



# Creating Synergy:

*Collaborating in the Classroom to Foster Scholarship and Success*

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**16<sup>TH</sup> ANNUAL FACULTY COLLOQUIUM**

**TUESDAY, JAN. 7, 2020 | WESTERN CAMPUS**

*Synergy is the cooperation of students and their instructors to facilitate student success beyond what could be achieved by students or instructors alone.*

— Paul A. Hummel, Ed.D.

The committee for the 16th Annual Cuyahoga Community College (Tri-C®) Faculty Colloquium welcomes you all as we celebrate the start of the Spring 2020 semester!

Tri-C's mission and vision promote an "exemplary teaching and learning community" bolstered by continuous professional development. As Tri-C faculty, we must create synergy to help our students learn and succeed. When faculty work with one another — as well as with their students — to achieve collective goals, the College thrives. We all benefit from the exponentially greater energy that results from collaboration. Synergy in the classroom results in a dynamic teaching and learning environment that fosters scholarship and success.

This event is made possible through the contributions of outstanding faculty and staff throughout the College. Thank you to all the presenters, attendees and everyone who helped plan this day.

Best wishes for a successful start to the Spring 2020 semester. We hope that you continue to find synergy in your classroom, with your colleagues and across the College.

## 2019 Colloquium Committee

Natalie Belle, Faculty Co-chair  
Kara DePaul, Co-chair  
Rebecca Carte  
Mardy Chaplin  
Sara Fuller  
Brian Hall  
Dee Dee Pfister  
Stacey Souther  
Beth Vaidya

## Special Thanks

Viviane Buchanan  
Shelly Dooley  
Zohreh Parsian  
Aramark  
Donna Imhoff,  
Janice Taylor-Heard and Western Campus Staff:  
Israel Caraballo, Tony DiGiandomenico,  
Diane Dzurilla, Nicci Panza, Michael Peters,  
Mel Theodus



## Schedule of Events

8-8:30 a.m.	Breakfast (Galleria Atrium)
8:30-8:45 a.m.	Welcome
9-10 a.m.	Session A
10:15-11:15 a.m.	Session B
11:30 a.m.-12:30 p.m.	Session C
12:45-1:45 p.m.	Lunch (Cafeteria)
1:45-3:30 p.m.	Full-time Faculty Counterparts Adjunct Session Deans' Council Session Program Manager/ Program Director Session

