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Conference Schedule

NOTE: Conference is on Eastern Time; Conference Sessions are in RB Annis Hall
3750 Shelby Street; location is Room #116 unless otherwise designated.

Sunday, June 1

Pre-Conference Workshop: Developing Performance to Unlock Your Limitless Capability

9:30 AM Opening

12:00 PM Lunch

5:30 Social Hour/Dinner

Hall of Innovation Interactive Poster Session (asynchronous online)

DAY 1: Tuesday, June 3

8:30 AM Special: PE in a Nutshell (Tris Utschig, Kennesaw State University)

9:45 Coffee & Conversation Break

10:00 Welcome Session: Navigating the Online Conference

10:10 Team Time Orientation and Activity

10:50 Coffee & Conversation Break

11:00 Keynote Address: Uncomplicating Student Success (*Dr. Thomas Dickson*)

12:15 PM Lunch Break

12:45 Breakout #1a: Cultivating Mentorship

(*Bickkie Solomon*)

Breakout #1b: Introduction to a Model for Generating Growth Objectives

(*Cy Leise & Dan Apple*) [#107]

2:30 Breakout #1c: Developing Transferable Learning Practices

(*Josh Morrison, Carin Neitzel, & Shawn Hurst*)

Breakout #1d: Putting Performance Measures for Mentoring Skills Into Practice

(*Tris Utschig, Kathy Burke, Helena Baert, Steve Beyerlein, & Ingrid Ulbrich*) [#107]

4:00 Team Time Session / (Virtual Breakout Rooms)

4:30 In Person Dinner / Virtual Tea Party

DAY 2: Wednesday, June 4

8:00 AM Special (In-Person ONLY): Building Burnout Breakers (*Thomas Dickson*)

10:00 Welcome Day 2 - Team Time Session

10:45 Academy Annual Business Meeting/Board Elections

11:45 Lunch Break

12:30 PM Plenary: Promising Practices to Promote Student Success (*Hamann, Lowder, & Smith*)

2:00 Coffee & Conversation Break

2:15 Breakout #2a: Building Bridges: A Cross-Cultural Approach to Collaborative Learning

(*Tynnetta Muhammad & Shilpa Thakur*)

Breakout #2b: Generating Research Hypotheses

(*Chaya R. Jain, Cy Leise, & Steve Beyerlein*) [#107]

3:45 Team Time

4:30 Special Interest Group: Celebrating Personal Transformation from the Self-Growth Project (& Launching the Next Chapter)

DAY 3: Thursday, June 5

8:00 AM Special Session: Designing & Training a PE GPT from Scratch

(*Daniel K. Apple & Wade Ellis*)

10:00 am Welcome

10:15 Plenary: Building Inner Strength: Fostering Resilience, Self-Trust, & Authenticity During a Self-Growth Journey

(*Apple & Ellis*)

11:45 President's Future of the Academy Address

12:15 PM Report Out: Team insights on focused issues

1:00 Closing Session

Welcome to the 2025 Academy of Process Educators Conference

This is a milestone year for the Academy as this will be the 19th Annual Conference since our founding. Previous conferences have been held across the United States from the Eastern seaboard to California. This year's conference is again located in mid-America on the beautiful campus of the University of Indianapolis. Wherever you are from, we are excited to have you join us for this Conference focusing on our Theme "***Applying Process Education to support students and faculty under stress***". The Conference Planning Team hopes you enjoy the various opportunities to engage Academy members in discussion, debate, and fellowship. The Conference is structured for active learning and strengthening our abilities to meet the needs of all 21st Century learners. Welcome to new and veteran members alike!

Conference Planning Committee

Patrick Barlow, President, Academy of Process Educators

Steve Spicklemire, University of Indianapolis arrangements coordinator

Grace Onidope, Breakout Session Chair

Matthew Watts, Registration (mwatts@rrcc.edu; 757-705-6887)

Peter Smith, Business Meeting Protocol

Josh Morrison & Tris Utschig, Plenary Session Coordinators

Chaya Jain, President Elect, Board Nominations

Denna Hintze, Support Site Design (denna@processeducation.org)

Steve Beyerlein, Program Chair (sbeyer@uidaho.edu; 208-310-6405)

George Dombi, Hall of Innovation

Yuqin Hu, Online Experience Coordinator

CONFERENCE THEME:**Applying Process Education to support students and faculty under stress****Posters 2025**

Creating a Personal Profile for Use in Enhancing AI-Assisted Coaching [Steve Beyerlein (University of Idaho)]

Drawing Knowledge Out vs. Stuffing Knowledge In [Patrick Barlow (Madison College)]

Using AI to Create a Conference Navigator [George W. Dombi (University of Rhode Island) and ChatGPT4]

Posters 2024 – CONFERENCE THEME: Unlocking Performance and Growth

On Boarding Faculty for Improved Performance and Personal Development [Patrick Barlow (Madison College)]

Team-based Learning Advances the Transformation of Education [Yuqin Hu, William Ofstad (West Coast University, School of Pharmacy)]

AI to Create Personalized Active Growth Plans [George W. Dombi (University of Rhode Island) and ChatGPT4]

Igniting Talent Through Hands-on compounding Activities in School of Pharmacy Out Reach Event [Ayda Awaness, Nadia Khartabil, and Yuqin Hu (West Coast University, School of Pharmacy)]

Aligning Process Education Theories and Practices within the Contemporary Theories of Learning [Chaya R. Jain (Virginia State University) and Steven Beyerlein (University of Idaho)]

Basic Experience Using the AI Backed Weekly Growth Coach [George W. Dombi (University of Rhode Island) and Steven Beyerlein (University of Idaho)]

Combining AI and Process Education [Dan Apple (Pacific Crest) and Wade Ellis (West Valley College)]

Teams and Team Sessions

All attendees at the Process Education Conference will work as teams and collaborate with other attendees. Teams will be assigned based on whether you are attending in person or remotely. In person teams will match up with the tables where attendees sit and online teams will be separated by breakout rooms in zoom. There is dedicated team time and activities each day of the conference. After individual and team goals are set, teams collaborate on a presentation showcasing how those goals were met at the end of the conference. If you are new to working with teams refer to the following Process Education resources:



FGB 3.3.2 Cooperative Learning



FGB 3.4.2 Designing Teams and Assigning Roles



FGB 3.4.3 Teamwork Methodology



FGB 3.4.4 Team Reflection

Day 1	Day 2	Day 3
10:10am Team Time Orientation Team Activity #1	10:00am Team Time Session Team Activity #3	12:15pm Report Out Team Activity #5
4:00pm Team Time Session Team Activity #2	3:45pm Team Time Session Team Activity #4	

Day 1 Sessions:

10:10am Team Time Orientation

Motivation for Team Time: FGB 3.3.2 Cooperative Learning

Overview of Team Time sessions and final presentation

Team roles FGB 3.4.2 Designing Teams and Assigning Roles and Role Cards

Team Activity #1 

Directions:

Introductions

Assign roles.

