



2025
ANNUAL DATA REPORT

17TH ANNUAL
INNOVATIONS IN
TEACHING AND LEARNING
CONFERENCE

*TEACHING FOR THE FUTURE:
AI, ANALOG, AND BEYOND*



Office of the Provost
**STEARNS CENTER FOR
TEACHING AND LEARNING**
George Mason University

FROM THE CONFERENCE DIRECTOR |

One of the biggest challenges facing higher education is the introduction of generative AI. To meet that challenge, this year's theme allowed instructors to share their insights and strategies as they incorporate generative AI into their courses. At the same time, other instructors rely on more traditional approaches to instruction. As a result, we offered a conference to meet the needs of instructors no matter their stance or experience with generative AI.

The Innovations in Teaching and Learning Conference requires the assistance of the staff of the Stearns Center for Teaching and Learning, particularly the ITL Planning Team, and Jenny Zeng of University Events, to put on an engaging event.

In this report, we share insights about the conference to show how we are meeting our goal of providing community around teaching and learning. We hope this will encourage you to participate in next year's conference.

Warmly,

Crystal S. Anderson, PhD
Associate Director of Engaged Learning
ITL Conference Director
Stearns Center for Teaching and Learning

ITL PLANNING TEAM (ITLPT)

MEET THE ITLPT:

Crystal Anderson
ITL Conference Director
Associate Director of Engaged Learning
Stearns Center for Teaching and Learning

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Programs Administrator
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ITL 2025 | BY THE NUMBERS

CONFERENCE HIGHLIGHTS:

386

REGISTRANTS

264

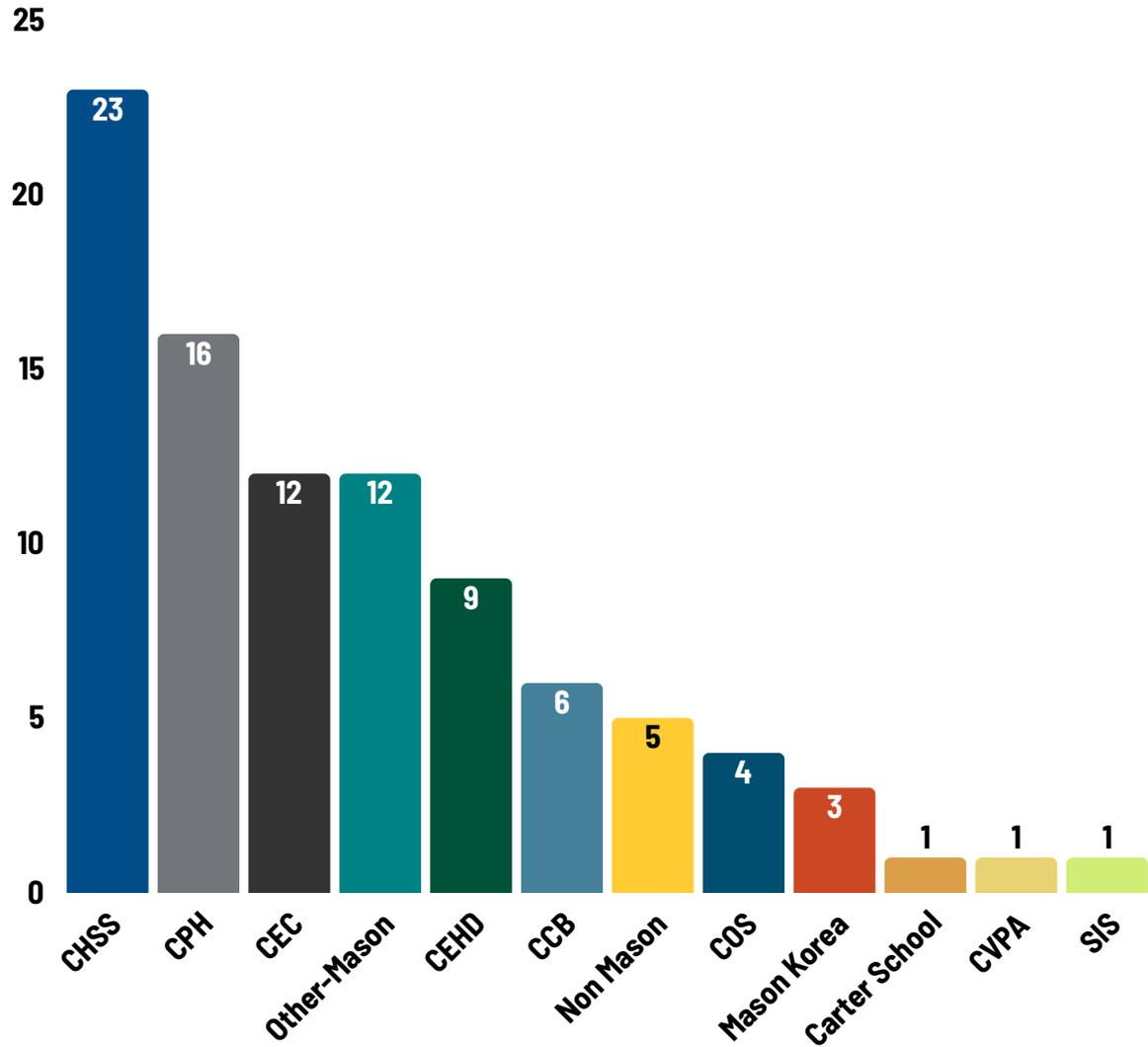
ATTENDEES

93

PRESENTERS

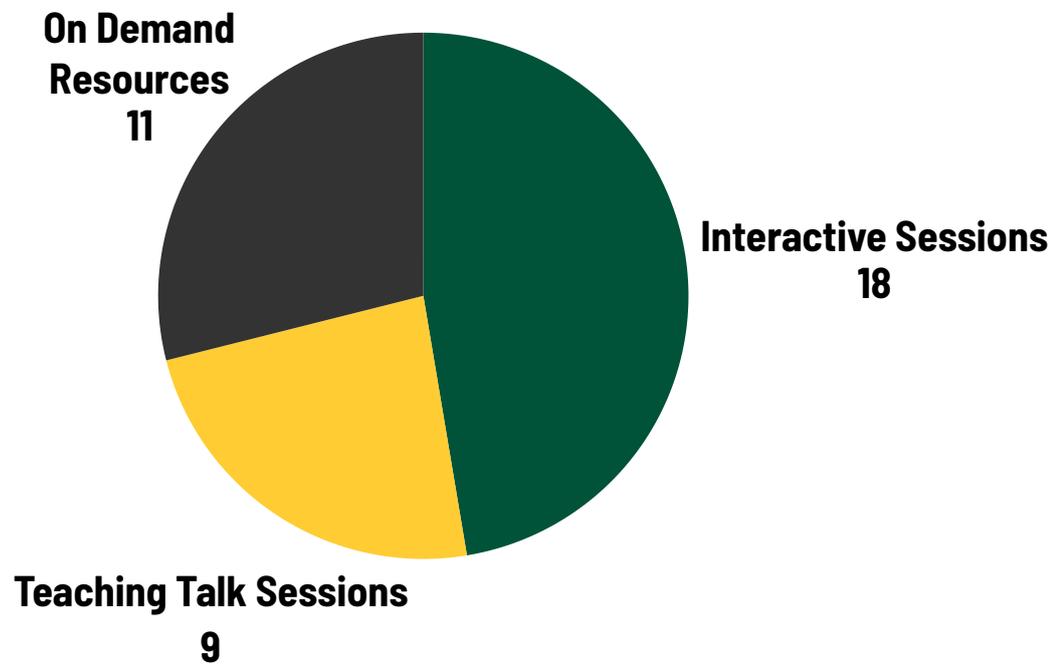
ITL 2025 BY THE NUMBERS

PRESENTERS BY COLLEGE:



ITL 2025 | BY THE NUMBERS

SESSION HIGHLIGHTS:



ITL 2025 BY THE NUMBERS

SESSION HIGHLIGHTS:

56

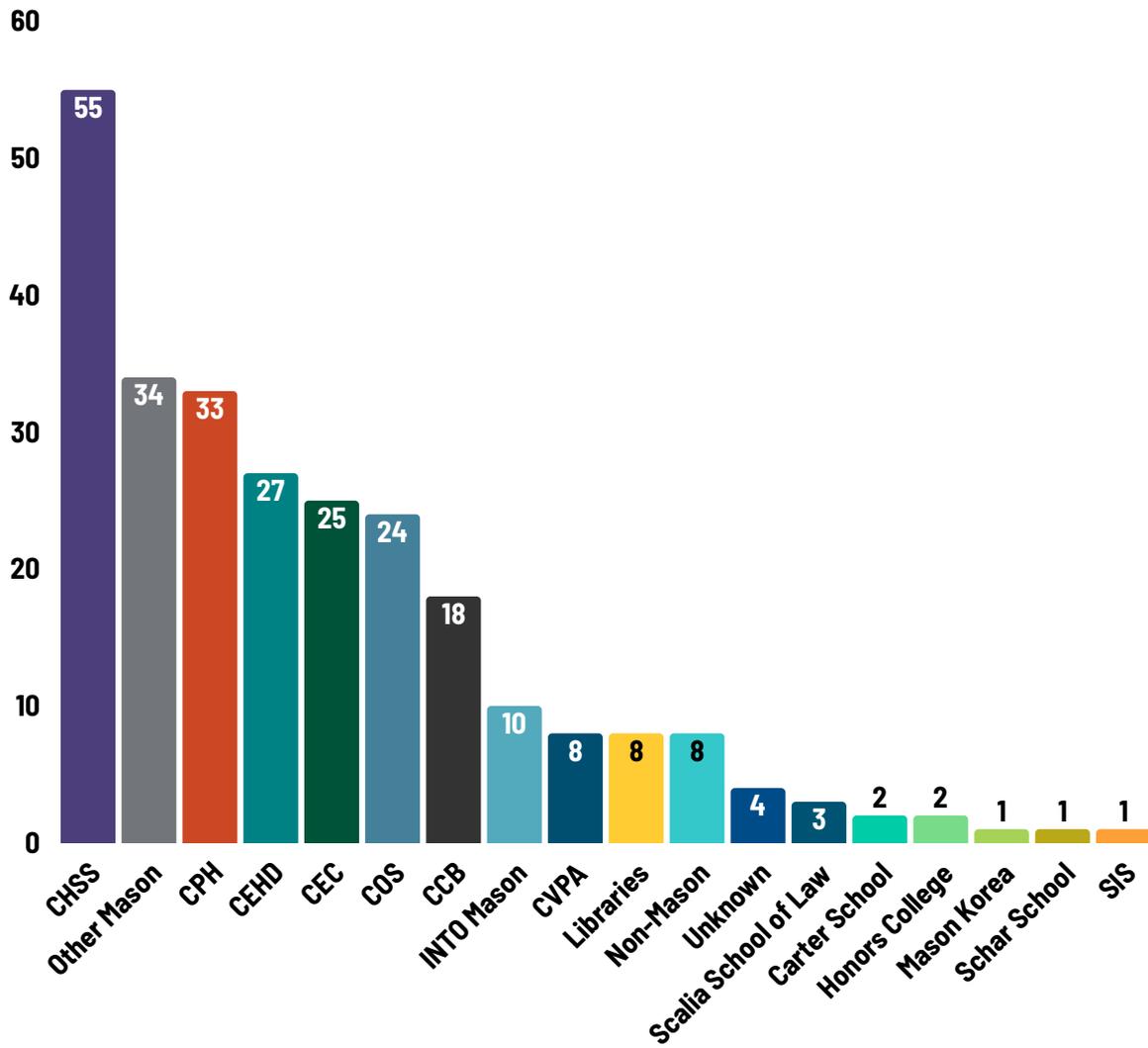
**TOTAL
PRESENTATIONS**

8K+

**ON DEMAND
RESOURCE
VIEWS**

ITL 2025 BY THE NUMBERS

ATTENDEES BY COLLEGE:



ITL GOALS

THE INNOVATIONS IN TEACHING AND LEARNING (ITL) CONFERENCE PROVIDES AN OPPORTUNITY FOR INSTRUCTORS AT GEORGE MASON UNIVERSITY TO SHARE THEIR TEACHING PRACTICE AND LEARN ABOUT DEVELOPMENTS IN TEACHING.

AS A RESULT, THE CONFERENCE HAS **TWO GOALS:**



BRING INSTRUCTORS FROM DIFFERENT DISCIPLINES AND STATUS TOGETHER AROUND THEIR TEACHING



PROVIDE OPPORTUNITIES FOR INSTRUCTORS TO SHARE KNOWLEDGE AND EXPERIENCES AROUND TEACHING WITH THEIR COLLEAGUES

DIG DEEPER INTO ITL'S IMPACT:

THIS YEAR, WE ARE ABLE TO PROVIDE A YEAR-OVER-YEAR COMPARISON OF CONFERENCE DATA. IT HIGHLIGHTS AREAS OF INCREASED PARTICIPATION BY APPOINTMENT TYPES AND SCHOOL/COLLEGE FOR BOTH PARTICIPANTS AND ATTENDEES. IT ALSO REVEALS AREAS FOR IMPROVEMENT AND HELPS US SET GOALS FOR NEXT YEAR'S CONFERENCE.