## Sessions at a Glance

SESSION A: 9-10 A.M.	SESSION	ROOM
Besse Award Winner Roundtable	A1	WBT-C 118
A Synergistic Hybrid ESL Venture	A2	WBT-C 112
LGBTQ and You: Creating a Collaborative Classroom and Office	A3	WSS G 225
How Many Hobbits? And Other Recent Paleoanthropological Discoveries in the Genus <i>Homo</i>	A4	WLA B 134
Assessment Synergy: A New Focus on Course Outcomes	A5	WBT-C 237
Turning Faculty Ideas Into Impactful Events: Partnering With Student Life and Engagement	A6	WBT-C 124
What Is FIG, and How Did We Use It?	A7	WBT-C 114
Metamorphosis Cleveland: Earth Day's 50th Anniversary and Time for Climate Action	A8	WBT-C 116
Connected Teaching: Creating Synergy in a Web-Based Environment	A9	WBT-C 233
Creating a Community of Learners in Your Face-to-Face Course	A10	D 217
Faculty Travel as Student Engagement	A11	WBT-C 236
Disinformation: Destroying Democracies	A12	WBT-C 238
Artistic Synergies: The Arts Study Experience at Community Colleges	A13	WBT-C 240
Rethinking Class Activities and Technologies to Increase Faculty and Student Engagement	A14	WBT-C 242
Getting the Most Out of Kanopy Streaming Videos	A15	D214
Lab Instruction and Mediasite Synergy: It's Truly Outrageous	A16	D215
SESSION B 10:15-11:15 A.M.	SESSION	ROOM
A New Type of Synergy: Bridging the Humanities Between the Community College and the Selective University	B1	WBT-C 118
Help Is Here: Synergizing Academic and Personal Wellness	B2	WSS G 225
Curriculum, Assessment and Transfer Synergy: The Faculty Experience With Processes and Course Submissions	B3	WBT-C 116
Singled Out for Success: Promoting Equity in College for Single Mothers	B4	WBT-C 114
Why Monogamy? Exploring Human and Other Primate Mating Systems Through Comparative Anatomy	B5	WLA B 134
Synergize With Your Students and Technology to Increase Students' Access to Success	B6	GT 215
Funding Your Projects: Interdisciplinary Faculty Innovation Grant (FIG) Panel	B7	WBT-C 240
Creating Synergy Through a Classroom Community	B8	WBT-C 238
Collaborating for Connection: Deepening Rhetorical Understanding Through Multimodal Remixing	B9	WBT-C 124
Roots 2.0: Creating Synergy with the "1619 Project"	B10	WBT-C 242
Building Community Partnerships Through Student Research	B11	WBT-C 246
Designing a Student-Centered Syllabus: Research From Student Focus Group Sessions	B12	WBT-C 248
Time for Mentors and Mentees to Connect	B13	WSS G 223
An Interdisciplinary Virtual Escape Room: Overcoming Obstacles to Promote Student Success	B14	WBT-C 237
Marvel at Mediasite Masterminds	B15	WBT-C 236
"Spark"ing Creativity in the Classroom	B16	GT 217
SESSION C 11:30 A.M.-12:30 P.M.	SESSION	ROOM
Connecting and Collaborating: First Year Experience Collegewide Share Session	C1	WSS G 225
2020-2021 Mandel Faculty Fellows Program	C2	WBT-C 114
Black Diamonds Community Outreach Panel	C3	WBT-C 118
Impact of Food Insecurity on Student Success	C4	WBT-C 112
Say Hello to Blackboard Ultra Base Navigation	C5	WBT-C 236
Introducing Cleveland's Rich Resources Into the Classroom	C6	WBT-C 124
Academic Honesty Resources for Students and Faculty	C7	WBT-C 242



## Sessions at a Glance (Cont.)

SESSION C 11:30 A.M.-12:30 P.M.	SESSION	ROOM
Academic Challenge Project: Helping Students Achieve Greater Academic Success Using Actionable Strategies Practiced Over Time	C8	WBT-C 246
Using Manipulatives to Create Synergy in the Classroom	C9	WBT-C 238
Beyond the Classroom: Finding Synergy Outdoors	C10	WBT-C 237
Headline News: Using Current Events and News Coverage to Enhance Student Outcomes in Any Class	C11	WBT-C 231
Creating Collaboration in the Classroom Through Partnering and Project-Based Learning Techniques	C12	WBT-C 233
Encouraging Innovation in Students: Lessons From Rapid Prototyping	C13	WBT-C 248
Teaching in Two (Or More!) Places at Once: Practical Steps for Implementing and Utilizing Real-Time Web Conferencing Technology to Reach More Students in a Classroom-Based or Hybrid Class	C14	WSS G 223
Projecting Course Content Beyond the Classroom: Is Flipgrid the Trick?	C15	WBT-C 250
Experiments in Online Synergy: Data Analysis and Results From Gamification of College Composition	C16	WBT-C 240
Slow Down Teaching and Engage Your Students	C17	WBT-C 116