Choose team name.

Sharing individual conference goals.

Synthesize individual goals into a team goal.

Post team members names, individual goals, team name, and team goal in the team forum.

Be prepared to share out team name, team goal, and one insight.

4:00pm Team Time Session

Reminder of Final Team Presentations

Demonstration of Sample Slides

Team Activity #2 

Directions:

Create a space for final report out (ex. Google Slideshow).

Share individual insights and takeaways from Day 1.

Discussion About Day 1 - Connection to Individual Team Goals.

Create a Communication Plan for when people are not present at the conference.

Post a link to your team presentation, communication plan, and best insight on the appropriate forum topic.

Be prepared to share out a Team SII for Day 1 (resource: FGB 4.1.9 SII Assessment).

Day 2 Sessions:

10:00am Team Time Session

Introduce Academy public site

Demonstrate access to the Academy Member Site

Team Activity #3 (Scavenger Hunt) 

Directions

All members get access to the eFGB: Locate the electronic Faculty Guidebook (Hint—it is in the member site).

What is the log-in information?

All members get access to the newsletter: Locate where to subscribe to the newsletter and subscribe if you want it. Hint—this is on the public site.

Read one article of your choice and summarize it

All members get access to the Professional Development Workshops. Locate where the sign up for these events are posted. Hint—also, on the public site.

What was the most recent PD workshop?

Incorporate membership benefits to get involved in your team goal/presentation

Post all results on the appropriate forum topic. Be prepared to share which membership benefits your team is most interested in.

3:45pm Team Time Session

Reminder of Final Team Presentations

Board membership and Director positions (Patrick)

Winter Meeting - Free for members, usually first week of January (Patrick)

Self-Growth Community: Special interest group meeting at 4:30pm (Steve Beyerlein)

PE Expert Program (Dan Apple)

IJPE Research Projects [<https://www.ijpe.online>] (Kathleen Burke)

Team Activity #4 

Directions

Share individual insights and takeaways from Day 2.

Discussion About Day 2: Connection to Individual Team Goals.

Incorporate ways to get involved into your team presentation.

Finish team presentation.

Report out Team SII for Day 2 on the appropriate forum topic.

Day 3 Sessions:

12:15pm Report Out: Team insights on focused issues

Team Presentations: each team will share their final presentation with the conference.

Team Activity #5 

PE in a Nutshell

Tris Utschig

PE offers a broad array of tools to support any passion you may have within the realm of personal or professional educational development. These tools support growth for students in the classroom, faculty colleagues and other stakeholders in our work, and within our own career and broader life. This session provides a model you can use to see how conference sessions and content align with the big picture of PE as you actively pursue your own goals for growth and development.

Resources:

PE in a Nutshell handout (pdf)  PE in a Nutshell slides (pdf)  Session Forum

Team Roles and descriptions:

Captain – facilitate meaningful and equitable group work, manage time

Recorder – synthesize discussion in response to Critical Thinking Questions

Spokesperson – prepare to share what the group learned

Optimist – support ideas to elevate learning and value produced

Skeptic – critique ideas to increase quality of learning and value produced

Why:

Process Education (PE) offers a broad array of tools supporting personal and professional growth and development, whether it be for students in the classroom, our own career, or broadly within our own life as we actively pursue becoming the next version of ourselves. This session provides a model aligning critical components within the big picture of PE. Having these components clearly in mind will help you actively extract and create value for yourself during the conference and beyond.

Intended Learning Outcomes:

- Describe how the PE in a Nutshell model supports group and individual development
- Analyze the PE in a Nutshell model for value in our work and/or our life
- Create meaning about PE for yourself and others via group collaboration

Performance Criteria for Participants:

- Apply multiple perspectives to help you determine potential value of PE tools and practices
- Use collaborative team roles to elevate the quality of what your team produces
- Use skills in information processing to selectively skim and extract key learning from and raise questions about the resources provided

Session Plan:

- Introduce the PE In a Nutshell model
- Individual Activity – respond to Exploration Questions

Exploration Questions (EQs)

- What parts of the PE in a Nutshell model most resonate with you? Why?
- What is one question the PE in a Nutshell model raises for you?

Further introduce each part of the PE in a Nutshell model – a few slides

Group Activity – Critical Thinking Questions about the PE in a Nutshell Model

Critical Thinking Questions (CTQs)

- What are 5 critical tools to support growth and development of PE practitioners?
- Do certain areas from the PE In a Nutshell model apply better to certain stakeholders (students, colleagues, ourselves, etc)? Why or why not?
- In what ways are the different elements of the model synergistic with each other?
- Reimagine the PE in a Nutshell Model as a concept map or other type of diagram, and create it!

Final Individual Reflection:

What personal meaning have you generated from this session that enriches, enhances, or connects to the passion you personally carry into your work and/or your life?

Uncomplicating Student Success

Dr. Thomas Dickson

From the pandemic response to political forces and to calls for greater ROI, there is a genuine need for higher education to find ways to continually improve how we support our students. Transformational change can feel exhausting and meaningful actions during times of change can feel unattainable without generating more burnout. Join Dr. Thomas Dickson as he brings together positive psychology, learning theory, play theory, student voice theory, and burnout prevention to create accessible and actionable models for improving student success.

Resources:

Slideshow (pdf) 

Cultivating Mentorship

Bickkie Solomon

This interactive workshop equips pharmacy and academic professionals with the principles, tools, and real-world strategies to build impactful mentor-mentee relationships. Through scenario-based group discussions, participants will explore how to start and sustain effective mentorship, navigate challenges, and grow as both mentors and leaders.

Resources: [Coaching and Mentoring \(format: pdf\)](#) 

Abstract:

This interactive workshop equips pharmacy and academic professionals with the principles, tools, and real-world strategies to build impactful mentor-mentee relationships. Through scenario-based group discussions, participants will explore how to start and sustain effective mentorship, navigate challenges, and grow as both mentors and leaders.