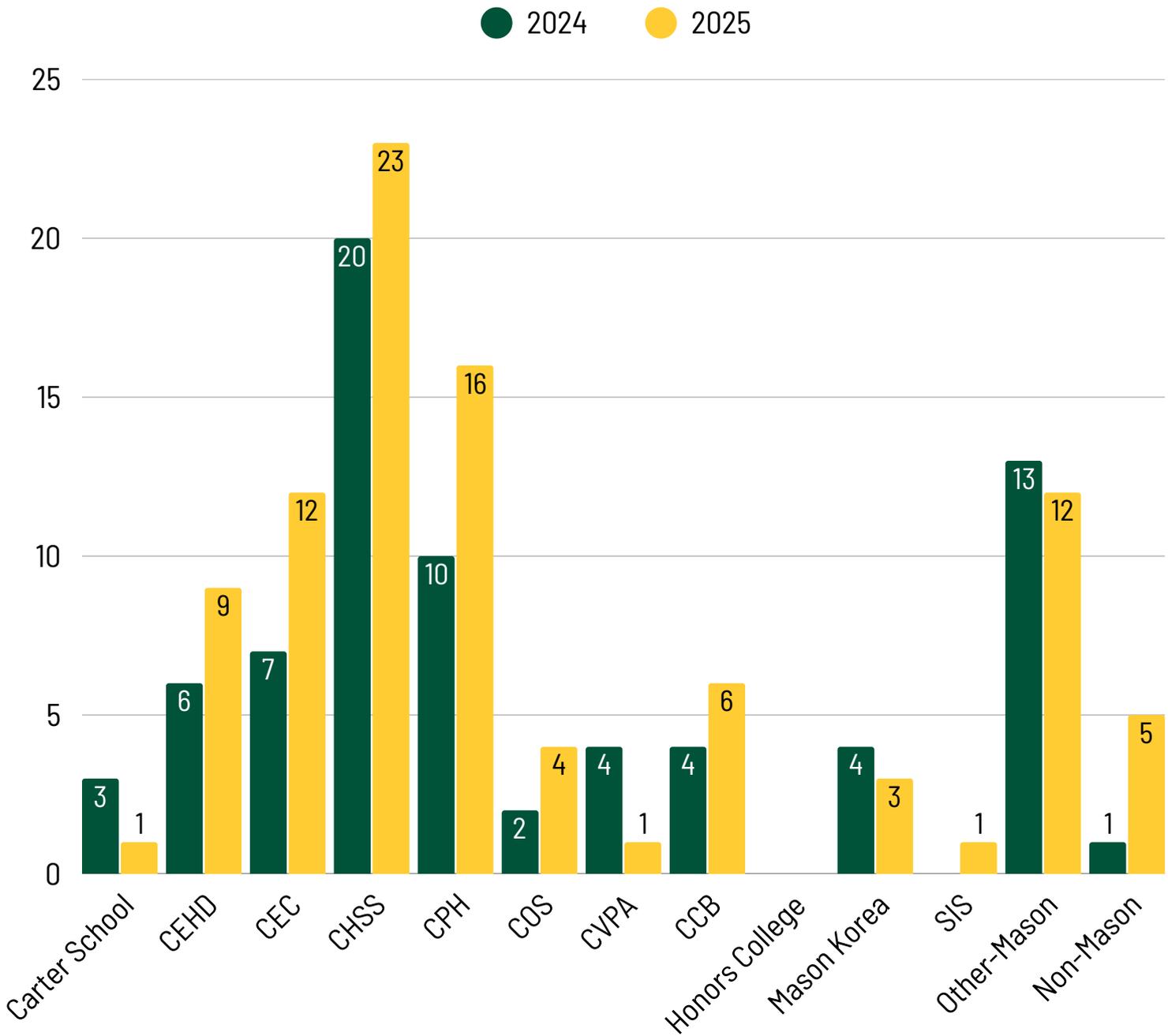
ITL IMPACT

Outcome 1: ITL brings instructors from different disciplines and appointment types together.

George Mason University tends to be a siloed institution, where instructors largely associate with other instructors within their academic units. ITL provides a key opportunity for instructors to come together in community with others from different disciplines and appointment types. Attendees benefit from their insights in a way that enhances teaching for all. Instructors share a range of teaching strategies that can be applied to courses ranging from introductory classes to graduate seminars. Instructors benefit from hearing about experiences that involve a variety of students.

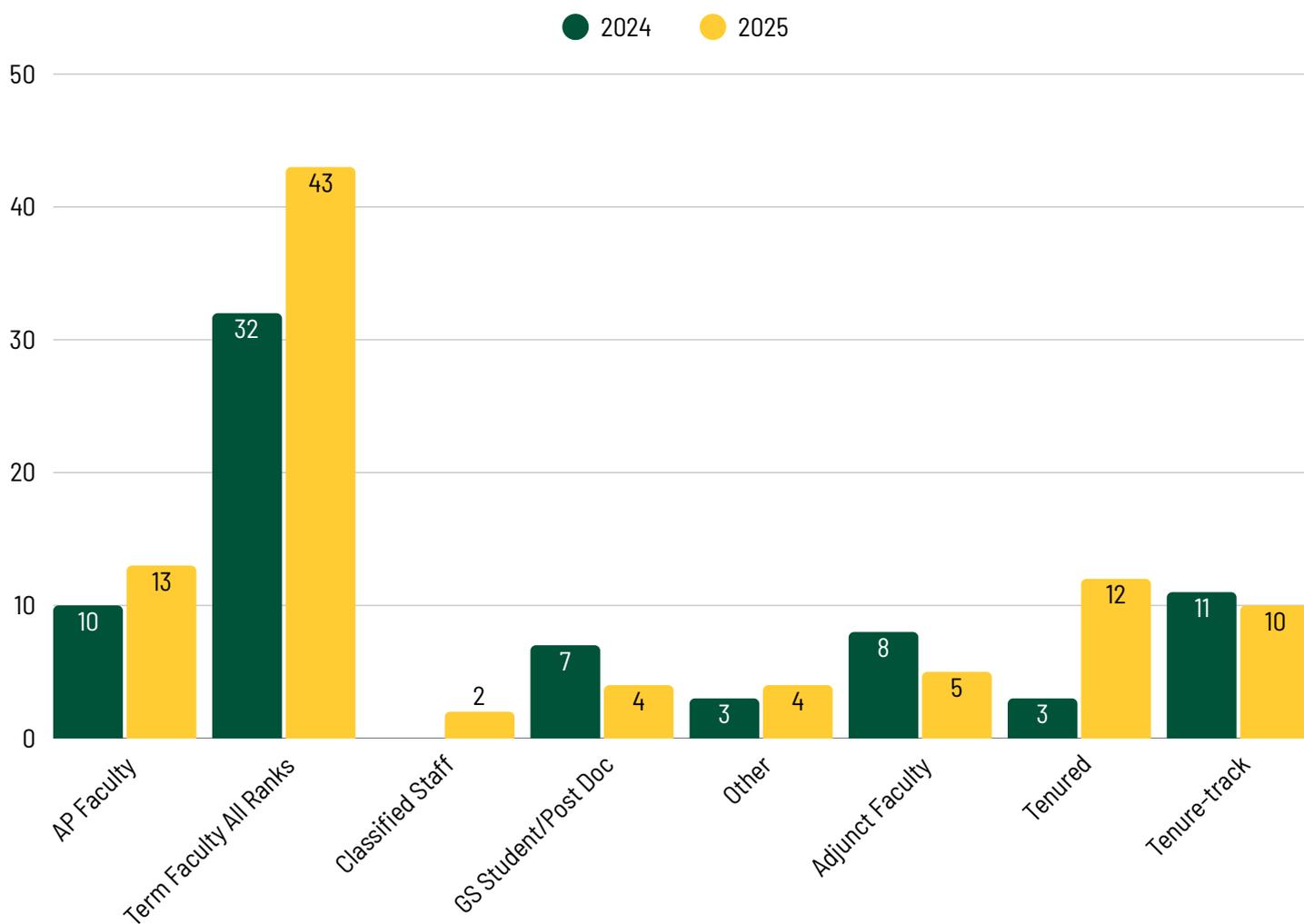
ITL IMPACT

NUMBER OF PRESENTERS BY SCHOOL/COLLEGE:



ITL IMPACT

NUMBER OF PRESENTERS BY EMPLOYMENT STATUS:



ITL IMPACT

Highlights:

- **Instructors from all major appointment types presented at the conference.** Presenters at ITL range from classified staff to tenured faculty. For the past two years, ITL has had a variety of employees present at the conference. Term faculty have the highest participation and experience an increase in participation, followed by administrative and professional faculty. The conference also experienced an increase in the number of tenured faculty presenters. At the same time, ITL experienced a decrease in graduate student and adjunct faculty participation.
- **Instructors from most colleges and schools gave presentations at the conference.** Instructors from eight of ten of George Mason University's colleges and schools presented at the conference, in addition to presenters from the Honors College, the School of Integrative Studies and Mason Korea. This year's conference experienced an increase in the number of presentations from six of the ten major colleges and schools.
- **Additional college/school highlights.** The College of Humanities and Social Sciences had the most presenters, followed by the College of Public Health. Both experienced increases compared to last year. At the same time, ITL experienced a decrease in presenters from the College of Visual and Performing Arts.

ITL IMPACT

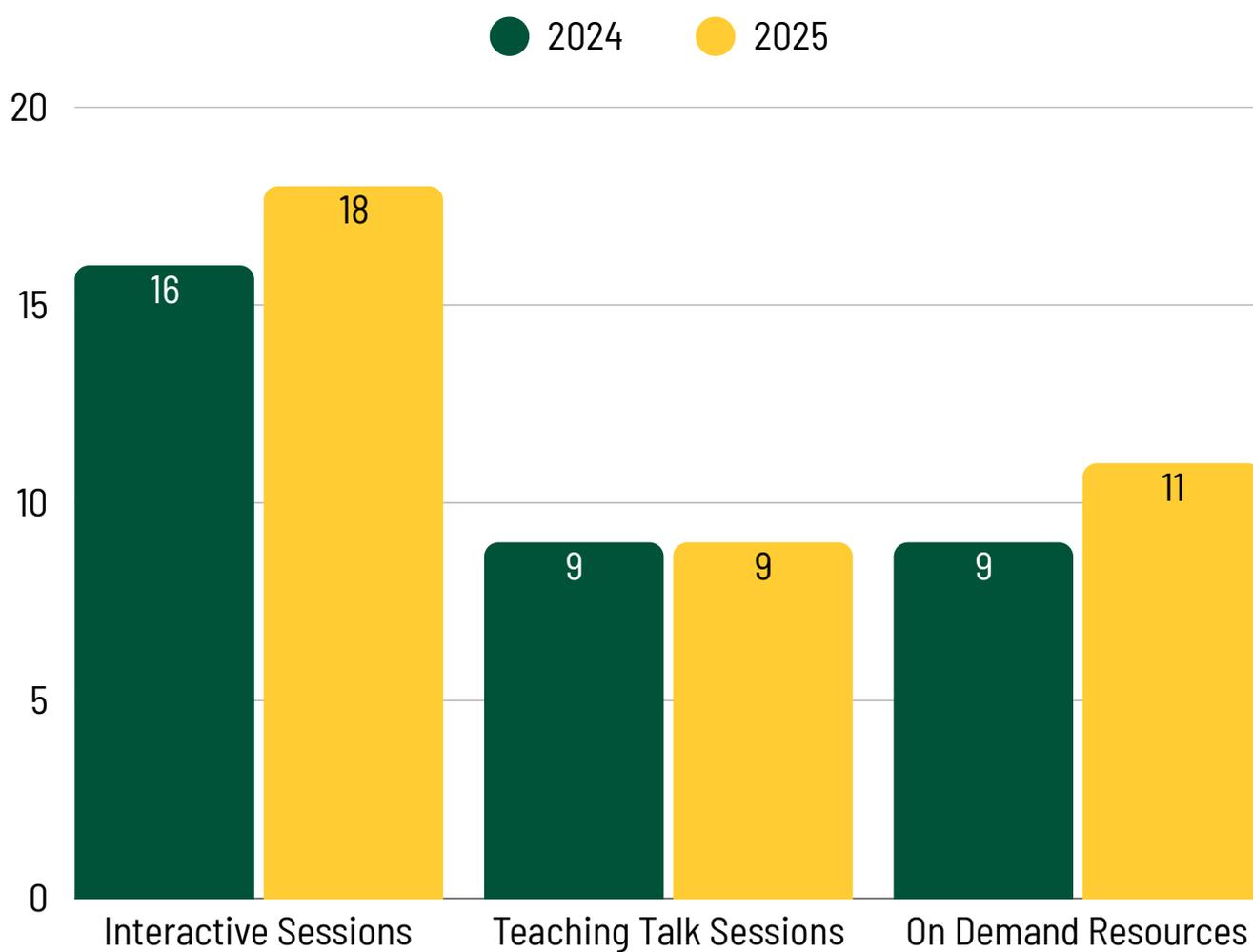
Outcome 2: ITL provides opportunities for faculty to share knowledge and experiences around teaching with their colleagues.