**Full-time Faculty Counterparts**    **LUNCH** 12:45-1:45 p.m.    **COUNTERPARTS MEETINGS:** 1:45-3:30 p.m.

DISCIPLINE	ROOM
Accounting	WBT-C 231
Art	WHTC 161
Automotive Technology	Auto Tech Room 5
Biology	D 214
Business Administration	WBT-C 112
Business Technology	WBT-C 110
Captioning and Court Reporting	WBT-C 101
Communication Studies	WBT-C 237
Counseling/General Studies	WBT-C 238
Criminal Justice	A 102
Early Childhood Education	WBT-C 120
Emergency Medical Technology	PSTC
Engineering	WBT-C 246
English	WBT-C 248
English as a Second Language (ESL)	WBT-C 240
Foreign Languages	WHTC 162
Health Careers	WBT-C 124
History/Political Science, Geography, Urban Studies/Women's Studies	WBT-C 114
Hospitality Management	D 215
Human Services	D 224 C
Information Technology	D 211 F
Librarians	Library
Mathematics	WBT-C 113
Media and Journalism Studies	D 224 D
Media Arts	D 224 B
Music	WHTC 158
Nursing	WBT-C 118
Paralegal Studies	WBT-C 108
Philosophy/Humanities/Religious Studies	WBT-C 242
Photography	WHTC 159
Physical Sciences	D 112
Psychology	D 217
Recording Arts and Technology	WHTC 160
Sociology/Anthropology	WBT-C 116
Sports Exercise & Studies	WHTC 157
Theater	D 224 A
Visual Communication and Design	WBT-C 111

**Adjunct and Staff Meetings**    **LUNCH** 12:45-1:45 p.m.    **MEETINGS:** 1:45-3:30 p.m.

GROUP/SESSION	ROOM
Adjunct Session 1: Adjunct Toolbox	WSS G 201
Adjunct Session 2: Official Course Outline	WSS G 205
Adjunct Session 3: Blackboard Ultra Base Navigation	WSS G 223
Adjunct Session 4: Mediasite	WSS G 223 C
Adjunct Session 5: ATC Demonstration	WSS G 225
Adjunct Session 6: GEN1070 Blackboard Site	GT 217
Deans' Council	WSS G-4A
Program Manager/Program Directors	WBT-C 236

## SESSION A: 9-10 A.M.

### A1

#### Besse Award Roundtable

*Joseph Bonsignore, Lecturer, Music, Western Campus*

*Patricia Bradley, Adjunct Faculty, English as a Second Language, Western Campus*

*Michelle Davis, Assistant Professor, Earth Sciences, Western Campus*

*Sharon Doughten, Associate Professor, Dietetic Technology, Metropolitan Campus*

*April Luginbuhl Mather, Adjunct Faculty, Geography, Western Campus*

*Gudrun Michalla-Neubaecker, Adjunct Faculty, Dental Hygiene, Metropolitan Campus*

*Lindsay Milam, Assistant Professor, English, Metropolitan Campus*

*Derrick L. Williams, Associate Professor, Communication Studies, Metropolitan Campus*

Join winners of the 2019 Excellence in Teaching Award in Honor of Ralph M. Besse at a roundtable focused on strategies for student success. Winners will discuss their teaching philosophies, methodologies and strategies for motivating students to engage and develop.

### A2

#### A Synergistic Hybrid ESL Venture

*Lisa Friel, Assistant Professor, ESL, Westshore*

*Katie Windahl, Assistant Professor, ESL, Westshore*

Following Katie Windahl's yearlong PIL project, the Westshore Campus launched its inaugural semester of hybrid ESL classes in which teachers and students collaborated to determine how to best aid the independent learning inherent in blended courses. Hear the feedback we received from students and from each other. We will also discuss the resources we used to facilitate learning outside of class, show example lessons and explore how these same technologies can aid learning in face-to-face courses that seek a flipped-classroom approach.

#### Session Outcomes:

1. Hear student and instructor feedback about their initial experience with blended learning in order to incorporate that feedback into your own courses.
2. Summarize the potential uses of SoftChalk, PlayPosit, Mediasite and Flipgrid in a language classroom.
3. Develop ideas for using these technological tools and strategies in current and future courses.