Learning Outcomes:

- Identify the elements of a successful mentorship program or relationship in a professional academia or pharmacy setting.
- Develop a mentorship plan between the mentor and mentee, build meaningful and inspiring relationships, improve communication skills, ensure accountability when challenging situations arise, and enhance conflict resolution skills
- Identify personal growth opportunities for mentors, commitment required, and sense of fulfillment as a mentor

Plan:

- Pre-workshop preparation by participants: Scan the QR code or use the link (<https://forms.office.com/r/m7YqekYa2G>) to complete the Pre-Workshop **Survey**

Activity 1 Outline (35 minutes)

- Introduction to topic and principles of mentorship
- Facilitator sharing of different types of mentorships professionally, personally, formal vs informal
- Breakout team of 4-6 depending on the audience (Lead spokesperson, timekeeper, recorder, facilitator)
- Analysis of scenarios in breakout rooms, then re-group and spokesperson to share with whole room facilitated by facilitator.
- Various mentorship programs in different settings, what worked, what didn't, and why.
- How do you start a mentoring program in your organization, taking into account the elements of mentorship? Discuss fit and tools to identify a fit with a mentee.

Activity 2 Outline (35 minutes)

- Facilitator shares examples of when a mentor-mentee relationship is ineffective and has challenges.

- Breakout team of 4-6 (Lead spokesperson, timekeeper, recorder, facilitator).
- Analysis of scenarios in breakout rooms, then re-group and spokesperson to share with whole room facilitated by facilitator.
- Team to discuss strategies to overcome challenges and unexpected situations as a new or seasoned mentor, including ethical dilemmas.
- Team to discuss commitment required, benefits as a mentor, and skills obtained or refined.

Introduction to a Model for Generating Growth Objectives

Cy Leise & Dan Apple

This session explores the 4-anchor model of Self-Growth, guiding participants in setting Growth Objectives by addressing mindset, consciousness, and motivation. Teams will apply the model, generate insights using the Insight Generator Pro GPT, and evaluate its effectiveness in Self-Growth action planning.

Resources:

- Self-Growth Glossary (docx) 
 - Self-Growth Resources Handout (docx) 
 - The Self-Growth Journey (docx) 
 - Five Essential Criteria for Weekly Growth Objectives (docx) 
 - Expanded Version of 12 Narratives for Self-Growth (docx) 
 - Instructions for Using the Insight Generator Pro (docx) 
 - Session Introduction (docx) 
 - Session Forum: Insights 
- [Link to the Insight Generator Pro](#) 

Abstract:

For the past five years, deep collaborations within the Self-Growth Community, Self-Growth Institutes, PE Experts' Project, and IJPE articles have revealed a critical distinction: Growth and Self-Growth are not the same. While Growth happens through life experiences, especially in PE Classrooms, Self-Growth is a more intentional process that requires structured, planned action. This workshop will introduce a practical, research-driven model that organizes the 13 components of Self-Growth Capability into four foundational anchors, revealing also how mindset, consciousness, and motivation are addressed within each anchor for meaningful transformation.

Participants will be invited to pilot the application of this model, working in teams to set a Growth Objective for each participant related to one anchor concept in combination with mindset, consciousness, or motivation. Using the Insight Generator Pro GPT, teams will capture key takeaways on the effectiveness of the 4-anchor model and the 12 narrative frameworks for Self-Growth articulation.

This interactive 90-minute session will offer an actionable structure for applying Self-Growth principles in real-world contexts. Whether you are a leader, coach, or educator, you will walk away with new insights, practical tools, and a refined approach to intentional growth.

Learning Outcomes:

- Increase autonomy with the self-growth process by helping participants identify priorities for self-growth planning in the immediate future by establishing effective Growth Objectives.
- Strengthen specification of growth intentions by applying the “12 narratives” generated from the 4-anchor model of self-growth.
- Use one or more of the seven resources listed for each narrative to discover prompts that help to formulate one Growth Objective per participant.

- Articulate insights about the challenges of generating Growth Objectives that will center an Active Growth Plan.

Plan:

1. Pre-workshop preparation by participants
 - a. Review the paper “The Self-Growth Journey: Transforming Mindset, Consciousness, and Motivation” to understand the four self-growth anchors and the relevance of addressing mindset, consciousness, and motivation for your growth and self-growth planning.
 - b. Consider the “Expanded version of Twelve Narratives for Self-Growth” to support reflection on the array of potential areas within self-growth that could help in planning of self-growth initiatives.
 - c. Skim the paper “Addressing Impediments to Building Self-Growth Capabilities” to be prepared to set Growth Objectives that address barriers to Self-Growth.
 - d. Experiment with the ChatGPT Insight Generator Pro by submitting an observation about growth as you have experienced it and ask for implications, significance, and expanded impact of your observation.
2. Workshop: After introductions, an overview of the “Self-Growth Journey” paper will be provided, with emphasis on the interaction of mindset, consciousness, and motivation with the four Self-Growth “anchor” concepts that resulted in the 12 “narratives” for planning Self-Growth. A brief overview of the Impediments paper will be useful for recognizing that Growth Objectives can be set to overcome barriers. (15-20 minutes)
3. Before going to team time, individually select one cell from table at the beginning of the resource “Expanded version of Twelve Narratives for Self-Growth” that best aligns with your present Self-Growth intentions. (The table is available as a graphic, below.)

Anchor \ Focus Area	Self-Growth Mindset	Consciousness	Intrinsic Motivation
Insightful Reflection	<p>1a</p> <p>Belief in unlimited growth causes the valuing of insights to develop new intentions.</p>	<p>1b</p> <p>Awareness of one's thinking, emotions, relationships, and spiritual meaning in all life situations increases life meaning.</p>	<p>1c</p> <p>The more you understand yourself, the more you want to become your Horizon Self.</p>
Envisioning Horizon Self	<p>2a</p> <p>Believing in the Horizon Self strengthens one's resolve to overcome impediments and clarify life's purpose.</p>	<p>2b</p> <p>Understanding how past experiences influence your aspirations sharpens clarity about the Horizon Self and how to expand it.</p>	<p>2c</p> <p>Seeing personal values reflected in the vision of the Horizon Self fuels intrinsic motivation to pursue it.</p>
Intentional Action Planning	<p>3a</p> <p>A belief in one's ability to design active growth plans transforms goals into reality.</p>	<p>3b</p> <p>Conscious decision-making aligns action plans with long-term goals, ensuring intentional and impactful growth.</p>	<p>3c</p> <p>Knowing that actions align with intrinsic values energizes sustained commitment to follow through with plans.</p>
Growth Capability	<p>4a</p> <p>The experience of growth, when perceived limits exist, expands the willingness to develop and refine new capabilities.</p>	<p>4b</p> <p>Conscious tracking of progress helps identify specific areas for improvement and sustain alignment with growth goals.</p>	<p>4c</p> <p>Growth achieved amplifies the drive to build and enhance new self-growth capabilities.</p>

4. Spend 45 minutes in teams of 2 or 3. Select a Captain, a Spokesperson, who will report out the main team insights, and a Recorder, who will post a brief record of the team discussion to the session forum.