Presentations:

Presentations at ITL allow instructors to share strategies that they use in their courses. ITL offers a variety of ways for a range of faculty to share teaching experiences. Teaching Talks are shorter presentations that focus on teaching practice, or what faculty do in their classes. Interactive Sessions are more advanced, providing an opportunity for instructors to teach their colleagues about pedagogical strategies or curricular best practices. On Demand Resources provide instructors with an asynchronous opportunity to share the materials they use in their courses.

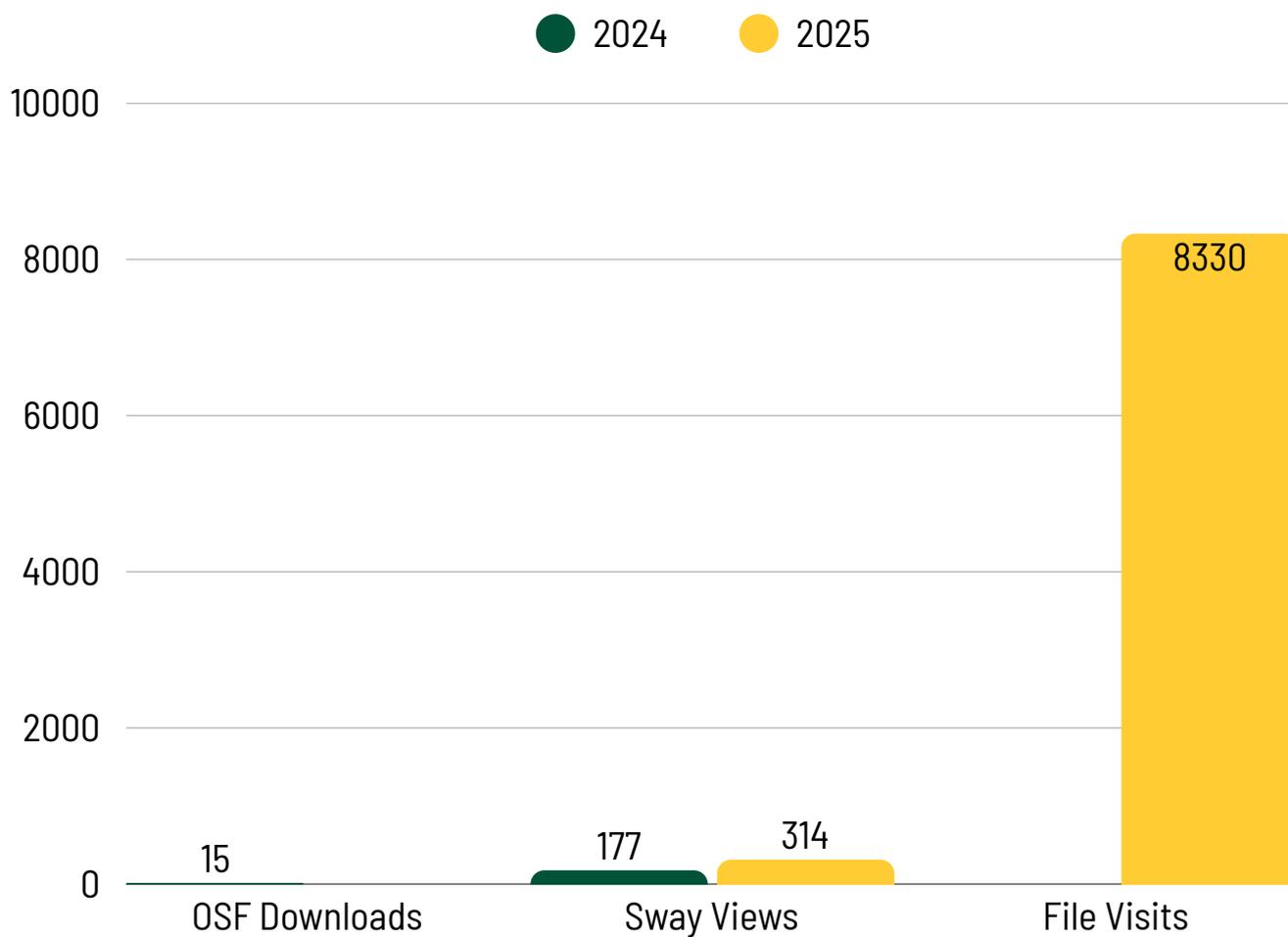
ITL IMPACT

NUMBER OF PRESENTATIONS:



ITL IMPACT

ENGAGEMENT WITH ON DEMAND RESOURCES:



ITL IMPACT

Highlights:

- **Increase in number of sessions.** ITL experienced an increase in the number of Interactive Sessions and On Demand submissions, while the number of Teaching Talk Sessions remained the same.
- **Small increase in the number of Teaching Talk presentations.** ITL experienced a small increase in the number of Individual Teaching Talks, even though the number of sessions remained the same. The data suggests that ITL could generate an increase in the number of Individual Teaching Talk presenters for next year's conference.
- **Dramatic increase in On Demand Resource engagement.** ITL experienced a dramatic increase in engagement with On Demand resources as a result of switching to George Mason University's in-house repository, MARS. There were almost twice as many views of the Sway presentation on the Stearns Center webpage that directed users to the resources in the repository. There was an over 4400% increase in engagement with the resources in MARS compared to last' year's engagement, when resources were uploaded to the Open Science Framework.