### A3

#### LGBTQ and You:

#### Creating a Collaborative Classroom and Office

*Kellee Ellis, Assistant Professor, Counselor, Westshore Campus*

*Michael Flatt, Assistant Professor, Sociology, Western Campus*

*Michelle Nicopolis, Professor, Psychology, Western Campus*

Not sure what LGBTQ+ means or why it matters? Are you a Safe Zone Ally who needs a refresher? Attend this session for an overview of relevant vocabulary — what words mean, why they matter, which terms to avoid and more. You'll learn why it's helpful to be LGBTQ+ competent and aware and review key Tri-C, local, and national resources. Note: This session does not result in Safe Zone Ally certification.

#### Session Outcomes:

1. Identify appropriate LGBTQ+ terminology in order to respectfully address and teach students with various sexual orientations and gender identities.
2. Become aware of LGBTQ+-friendly resources at Tri-C as well as local and national resources.
3. Gain relevant national data to inform classroom curriculum and individual student interactions.

### A4

#### How Many Hobbits? And Other Recent Paleoanthropological Discoveries in the Genus Homo

*Emily Weglian, Professor, Anthropology, Western Campus*

This presentation focuses on recent discoveries that give us an expanded understanding of the genus *Homo*. We will discuss newer species discovered in East Africa and South Africa, as well as the hominins of small stature found on islands in Indonesia and the Philippines.

#### Session Outcomes:

1. Explain the highlights of the evolution of our own genus.
2. Summarize the complexity of taxonomic classification in fossil species.
3. Discuss how species are defined.

### A5

#### Assessment Synergy:

#### A New Focus on Course Outcomes

*Paula Allotta, Associate Professor, Chemistry, Westshore Campus*

*Holly Craider, Executive Director, Curriculum and Assessment, JSTC;*

*Adjunct Faculty, Communication Studies, Eastern Campus*

*Anne Distler, Professor, Chemistry, Westshore Campus*

*Jared LeMaster, Assistant Professor, Biology, Eastern Campus*

*Amanda Nolan, Specialist, Learning Outcomes Assessment, JSTC*

*Patrick Stansberry, Assistant Professor, English, Metropolitan Campus*

Ten disciplines are taking part in the Higher Learning Commission's Assessment Academy. The project: begin Collegewide assessment of course-level outcomes. We're doing well with ELOs and program outcomes; this is a chance for us to focus on our courses and collect data on how well students achieve faculty-created outcomes. A panel of Assessment Academy participants will talk about their projects, outcomes, challenges and successes.

#### Session Outcomes:

1. Report findings of the Higher Learning Commission Assessment Academy.
2. Promote a culture of assessment.
3. Obtain best practices regarding course-level outcomes



### A6

#### Turning Faculty Ideas Into Impactful Events: Partnering With Student Life and Engagement

*Rania Assily, Assistant Professor, History, Westshore Campus*  
*Amanda Fronek, Director, Student Engagement, Westshore Campus*

The synergy created through partnerships between faculty and the Student Life and Engagement offices have the power to impact our students' lives. Hear about various partnerships and examine assessment data related to the impact of these synergistic pairings. You'll have time to explore co-curricular opportunities pertinent to your area and create a pathway to put your plan into action.

##### Session Outcomes:

1. Identify Student Life and Engagement staff at each campus.
2. Explore examples of impactful partnerships between faculty and staff.
3. Develop ideas for future co-curricular pairings to expand student learning.

### A7

#### What Is FIG, and How Did We Use It?

*Julia Cronin, Assistant Professor, Mathematics, Western Campus*  
*Jennifer Hirz, Assistant Professor, Mathematics, Western Campus*  
*Kathleen Tamerlano, Associate Professor, Information Technology, Western Campus*

Join several 2019 Faculty Innovation Grant (FIG) recipients as they share how it supported their innovative projects and teaching techniques.