5. Twelve breakout rooms will be initiated for participants to select which of the 12 narratives they wish to work with—facilitators will move individuals without a teammate to another room with the same anchor.
 - a. To get oriented, briefly share understanding of the implications of cell C3 in Table 1 located at the beginning of the “Expanded version of Twelve Narratives for Self-Growth” (also available in the graphic above). Feel free to choose a different cell if team members prefer.
 - b. Consider questions like: What are some characteristics related to the motivation to carry out one’s growth action plans? and What are 3 common impediments to becoming intrinsically motivated for the chosen initiatives? (Intrinsic motivation is required for sustained self-growth action planning.)
 - c. As a team, select a narrative cell and go to the resource “Expanded version of Twelve Narratives for Self-Growth” to review the related 7 elements of that “narrative”—heading for these elements are in bold below. Any of the 7 resource elements for a narrative can be a focus of self-growth. (The 12 narratives are grouped by anchor.)
 - Top components of Self-Growth Capability
 - Role within the Growth Cycle
 - Stage/Step of Self-Growth Methodology
 - Top Meta-behaviors of Self-Growth
 - Top Self-Growth Impediments
 - Common Issues
 - Pertinent Research
 - d. Formulate one Growth Objective per participant within each team related to the chosen narrative of each person. “Value intrinsic motivation over externally driven motives” is an example of an appropriate growth objective. A strong weekly growth objective is designed to drive intentional change, ensuring that each week builds upon the insights gained from reflection. These are criteria for assessing a Growth Objective.
 - v. Aligned with Weekly Outcomes – Directly supports the key weekly results you aim to achieve.
 - vi. Highly Focused – Targets a specific aspect of capability without being too broad.
 - vii. Challenging – Pushes beyond comfort zones to promote meaningful development.
 - viii. Measurable – Allows for clear tracking of progress.
 - ix. Supports Weekly Intentions – Tied to insights and intentional shifts in behavior.
 - x. Addresses Impediments – Tackles obstacles that have previously hindered progress.
 - xi. Concise – Stated in eight words or fewer for daily recall.
 - e. Use the last 10 to 15 minutes of team time to articulate 3 insights about how the 12 narratives structure of the 4-anchor model makes setting of Growth Objectives more feasible and effective. Use the Insight Generator Pro to provide a more complete analysis leading to an insight that then can be used to provide useful tips for other teams. Recorders should post these 3 team insights, including the most in-depth insight on the session forum.
6. Spokespersons will report out their teams’ best insights. The recorder’s role is to share a fuller version of team examples and insights in the session forum.
7. Closing: Share assessments of the value of the 12 narratives model for creating practical focus points for self-growth objectives. (Two strengths, Two areas for improvement, and an insight about the usefulness of the new model.) Do this on the session forum.
8. Complete the Session assessment (last 5 min).

Developing Transferable Learning Practices

Josh Morrison, Carin Neitzel, & Shawn Hurst

This workshop explores how student voice and choice in active learning can enhance empowerment and performance. Presenters will introduce 5-7 best practices, guide participants in developing student-centered activities, and provide a framework for integrating these strategies into their own courses.

Resources:

Characteristics of Learning (pdf) 
Process-based Learning Rubric (docx) 
Recent related PE research:

[Developing Transferable Knowledge Using the Methodology for Generalizing Knowledge](#) 

Active Learning Activities - Summary (pdf) 
Top 10 PE Active Learning Activities (pdf) 

Abstract:

When students are empowered, they are able to perform at higher levels (Li & Xue, 2023; Shukla & Arora, 2023). One method of enhancing empowerment is to explicitly include student voice and choice in the context of the classroom, particularly in active learning activities. While faculty, either singly or in units, determine course objectives, the methods by which these are to be achieved by students can vary significantly.

In this workshop, presenters will introduce 5-7 best practices that utilize student voice and choice in course learning activities. Each of these activities provide space for students to practice a variety of aspects of quality collegiate learners (Nancarrow, 2007). By practicing these skills in the classroom with low stakes, students can then reflect on their experiences, extract insights, and utilize these in other courses. Participants will examine learning outcomes from their own courses, and develop active learning activities that involve student voice and choice in their execution, outline an action plan, and present their work to other attendees.

References:

- Li J, Xue E. Dynamic Interaction between Student Learning Behaviour and Learning Environment: Meta-Analysis of Student Engagement and Its Influencing Factors. *Behav Sci (Basel)*. 2023 Jan 9;13(1):59. doi: 10.3390/bs13010059. PMID: 36661631; PMCID: PMC9855184. <https://pmc.ncbi.nlm.nih.gov/articles/PMC9855184/>
- Nancarrow, C. (2007). 1.2.2 Profile of a quality learner. *Faculty Guidebook*. https://www.facultyguidebook.com/fgb/efgb4/modules/4/4_1_1.htm
- Shukla, A., & Arora, V. (2023). A holistic approach to student empowerment and assessment of its impact on educational outcomes through psychological ownership. *Studies in Higher Education*, 48(8), 1315–1332. <https://doi.org/10.1080/03075079.2023.2197005>

Learning Outcomes:

- Conduct active practice with developing learning activities for in-class use
- Develop or reinforce an appreciation for active learning methods
- Be able to articulate the uses and benefits of reflection to reinforce and transfer student skill acquisition
- Recognize the ways peers develop and plan active learning experiences, and be able to translate those plans in their own courses

Session Outline:

Part 1 (15 minutes)

- Presenter Introductions
- Team Creation - Teams of 4-5
- Introducing Active Learning:
 - What is it?
 - Why do it?
 - What impact does it make?
- Role of Reflection in Learning Performance:
 - What is it?
 - Why do it?
 - What impact does it make?

Part 2 (15 minutes)

Active Learning and Reflection in Action: Classroom Examples (sample)

- Writing to Think
- Case Studies
- Concept Mapping
- Gallery Walk
- Learning Journals
- Self-Assessment Checklists
- Exit Tickets for Learning Transfer

Part 3 (40 minutes)

Participants consider their own course and what course learning outcome they may want to develop an active learning activity to achieve.

Utilizing a menu of options, participants work collaboratively to identify options that are most appropriate for the learning outcome. They then develop an action plan to implement the active learning activity in a class.

Participants prepare their activity plan.

Part 4 (20 minutes)

- Groups present their activity plans and solicit feedback.
- Complete the Session assessment.

Putting Performance Measures for Mentoring Skills Into Practice

Tris Utschig, Kathy Burke, Helena Baert, Steve Beyerlein, Ingrid Ulbrich

This workshop builds on last year's session with updated mentoring performance measures, focusing on designing assessments, providing growth feedback, and being nonjudgmental. Through case scenario role-play and skill application, participants will refine their mentoring abilities and leave with a practical toolkit for lifelong learning and mentorship.