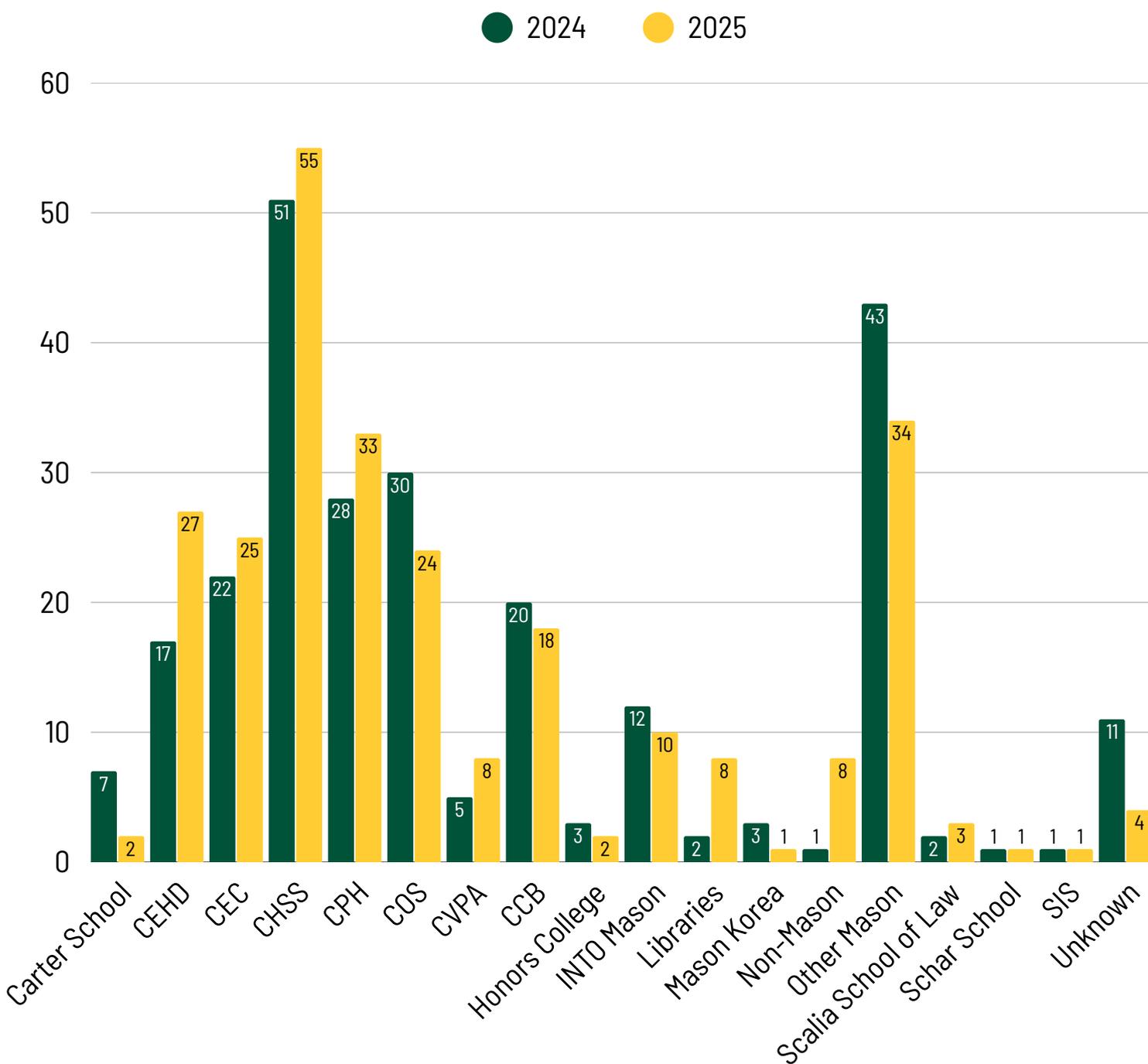
Outcome 2: ITL provides opportunities for faculty to share knowledge and experiences around teaching with their colleagues.

Attendees:

Presenters only make up a part of the community that ITL brings together around teaching. Attendees make up a diverse audience that makes the exchange of ideas possible. ITL has successfully brought an array of instructors together as attendees.