##### Session Outcomes:

1. Discuss how student response systems can be utilized to engage students and provide instant feedback to instructors.
2. Use OneNote's live reusable notes to improve student understanding and engagement.
3. Summarize how experiential learning can increase student engagement and comprehension in a traditional classroom.

### A8

#### Metamorphosis Cleveland: Earth Day's 50th Anniversary and Time for Climate Action

*Cassandra Sweeney, Assistant Professor, English, Eastern Campus*  
*David November, Program Manager, Sustainability, District*

Meet Civic Responsibility and Critical/Creative Thinking ELOs by engaging students in Spring 2020's second annual Metamorphosis Cleveland event: a celebratory co-curricular activity and contest recognizing April 2020 as the 50th anniversary of Earth Day. The theme of Metamorphosis Cleveland is sustainability and how Cleveland, the United States and the world have transformed environmentally, socially and economically over the past 50 years. Similar to (re)imaginings, Metamorphosis Cleveland will allow for creative and research interpretations of environmental issues of interest to students.

Learn more about how this can work for any Tri-C course in any subject.

##### Session Outcomes:

1. Use real-world issues and history to engage students while meeting Civic Responsibility and Critical/Creative Thinking ELOs.
2. Engage in a College-wide effort to incorporate both local and international environmental challenges and successes into curriculum, including how Earth Day was created to galvanize the modern environmental and sustainability movements.
3. Discuss ways students can interpret this history and the greater concept of sustainability from their own perspective.

### A9

#### Connected Teaching: Creating Synergy in a Web-Based Environment

*Melissa Resnick, Lecturer, Psychology, Eastern Campus*

Teaching and learning in a web-based environment can be a solitary task for instructors as well as students. Building connections creates synergy that increases student engagement and success. In this interactive workshop, we'll discuss ways in which instructors can connect at a deeper level with their students through the digital divide. We'll define the concept of "connected teaching" (Schwartz 2019), discuss techniques for making those connections and provide an opportunity for faculty to develop their own plans.

##### Session Outcomes:

1. Define connected teaching.
2. Identify techniques for developing connected teaching in a web-based class.
3. Develop a takeaway plan for using connected teaching in your class.

### A10

#### Creating a Community of Learners in Your Face-to-Face Course

*Jaclyn Saggio, Adjunct Faculty, Early Childhood Education, Western Campus*

In early childhood education, we promote a caring community of learners. Why should we limit this to the youngest learners, though? When students (whether 3 or 53) feel safe and supported, they not only want to attend each class, but they do so with a renewed sense of enthusiasm for learning. Practice techniques you can incorporate into your lectures and lessons to get your students to wake up and participate!

##### Session Outcomes:

1. Define what a community of learners is and why it is essential to learning.
2. Discuss challenges to student engagement.
3. Identify techniques for creating a community of learners in your classroom.

## SESSION A: 9-10 A.M.

### A11

#### Faculty Travel as Student Engagement

*Matt Laferty, Assistant Professor, English, Western Campus*

Explore ways in which faculty travel, beyond the professional conference, can inform and improve student engagement. Discuss how your own travel experiences can help your students learn better and engage more fully.

##### Session Outcomes:

1. Identify meaningful opportunities to use your travel funds for non-conference travel.
2. Describe how faculty travel experiences can translate into improved teaching and student engagement.
3. Discuss what travel can do for faculty and, by extension, their students.

### A12

#### Disinformation: Destroying Democracies

*John Kerezy, Associate Professor, Media and Journalism Studies, Western Campus*

*David Mastny, Director of Information Security, JSTC*

How is social media being used to present fake news and other false narratives to the general population, specifically to our students? What steps can we take to minimize or prevent this from happening?

##### Session Outcomes:

1. Identify how to spot phony and false communications from e-mail and other electronic communications.
2. Determine what steps faculty, staff and students can take to test/examine the veracity of posts they see on social media.
3. Discuss how to report fraudulent posts on social media.