Performance Measures:

designing an assessment 
 providing growth feedback 
 being nonjudgmental 

Forum:

Helping you use these tools effectively 
 Brainstorming results 
 Lessons learned 

Other Resources:

Putting Mentoring Skills into Practice 
 Case Scenarios 

Abstract:

Mentoring skills are some of the most challenging learning skills to develop. This workshop reprises last year's popular workshop with updated materials. Participants will engage directly to use one of three new performance measures (this year's skills will be: designing an assessment, providing growth feedback, and being nonjudgmental). In this workshop, participants will analyze how those skills are typically used, along with connecting them to personal contexts where mentoring is important, such as our own classrooms. A centerpiece of this workshop will be a case scenario role play where participants can practice applying a mentoring skill with feedback to improve performance. As a result of participating in this session, conference goers will walk away with an enhanced toolkit to support mentoring and lifelong learning across the nuances of multiple contexts.

Learning Outcomes:

- Describe contexts where performance measures for mentoring can be applied
- Extract ways these measures can produce value by studying an example of where one has been used
- List contexts where measures highlighted in this session can be applied, including identification of areas one might want help to more effectively use the skill/measure
- Practice applying a measure to one or more case scenarios (e.g. activity design and facilitation)

Plan:

1. Pre-workshop preparation by participants (shoot for under 20 minutes on your own before the session)
 - a. Review the pdf file providing an overview of the Mentoring Skills Book Project
 - b. Review the three performance measures, noting that the five bullets for each performance level on page 2 correspond to the five pairs of dimensions from page 1.
 - c. Choose one measure and score a recent performance where that mentoring skill was used. Do this by selecting statements under the various levels that are representative of the performance level

achieved. Write a one sentence justification for each selection. Do this on the appropriate session forum topic: designing an assessment, providing growth feedback, being nonjudgemental

2. Workshop Orientation (10 minutes) - welcome, introductions, session plan
3. Team formation and expectations (5 min)
4. Team brainstorming session (10 min) [Word file for collecting team responses]
 - a. Where have these three mentoring skills used during the conference? At work? Elsewhere?
 - b. How might measures for these skills be used to enhance performance?
 - c. Share findings with a facilitator who will post them to the session forum
5. Case scenario preparation - in large group (10 min)
6. Case scenario role play - in small groups (25 min)
 - a. Two members of each group will role play while others observe and provide feedback using the performance measures provided
 - b. Then participants will switch roles
7. Large group report out (20 min)
 - a. Record (on the session forum) lessons learned from using the mentoring skill performance measures as coaching tools
 - b. Facilitators provide feedback on alignment of themes that were present in the posts from the brainstorming session (4c)
 - c. Collect information about what types of support participants would like going forward to help them use these tools effectively
8. Closure (10 min)
 - a. Outline what the Mentoring Skills Book Performance Measure Book Project has produced to date
 - b. Session assessment

Agenda

Establish a quorum [Peter Smith]

Introduction of Executive Board [Peter Smith]

President Patrick Barlow

President Elect Chaya Jain

Secretary Steve Spicklemire (reelected today)

Treasurer Matthew Watts (reelected today)

Finance Officer Peter Smith

Members at Large: Will Ofstad, George Dombi, Grace Onodipe, Yuqin Hu

Approval of 2024 business meeting minutes [Steve Spicklemire] 

Treasurer's reports FY 2023-2024 , FY 2024-25 to date  [Matt Watts]

Approval of Audit report [Peter Smith, Jim Morgan, Cy Leise] 

President's Address [Patrick Barlow]

Approval of Name Change to International Academy of Process Educators for Amendment to the Articles of Incorporation. [Peter Smith]

Election of Officers [Peter Smith]

Election slate: 

Announcements [Patrick Barlow]

Meeting Notes (from Steve Spicklemire)

2025 Academy Business Meeting Draft Minutes

Introduction of the Academy Board

Peter introduced the executive board. He thanked Patrick for his service and welcomed Chaya as the president elect. He introduced Matt Watts as well. He also introduced himself as the finance officer. Peter pointed out that Will Ofstad is going off the board after this meeting and that George Dombi, who filled in for a partial term, is up for reelection this year.

President Patrick Barlow

President Elect Chaya Jain

Secretary Steve Spicklemire (reelected today)

Treasurer Matthew Watts (reelected today)

Finance Officer Peter Smith

Members at Large: Will Ofstad, George Dombi, Grace Onodipe, Yuqin Hu

Secretary's report

Patrick referred people to the link to the Secretary's report from last year's business meeting. Steve moved that the report be accepted. Ingrid seconded the motion. The motion passed unanimously.

President's Report

Patrick Barlow noted that everyone who attends the conference becomes a member of the Academy for the next year (i.e. until September 30, 2025). He thanked the folks at UIndy for their hospitality. He thanks the members of the board for their work in planning the conference.

He explained that PE is not one thing, but many things. Use the web site to investigate what PE is all about. What's the percentage of students who actually persist and graduate? The last figure I saw was 26%. We have a lot of work to do. The work is important. It's changing the lives of young people. We can start students on the path of thinking about their own self-growth. Parker Palmer talks about how the educational experience is not about changing students into what we want them to be, but it should be an open door. It's an opportunity for students to realize their own goals. Overall the Academy is healthy. We're poised to do good work. Use the faculty guidebook! Patrick emphasized three special projects: 1) The self-growth project, 2) the efforts to transform the academy to a fully international organization, and 3) the initiative to incorporate AI into the PE ecosystem. These are just a few examples of some of the great work being done by members of the academy all the time.

Treasurers Report

Matthew Watts explained how the Academy fiscal year extends from October 1 to September 30. Thus they have presented a full year 2023-2024 report and a partial year 2024-2025 report. They expect us to almost break even in both reports, although we still have some conference expenses to come in. They asked for a motion to approve the reports. Patrick Moved, Ingrid seconded. Approved. The audit: Ingrid Moved, Chad Seconded. Approved

Election of Executive Board

The election was held by Secretary Steve Spicklemire using an online ballot from a slate of officers prepared by President Elect Chaya Jain. The Finance officer position was unopposed and Peter Smith was elected by acclamation. Josh Morrison was elected as the incoming president elect. The two Member at Large positions were determined by a three way race. The elected candidates were George Dombi, and Jim Morgan.

