

Lawrence Schovanec Teaching Development Scholarship Application
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In your own words, describe your teaching experience, and then describe how you expect this conference to improve your teaching effectiveness, e.g., specific ways to improve your pedagogical strategies, curriculum, intervention strategies, etc.

My teaching positions have always originated from my industry expertise. As an adjunct professor for 10 semesters, a graduate part-time instructor for eight semesters, and now a full-time assistant professor of practice for almost three semesters, I have been confident in my knowledge of a broad assortment of topics related to advertising, public relations, and public speaking. Therefore, I have spent the past three semesters frequenting workshops at the TLPDC and in my own college. In addition, I was part of the Faculty Mentorship Academy my first year and am currently in TeMPO. I find these workshops, mentoring circles, and peer observations very helpful and am hungry for more pedagogical training.

International Teaching Learning Cooperative Lilly Conferences focus on better student outcomes by educating those who educate college students and by fostering communities of educators. By attending Teaching for Active & Engaged Learning in the Age of AI, the 2026 Lilly conference this January, I hope to accomplish two aspects of my career:

1. Improve engagement and learning in both small and large classes: Each semester, I teach Advertising Writing to 20 students, and Business & Professional Communication to approximately 700 students across two to three sections. In both, I find that some students pay attention and some do not. This semester, I requested a non-lab classroom for my Advertising Writing class so the students could not hide behind large computers. Every day, I place my students in a semi-circle to encourage discussion and to make it more difficult to break my no-technology policy. Although this setup has improved attention, I am surprised to find that some students still have a difficult time not picking up their phones or even opening laptops while in plain sight. This experience has made more

urgent my quest to find the best practices for engaging my students. The conference I want to attend includes the following sessions I think will help me in this quest:

- *Keynote – Fostering Engagement, Community, and Success: Adaptable Teaching Strategies for Today's Learner*
Andrew Phuong, University of California, San Diego
- *Teaching for Engagement: Leveraging Deeper Learning Practices in College Classrooms*
Rebecca Legro, Merrimack College
- *Supporting Student Well-Being Without Sacrificing Standards*
Christina Hartline, Northern Michigan University
Jennifer Gorton, Northern Michigan University
- *Consistent But Flexible: Strategies for Maintaining and Improving Curriculum*
Dave Bostwick, University of Arkansas
Ninette Sosa, University of Arkansas
Susannah Swearingen, University of Arkansas
- *Re-Assessing Our Assessments*
Dave Martin, Red Deer Polytechnic
- *Motivating Resilient Learners for Lifelong Success*
Rebekah Wanic, University of San Diego
- *Connections: Blue Book Reflections Increase Attention, Meaning, and Memorability*
Jill Potratz, Augustana College
- *Amplifying Student Engagement Through Podcasting: A Faculty-AI Partnership to Reimagine Student Services*
Jay Wiltshire, College of Lake County
Brent Steffens, College of Lake County
- *Ungrading: A Transformative Assessment Approach Within a Traditional Grading System*
Kimberly Pfeifer, University of the Pacific

2. Incorporate artificial-intelligence education into my teaching: In a TLPDC workshop, I heard a quotation from Nvidia CEO Jensen Huang: “You’re not going to lose your job to AI. You’re going to lose your job to someone who uses AI.” In the training, I also saw statistics on companies' unwillingness to hire people who do not understand how to use AI. In the College of Media & Communication and, indeed, across the university, I detect a wide spectrum of knowledge about AI and willingness to allow its use in the classroom. I teach two courses in which students learn to create, and the policy is zero tolerance of AI usage. However, I have learned just enough to realize that ignoring potential uses of AI is a disservice to our students. It is time for me to stop dabbling in AI discussions and then going back to my usual routine. I must actively pursue my understanding of how businesses in my industry use AI, sharing that information with my students, and knowledgeably assessing my course policies. How fortuitous that I have found a conference that focuses on both of my pedagogical gaps: student engagement and addressing the AI age! Sessions I look forward to attending include:

- Keynote: *Go Somewhere: A Game of Metaphors, AI, and What Comes Next*
Bonnie Stachowiak, Vanguard University
- Keynote: *The Science of Learning Meets AI*
Scott, Zakrajsek, University of North Carolina Chapel Hill
- *Fostering Student–Faculty Engagement in the Age of Artificial Intelligence*
Guopeng Cheng, Virginia Tech
- *Igniting Student Curiosity with AI: Crafting Questions That Engage*
Lynn Meade, University of Arkansas

The conference website promises more sessions, and based on last year's agenda, there will be many more as well as more than a dozen posters.

I have started my career as a full-time university professor very late, having finished my Ph.D. and starting my new career at the age of 62. This late start gives me a sense of urgency in my goal to become a highly effective professor. As a three-time Texas Tech graduate, I have a deep desire also to make sure our university provides an education to our students as good as any in the world. If I thought I could not help provide such an education, I would not want to teach

here. Therefore, I want to find every way possible to do my part in setting up our students for success, and I think this conference will help me do just that.

Describe how you might be able to share the knowledge, skills, and values you will learn as a result of attending the conference. This could be through a mini workshop at the TLPDC or a White Paper.

Because my desire to go to the Lilly Conference in San Diego stems from a desire to do my part in providing Texas Tech students with a success-driven education, I naturally want to share what I learn. It would be a deep honor to present at least one workshop at the TLPDC. I started attending TLPDC workshops on my first day as a full-time faculty member out of the desire to become as good a professor as I am a professional communicator. However, I quickly realized the TLPDC also provides a community of faculty members who share the same desire, and I want very much to contribute to others' learning as soon as I can. I potentially would have two topics to share: engagement in small and large classes and better discerning AI policies for courses.

I also will volunteer to share what I learn with the Professional Development group for nontenure-track faculty in the College of Media & Communication and at a college brown-bag session. The nontenure-track group has helped me tremendously in my quest to teach well, and as has been the case with the TLPDC, I am eager to contribute to my college as a presenter in both of these formats.

I think I could contribute also to the Advertising and Brand Strategy Department, in which I teach my Advertising Writing course. While I am not an official member of this department, its director and members have adopted me, and I know they would like to hear about what I learn, particularly about AI. I could use one of their meetings or a special program in their Think Tank facility to share this information.

Likewise, I could present the information to the faculty in our college who, like me, were hired to teach MCOM-prefix courses and do not work in a department. These are the faculty who teach students from all our majors in the basic communication skills they need before specializing. Often, their classes are large, and engaging students is always a priority. I am sure our Associate Vice President for Student Affairs would welcome a presentation.

In short, I am always eager to present my knowledge. As a 17-year member of Toastmasters clubs, I enjoy using my skills to present. It would be my greatest pleasure to present to fellow Texas Tech faculty members, whom I greatly admire for their concern for our students.