### A13

#### Artistic Synergies: The Arts Study Experience at Community Colleges

*Amy Parks, Dean, Learning and Engagement, Metropolitan Campus*

Arts programs are inherently synergistic, creating opportunities for student success that reach well beyond the classroom or studio. As opportunities for art-making shift in society, the role of community colleges in meeting this need for all students is growing in importance. This phenomenological research study examined the arts study experience for community college students. Through their own words, we will explore students' motivations for studying the arts, what they gain from these studies and the impact their arts experiences have on their lives.

##### Session Outcomes:

1. Discuss students' motivation to pursue arts studies in the community college setting.
2. Identify intellectual, emotional and social benefits for students in community college arts programs and ways to maximize these benefits through teaching.

3. Summarize the impact of community college faculty on students' artistic development.

### A14

#### Rethinking Class Activities and Technologies to Increase Faculty and Student Engagement

*Mary Ann Stuhan, Program Manager, Pharmacology, Eastern Campus*

The same course content taught in the same fashion semester after semester can become stale. Using a grant-funded pharmacy project as an example, this cross-disciplinary session will discuss the importance of revamping old assignments or technologies as needed to keep both the instructor and students engaged. Review the process and pitfalls encountered when changing classroom activities — including how these changes may affect the overall curriculum and/or require the creation of new rubrics for evaluation — and brainstorm ways to refresh your own content.

##### Session Outcomes:

1. Describe benefits and pitfalls encountered when introducing new versions of previously used technologies and activities.
2. Identify a previously used technology or activity you can revamp in your own course using new accessories or information.
3. Discuss the procedure for developing new learning evaluations.

### A15

#### Getting the Most Out of Kanopy Streaming Videos

*Vicki Ceci, Assistant Professor, Library, Western Campus*

*Meagan Fowler, Assistant Professor, Metropolitan Campus*

*Peter Jennings, Assistant Professor, Library, Western Campus*

*Dan Overfield, Assistant Professor, Library, Metropolitan Campus*

*John Rasel, Assistant Professor, Library, Eastern Campus*

*Mary Thompson, Associate Professor, Library, Metropolitan Campus*

Librarians partner with faculty to teach information literacy. This collaboration demonstrates available resources, introduces students to the library and highlights expectations regarding library services. Information gathered from these classes is applied to our resource selection process, helping us identify the best resources we can provide. Learn about the Kanopy streaming service — a popular library resource available to all students, faculty and staff — and share your input regarding how you use (or would use) Kanopy in your classes. Your input is essential to helping us improve and enhance our collection development process.

##### Session Outcomes:

1. Describe and promote the functions of a new digital resource.
2. Explain the challenge in meeting student/faculty expectations.
3. Assist library faculty in improving and enhancing the resource selection process.



## SESSION A: 9-10 A.M.

### A16

#### Lab Instruction and Mediasite Synergy: It's Truly Outrageous

*Jean Beckner, Assistant Professor, Diagnostic Medical Sonography,  
Western Campus*

*Diana Martin, Associate Professor, Diagnostic Medical Sonography,  
Western Campus*

*Tabby Spiegelberg, Associate Professor, Diagnostic Medical Sonography,  
Western Campus*

Lab instruction can present challenges for faculty and students that include space, access to equipment, line-of-sight, processing differences and varying learning styles. Learn how the Diagnostic Medical Sonography program has implemented Mediasite recordings to maximize lab instruction and improve student success while ensuring all lab sections receive the same instruction. Learn how implementing lab instruction videos in your class can have added benefits beyond the classroom and hear firsthand information about the process.

##### Session Outcomes:

1. Recall how instructors in the Diagnostic Medical Sonography program use Mediasite to accommodate various learning styles.
2. Summarize recording tips and tricks.
3. Describe how recordings have enhanced students' time in the lab.