The 2024-2025 Academy (of Process Educators) Awards

Awards Committee: Chaya Jain (Chair), Patrick Barlow, Steve Beyerlein, Peter Smith, Tris Utschig

Distinguished Process Educator



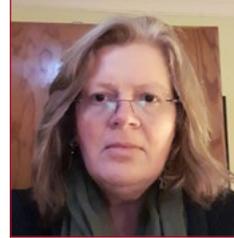
Stephen Spicklemire

Longstanding Contributor

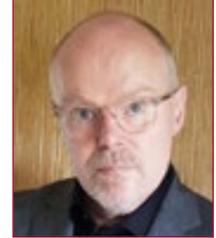


Joann Horton

Exemplary Service



Denna Hintze



Knut Are Romann-Aas

2025 Best IJPE Article

Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success

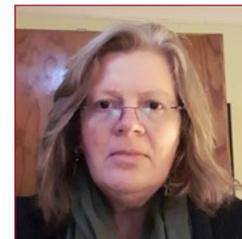
Newest Star



Yuqin Hu



Knut Are Romann-Aas



Denna Hintze

Criteria:

President's Exemplary Service Award To recognize those special individuals who exemplify the qualities of servant leadership.

- Be on the Academy Board and exceed the performance criteria for any defined role
- Engagement at Academy events, volunteering and serving as needed
- Act with consummate professionalism and accountability in meeting responsibilities
- Work towards the continuous improvement, advancement, and prosperity of the Academy
- Seek to serve the interests of others through working to maximize their participation in Academy events and programs

Distinguished Process Educator Award This award is intended to recognize individual accomplishment over a period of years in two or more of the following areas:

- Substantive contribution to scholarship in teaching/learning that supports the theory and practice of Process Education
- Innovation in curriculum and/or program design that promotes life-long learning skills and academic success
- Facilitation of exemplary personal and professional learning outcomes among diverse student audiences
- Delivery of faculty development events

Longstanding Contributor to the Academy of Process Educators Award This award is intended to recognize significant service to the Academy of Process Educators over a period of at least 5 years in two or more of the following areas:

- Elected or appointed membership on the Academy Board of Directors and active involvement in the work of the Board
- Attendance at the annual conferences and volunteering for one or more of the many conference roles.
- Leadership in establishing/improving a local Academy chapter or supporting Academy-sponsored campus events during the academic year.
- Participation on the editorial board as well as mentoring prospective authors in article preparation for the International Journal of Process Education.

The Academy's Newest Star Award This award recognizes a new member (three years or less) of the Academy of Process Educators who:

- Displayed a passion for Process Education
- Exhibited a desire to further the mission of the Academy
- Has presented in at least one conference
- Has volunteered in one or more activities or supporting roles within the Academy

Best IJPE Article Award This award is intended to recognize an individual author or group of co-authors that published the strongest article in the current volume of the IJPE. The strength of the article is based on the following criteria:

- Quality and clarity of writing
- Significance of the results
- Potential impact for the PE community

A Cross-Cultural Approach to Collaborative Learning

Tynnetta Muhammad & Shilpa Thakur

This interactive workshop equips educators with cross-cultural collaboration strategies to create inclusive learning environments. Through reflective practices, role-playing, and collaborative planning, participants will identify communication barriers and develop actionable solutions for promoting equity and learner-centered communication.

Resources:

Presentation 

Workshop Reflection 

Group Activity Worksheet (online) 

 Article 1: Nurturing Teamwork, Intercultural Competence, and Belonging in First-Year STEM Students (pdf)

 Article 2: Teachers' Expectations and Challenges in Using Culturally Responsive Teaching (CRT) Strategies in the ESL Classroom(pdf)

Abstract:

In today's globalized classrooms, cross-cultural fluency isn't optional, it's essential. This interactive session brings faculty and higher ed professionals into a dynamic space where they'll confront their own cultural assumptions, explore real-world research on Culturally Responsive Teaching (CRT), and walk away with actionable tools. Through storytelling, research-based strategies, and immersive role-play, participants will reflect on how to create inclusive environments that foster participation, confidence, and connection across diverse learning settings.

Learning Outcomes:

- Identify cultural barriers that exist in diverse classrooms
- Recognize how CRT strategies shift classroom dynamics
- Practice role-playing cultural conflict scenarios using real student challenges
- Reflect on how these strategies apply to participants' own disciplines and classrooms
- Commit to actionable changes to promote inclusivity

Pre-Workshop Preparation (Optional, ~15min):

- Review the CRT case study handout (teacher interviews and classroom analysis)
- Jot down 1–2 cultural learning challenges you've observed in your courses
- Reflect: How have you adapted (or not) to student diversity in your teaching style?

Workshop Flow

Welcome + Orientation

- Presenter introductions and session goals
- Icebreaker: “What drew you to this workshop?”

Understanding the Problem

- Discuss common cultural assumptions and classroom dynamics
- Prompt: “Have you seen students mask cultural identity to ‘fit in’?”
- Reflection: “When have I adjusted my behavior due to culture?”

Research Spotlight

- Explore key data on minority student exclusion and classroom barriers
- Prompt: “What does this remind you of in your context?”

Interventions & CRT Tools

- Introduce research-based strategies: Translator Buddies, Structured Reflection, Mentorship
- Prompt: “What kind of emotional barriers do your students face?”

Practical Strategy Sharing

- Present CRT strategies for use in the classroom and advising
- Prompt: “Name ways to integrate cultural expression into your next class.”

Storytelling + Cultural Reflection

- Group discussion: “How might this shape student engagement or interpretation?”
- Participants will complete and discuss: Workshop Activity: Cultural Reflection & Inclusive Solutions

Open Dialogue: Q&A + Campus Practice Exchange

- Prompts: “What’s working on your campus?” “What would you like to implement?”

Closing + Commitment

- Participants write down actions they will take post-session
- Complete “Problem vs. Solution” Reflection Handout

Generating Research Hypotheses for Process Education

Chaya Jain, Cy Leise, Steve Beyerlein

This session guides practitioners in designing empirical research studies to validate Process Education interventions, explore new assessment variables, and develop innovative research hypotheses that strengthen the PE Framework.

Resources:

Slides for this session (pdf) 

Session forum

Workshop Preparation 

Insight & Question for Discussion 

Team Research Example 

Modeling Empirical Research Opportunities in Process Education (pdf) 

The Development, Testing, and Refinement of Eccles, Wigfield, and Colleagues' Situated Expectancy-Value Model of Achievement Performance and Choice (pdf) 

Note: This is the American Educational Research Association's (AERA) Editor-In-Chief's Choice of Selected 2024 Writings Relevant to Self-Regulated Learning. Times Magazine, 8(2). February 2025, starting on page 8, which is of most interest for this workshop.

Workshop Preparation:

- Frame one or more personally meaningful research topics about learning and growth—ideally practices that you would like to examine more deeply to determine their impacts.
- Skim the resources to locate one or more educational theories that seem to have potential to inform your research topic(s).
- Summarize your understanding of the differences between independent, control, and dependent variables in research. Do this on the Session forum.