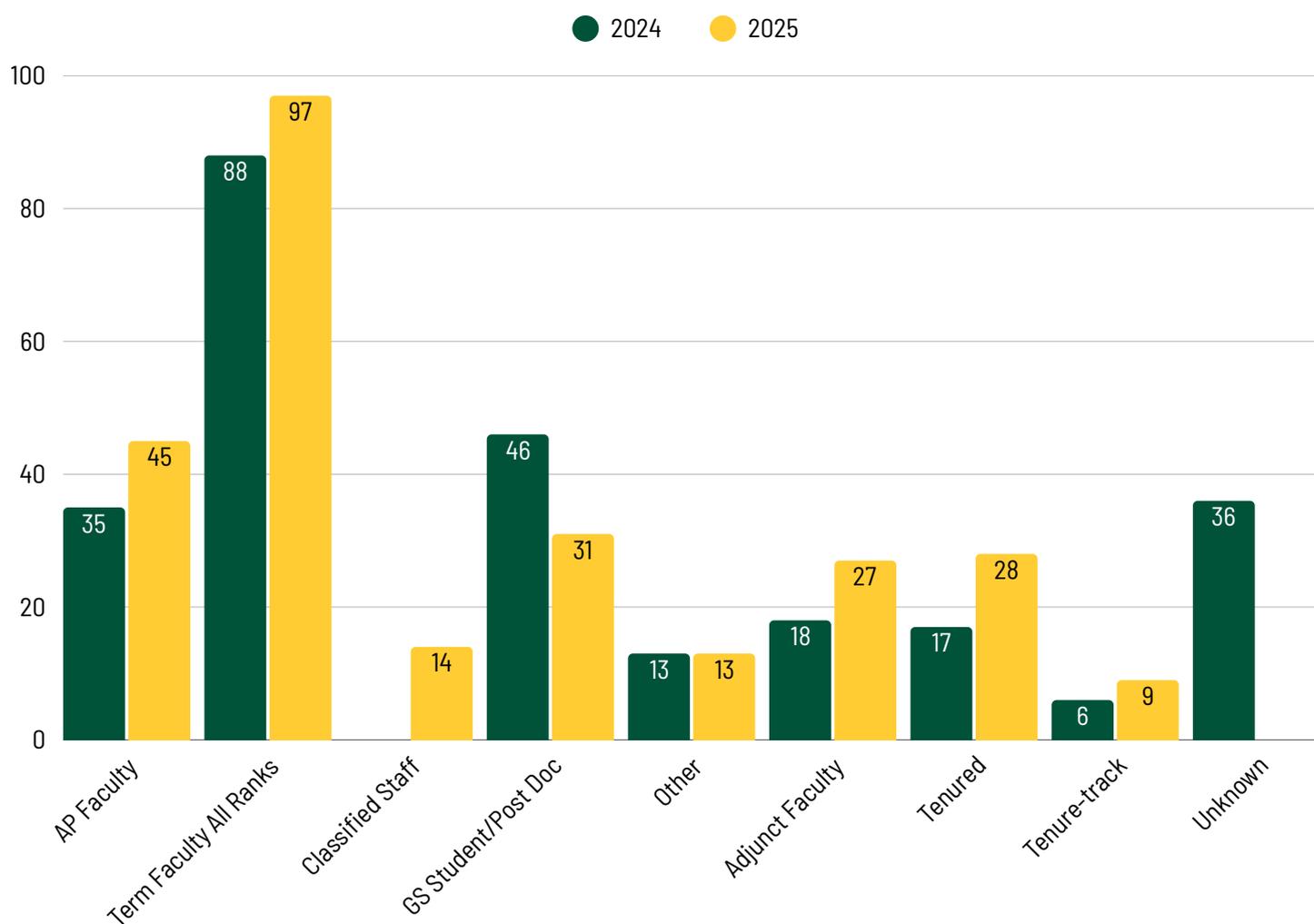
ITL IMPACT

NUMBER OF ATTENDEES BY SCHOOL/COLLEGE:



ITL IMPACT

NUMBER OF ATTENDEES BY EMPLOYMENT STATUS:



Highlights:

- **Increased attendance.** ITL experienced an increase in both virtual (i.e. unique users) and in-person attendance, with a greater increase in attendance at virtual sessions.
- **College/school highlights for in-person sessions.** ITL experienced a dramatic increase in attendance with instructors from the College of Education and Human Development and the College of Public Health. At the same time, there were decreases in attendance by faculty from the College of Humanities and Social Sciences, even as the college maintained the largest number of attendees by college. This may be due to the topic of Generative AI itself, as open-ended survey responses indicated that several attendees desired a wider range of topics.
- **College/school highlights for virtual sessions.** Virtual session attendance by individuals from the College of Education and Human Development more than doubled and attendance by individuals from the College of Engineering and Computing almost more than doubled. The College of Humanities and Social Sciences also experienced an increase in attendees.
- **Continued appeal to term and administrative and professional faculty.** Term faculty as well as adjunct faculty experienced increases in attendance for both in-person and virtual sessions. Tenured faculty attendance at virtual sessions almost tripled. At the same time, administrative and professional faculty experienced a decrease in attendance for in-person sessions, and graduate students experienced a decrease in attendance for both virtual and in-person sessions.

ITL GOALS FOR 2026



BRING INSTRUCTORS FROM DIFFERENT DISCIPLINES AND APPOINTMENT TYPES TOGETHER AROUND THEIR TEACHING.

- Increase participation by graduate instructors and adjunct faculty
- Increase participation by faculty in colleges and schools not currently represented



PROVIDE OPPORTUNITIES FOR INSTRUCTORS TO SHARE KNOWLEDGE AND EXPERIENCES AROUND TEACHING WITH THEIR COLLEAGUES.

- Increase the number of Teaching Talk sessions and presentations
- Increase the number of graduate student and administrative and professional faculty presenters



***NEW* HELP FACULTY BUILD SKILLS TO SHARE THEIR TEACHING EXPERIENCES WITH A BROAD AUDIENCE.**

- Based on this year's data, the ITLPT will add a new outcome to reflect the conference's function as a faculty development opportunity and will gather data to measure this outcome at next year's conference



***NEW* EXPANSION OF ON DEMAND RESOURCES**

- Based on this year's data, the ITLPT will expand opportunities for instructors to upload teaching artifacts (formerly On Demand resources) throughout the academic year beginning October 2026

JOIN US!



WE HOPE YOU WILL JOIN US IN 2026!

18th Annual Innovations in Teaching and Learning Conference

Conference Theme: Relevant Teaching

Thursday, September 24, 2026 | Virtual Sessions

Friday, September 25, 2026 | In Person Sessions

