the impact of technology on social and information structures.

France Weill, Ph.D. is a certified speech language pathologist, who holds a license both in New York and New Jersey. She received her M.A. in speech pathology from Teacher's College, Columbia University in 1992, and her Ph.D. from Seton Hall University in 2011. Her dissertation involved researching the role of verbal working memory in new word learning in toddlers 24 to 30 months old. Her interests include early language development, language acquisition, language and cognition, Autism Spectrum Disorders, online education and the use of counseling in clinical practice. Dr. Weill is an Associate Professor at the Graduate Program in Speech Language Pathology of Touro College. She also runs a private practice in Teaneck, NJ. She is fluent in French, English and Hebrew.

Birgit Wolf, Ph.D., M.Sc. Economics was born in 1967. She has a broad fifteen year practical experience in the fields of Finance, Controlling and Management. Birgit joined higher education in 2007 and is currently a Full Professor at Touro College Berlin. Her teaching expertise ranges from general introductory courses in Management and Finance to specific lectures in undergraduate and graduate courses in Accounting, Finance and Business Applications. Birgit is interested in higher education pedagogy, institutionalism in general, and institutionalism particularly linked to capital markets. Her research activities range from studies in institutionalism to research in higher pedagogy.



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