Abstract:

Process Education (PE) theory and practice has evolved from an emphasis on the Functions of knowing, learning, and learning to learn, to an intensive focus on the higher functions of performing, growing, and self-growing. Advancement in the growth and self-growth functions requires selection of opportunities that lead to improved quality of life (QoL), greater impact on self and others, and deepened meaning from life experiences. The aim in this paper is to identify concepts from theories external to PE that could assist PE researchers with generating innovative empirical research hypotheses related to each of the PE Functions other than knowing—which is the goal of applications across all Functions. Special emphasis is given to theories that contain educational constructs that can be integrated into the PE framework, to analyze how these constructs bring out new operational details of each PE Function, and to formulate examples of empirical hypotheses related to each Function that incorporate well-defined independent, control, and dependent variables. Through collaboration with others in this session, it is anticipated that new insights will emerge about how theories external to PE can support expansion of empirical PE research.

Learning Outcomes:

- Identify constructs from an assortment of educational theories that can be linked to the PE Functions of learning, learning to learn, performance, growth, and self-growth.
- Establish connections between concepts from relevant external theories and the PE functions.
- Provide examples of possible empirical hypotheses for each PE Function that specify independent, control, and dependent variables.

Plan:

1. Participant introductions (5 min)
2. PowerPoint presentation on work-in-progress by the facilitators (10 min)
3. Form teams of 3-4 and assign roles of manager, recorder, and spokesperson (5 min)
4. Work within your team to address the following questions: (50 minutes)
 - a. What is your research idea (select one idea for your group)?
 - b. What theory is this idea connected to? (Use Table 1 as a resource.)
 - c. To which PE Function is it closely aligned? (Use Table 2 as a resource.)
 - d. What is your hypothesis?
 - e. How do you define the independent, control, and dependent variables implied by the hypothesis? (Use Table 3 as a resource.)
 - f. What resources, e.g., measures, are you missing for implementing the study you have in mind?
5. Add topics associated with your team's research work that most needed clarification and examples of associated hypotheses that were considered in your deliberations.
6. Prepare your spokesperson to share an insight and a question for group discussion.
7. Team spokesperson reports insights discovered about planning and implementing empirical research in PE contexts and question(s) that arose during discussion (20 min).

REMINDER: Complete the session assessment form.

Designing & Training a PE GPT from Scratch

Wade Ellis & Dan Apple

Resources:

- KF: Dynamic Evolution Framework for GPT Training and Expertise Development (docx) 
- Process Education GPT Library (docx) 

Workshop Preparation:

- Review the document KF: Dynamic Evolution Framework for GPT Training and Expertise Development
- Reflect on the following questions:
- What learning or mentoring gaps exist in your educational or professional context?
- How could an Customized GPT enhance your ability to support learners or professionals?
- Which of the following roles is most valuable to your work: Weekly Scriptor, Self-Assessor, or Weekly Reflector?

Abstract:

Artificial Intelligence (AI) is revolutionizing education, mentorship, and professional development. However, generic AI lacks structured methodologies for learning, assessment, and reflection. This practitioner workshop will provide participants with experience in designing and training a Process Education GPT (PE GPT) from scratch through an interactive demonstration.

Participants will explore how Process Education methodologies (e.g., TOISE Model, Self-Growth Cycle, and Assessment Rubrics) can be integrated into AI-driven facilitation, mentorship, and self-assessment. They will select a GPT focus area—such as Weekly Scriptor, Self-Assessor, or Reflector—and collaboratively define, refine, and train the GPT's responses in real-time.

By the end of the session, attendees will have:

- Witnessed the design of a structured GPT framework, including an External Instruction File (EIF)
- Participated in building a Specialized Knowledge File (SKF) resulted from a GPT training session
- Experienced interactive AI refinement & iteration through test cases
- Gained the perspectives of how GPT design tools can be deployed to improve the GPT design process.

This workshop is designed for educators, mentors, instructional designers, and AI enthusiasts who want to leverage AI for structured learning, reflection, and assessment to advance PE practice.

Learning Outcomes:

By participating in this workshop, attendees will have:

- Gained awareness of a structured process of designing and training a specialized GPT.
- Defined a clear purpose, function, and learning methodology for a PE GPT.
- Developed the core AI framework, including its EIF (External Instruction File), SKF (Specialized Knowledge File), and Background Knowledge File.

- Refined AI interactions by embedding structured methodologies and user feedback loops.
- Deployed and continuously improved the AI assistant for coaching, facilitation, or assessment.

Plan (90 minutes):

This session is a structured, facilitator-driven interactive workshop, ensuring engagement, real-time AI modeling, and structured GPT training (interactive Demo).

1. Introduction (15 min)
 - Welcome & Overview of Process Education GPTs
 - Case Study: Existing PE GPTs and their impact on education & mentorship
 - Choosing Today's GPT Focus: Audience poll & discussion to determine whether we build a Self-Assessor, Weekly Reflector, or Weekly Scripter.
2. Building the GPT Framework (30 min)
 - a. Live AI GPT Development: Facilitators construct the GPT in real-time based on audience input
 - b. Defining the AI's "Brains" – Components we will build together:
 - Internal Instructions – Governs GPT's behavior, tone, and interaction style
 - EIF File (External Instruction File) – Participants will actively design this structured rulebook to define:
 - The GPT's purpose and core functions
 - The methodologies it follows (e.g., TOISE Model, Self-Growth Cycle)
 - The types of prompts and responses it should generate
 - SKF File (Specialized Knowledge File) – Captures real-world applications, user insights, and expert knowledge
 - Background Knowledge File – Stores domain-specific expertise for accurate contextual responses
 - Capabilities Files – Embeds AI functionalities such as self-assessment tools, goal alignment, and structured facilitation
 - c. Facilitators guide participants through structured interactions:
 - How should the AI prompt reflection?
 - How should it guide self-assessment?
 - What structured methodologies should be embedded?
3. Refining & Training the GPT (30 min)
 - a. Live Refinement & Knowledge File Updates – Participants observe and contribute to the SKF-building process through a test case.
 - b. Interactive Discussion:
 - How should the AI provide feedback?
 - What insights should be stored in the Specialized Knowledge File (SKF)?
 - What user misconceptions should the AI correct?
 - c. Live Testing & Iterative Improvement: (e.g., user pushback)
 - Facilitators test AI outputs, refine prompts, and adjust response structures in real-time
4. Deployment & Takeaways (15 min)

- a. Guidance on Deployment:
 - How to publish & share the GPT for real-world use
 - How to form a refinement team to improve AI effectiveness over time
 - b. Reflection & Final Discussion:
 - What did we build today?
 - How can you apply this methodology in your own work?
 - What are the next steps to refine your own AI assistant?
5. Complete the session assessment form

Building Inner Strength: Fostering Resilience, Self-Trust, & Authenticity During a Self-Growth Journey

Wade Ellis & Dan Apple

Explore 13 key characteristics for building inner strength, using PE methodologies and the Self-Growth Coach GPT to foster resilience, enhance emotional regulation, and support personal and professional growth.

Resources:

- Inner Strength Booklet 
- Self-Growth Tips 
- Conditions & Practices Questionnaire 
- Session Forum
 - Intentional/Active Growth Plans 
 - Top 5 Characteristics & Insights 
 - Self-Growth GPT Library (as of May 31, 2025) 
- Sample Active Growth Plan 
- Classification of Learning Skills 
- Self-Growth Coach GPT 

13 Characteristics	20 Practices	
1. Resilience	1. Reflecting Weekly	11. Listening to Your Inner Voice
2. Courage	2. Practicing Brutal Honesty	12. Building Flexibility in Plans
3. Self-Trust	3. Building and Updating the Ideal Self Profile	13. Balancing Growth with Well-Being
4. Authenticity	4. Scripting Weekly Plans	14. Rewarding Progress
5. Emotional Regulation	5. Reframing Setbacks	15. Identifying Impediments
6. Reflection	6. Breaking Intentions into Actionable Activities	16. Producing Annual Measures of Success
7. Flexibility	7. Creating Annual Milestones	17. Practicing Presence in Performance
8. Persistence	8. Aligning Plans with Inner Voice	18. Leveraging Support Networks
9. Open-Mindedness	9. Practicing Self-Compassion	19. Practicing Gratitude
10. Feedback Acceptance	10. Practicing Emotional Regulation	20. Updating Ideal Self with New Insights
11. Self-Efficacy		
12. Positivity		
13. Independence		

Abstract:

This workshop empowers participants to cultivate inner strength by focusing on 13 key characteristics that serve as foundational tools for navigating the complexities of post-pandemic life. Through Process Education methodologies, attendees will explore actionable practices to identify growth opportunities, enhance emotional regulation, and align with their Ideal Self. The workshop incorporates interactive

breakout sessions, guided self-reflection, and real-life scenario analysis to equip participants with practical tools for sustainable self-growth. Designed for a diverse audience, this session bridges reflective practices with innovative growth methodologies, providing ready-to-implement strategies that enhance Quality of Life (QoL), workplace impact, and lifelong development.

Learning Outcomes:

- Develop a personal framework for fostering inner strength and a can-do attitude through real-life challenges.
- Identify and practice skills to enhance self-trust, emotional regulation, and authenticity.
- Integrate Process Education techniques into reflective practices to foster intentional growth aligned with the Horizon Self.

Value to Participants:

- **Tangible Strategies:** Practical tools to integrate self-growth practices into daily routines, increasing inner strength and personal resilience.
- **Enhanced Understanding:** A deeper awareness of inner strength and its critical role in overcoming challenges and achieving alignment with one's Horizon Self.
- **Ready-to-Use Resources:** Actionable templates and guides for sustainable personal and professional growth.

Plan:

Pre-workshop preparation by participants

1. Browse the readings Inner Strength Booklet: Profiles and Practices and Self-Growth Tips for Daily Life
2. Complete two self-assessment questionnaires (both are on the same interactive form):
 - Inner Strength
 - Current Practices in Self-Growth

Workshop

1. Introduction (10 minutes)
 - a. Overview of inner strength characteristics and their significance.
 - b. Introduction to the 13 characteristics and their relevance to personal and professional growth.
2. Activity 1: Reflective Discussion (20 minutes)
 - a. **Small Group Breakouts:** Participants collaboratively rank the top 5 characteristics they aim to develop during the workshop and over the next 6 months.
 - b. Prompt: "What is your list, and what is the most important insight gained by producing this list?"
3. Activity 2: Skill Development Workshop (30 minutes)
 - a. Participants will form groups aligned with the top-ranked characteristic they want to develop.
 - b. Within groups, participants will:
 - Identify 3 practices that support the development of the chosen characteristic using the Self-Growth Coach GPT (<https://chatgpt.com/g/g-tUUEiL0Ii-self-growth-coach>)
 - Justify how these practices contribute to inner strength development of that characteristic.

- Produce an intentional growth plan (for at least 2 months) that includes selected practices and self-growth tips, ensuring practical and effective execution.
4. Sharing Intentional Growth Plans (20 minutes)
 - a. Groups will share their intentional action plans to the larger audience as well as post them on the appropriate thread of the session forum for others to obtain. Each workshop participant should prepare SII feedback based on the characteristic and action plan as each team gives their presentation.
 - b. Groups each receive 3 constructive comments from participants following each presentation.
 5. Q&A and Best Practices (10 minutes)
 - a. Facilitator-led synthesis of key takeaways and actionable next steps.
 6. Complete the Session assessment (last 5 min)

Elevating Next Year's PE Conference from 2025 PE Conference Assessments

Ingrid Ulbrich, Steve Beyerlein, & Assessment Mentor Custom GPT by Pacific Crest

With sessions ranging from keynotes and plenaries to workshops and team time, the 2025 PE Conference explored how Process Education can reduce stress and support both faculty and students. A total of 49 assessments were submitted for individual sessions and the full conference—offering a snapshot of what worked well and where we can grow.

The full 41-page assessment report is available. 

Strengths

- **Engaged Facilitators:** Presenters adapted to participants' needs and encouraged active learning.
- **Clear PE Frameworks:** Sessions grounded in key PE concepts helped attendees connect ideas.
- **Interactive Formats:** Role play, self-assessment, and small-group work deepened learning.

Key Themes

- **Participation Drives Learning:** Doing, not just listening, made sessions more impactful.
- **Design for All Levels:** Newcomers need clearer framing and help with jargon to stay engaged.
- **Bridge Contexts:** Tools and examples that transfer across roles were especially valued.
- **Assessment Shapes Growth:** Reflection prompts and self-assessment helped learners identify next steps.
- **Use AI Thoughtfully:** AI was helpful when used to support—not replace—core learning goals.

Recommendations for Next Year

- **Foster Deliberate Growth:** Guide team time to strengthen goal-setting, planning, reflection, and synthesis.
- **Onboard New Participants Early:** Offer *PE in a Nutshell* before the conference and recruit new participants.

Even with limited assessments, the feedback affirms that PE's strengths—engagement, structure, and growth—continue to resonate. Small shifts can make next year's experience even stronger.