## SESSION B: 10:15-11:15 A.M.

### B1

#### A New Type of Synergy: Bridging the Humanities Between the Community College and the Selective University

##### Moderator:

*David Bernatowicz, Associate Professor, History, Tri-C*

##### Panelists:

*Michelle Bennett, CHC Program Specialist, Tri-C*

*Tina Howe, Associate Professor, Religious Studies, CWRU*

*Kurt Koenigsberger, Associate Professor of English and Associate Dean,  
College of Arts and Sciences, CWRU*

*Allison Morgan, CHC Program Manager, CWRU*

*Alexandria Romanovich, CHC Program Manager, Tri-C*

*Michael Schoop, Vice President, Evidence, Inquiry, and Retention, Tri-C*

The Cleveland Humanities Collaborative (CHC) is an ongoing cooperative program between Tri-C and Case Western Reserve University. A panel of faculty and administrators from both institutions will discuss how they bring the humanities together through co-curricular wraparound support and transfer planning.

##### Session Outcomes:

1. Describe the relationship between Tri-C and CWRU, which promotes transfer with an emphasis on the humanities.
2. Identify how to get involved in CHC.
3. Summarize how intentionally designed co-curriculars can engage students in their current coursework and program trajectory.

### B2

#### Help Is Here: Synergizing Academic and Personal Wellness

*Sue Dieterich, Lecturer, Counseling, Metropolitan Campus*

*Kellee Ellis, Assistant Professor, Counseling, Westshore Campus*

*David Nardecchia, Assistant Professor, Counseling, Western Campus*

*Michelle Nicopolis, Professor, Psychology, Western Campus*

Classroom synergy and success rely on more than what happens in the room. Join the Help Is Here team as they outline a holistic approach for promoting personal wellness to enhance the classroom experience. Gain tools to build awareness of risk factors, warning signs and symptoms of suicide and learn ways to approach a student of concern. Discover resources including the Help Is Here mobile app, websites, hotlines, textlines and more. A classroom activity and video will be shared for course implementation.

##### Session Outcomes:

1. Choose personal wellness tips to plug into the classroom as needed to enhance synergy.
2. Identify tools to increase suicide awareness and promote Tri-C's Help Is Here resources in the classroom.
3. List ways to approach a student of concern, and learn how to report concerning behavior at Tri-C.

### B3

#### Curriculum, Assessment and Transfer Synergy: The Faculty Experience With Processes and Course Submissions

*Becky Barnes, Director, Transfer, Articulation and Prior Learning, JSTC*

*Natalie Belle, Associate Professor, Biology, Western Campus*

*Holly Craider, Executive Director, Curriculum and Assessment, JSTC;*

*Adjunct Faculty, Communication Studies, Eastern Campus*

*Joseph Koch, Assistant Professor, Biology, Western Campus*

*Amanda Nolan, Specialist, Learning Outcomes Assessment, JSTC*

Hear from faculty and staff colleagues on how to successfully navigate curriculum development and review; Essential Learning Outcomes assessment; and OTM, TAG and CTAG submissions. With faculty at the center, the work of the separate but connected offices of Curriculum Development; Assessment; and Articulation, Transfer and Prior Learning is vital and necessary. This work intersects to drive compliance with the Higher Learning Commission, Ohio Department of Higher Education, program accreditation bodies and other regulations regarding the most essential aspect of higher education: the courses!

##### Session Outcomes:

1. Identify the differences among and connections between the offices of Curriculum Development; Assessment; and Articulation, Transfer and Prior Learning.
2. Discuss the importance of updating and aligning curriculum for compliance with accrediting bodies and the Ohio Department of Higher Education.
3. Use appropriate resources and processes for each type of course submission.

### B4

#### **Singled Out for Success: Promoting Equity in College for Single Mothers**

*Dee Dee Pfister, Associate Vice President, Academic Professional Development,  
Online Learning and Transfer and Articulation, JSTC*

While federal policies and court cases have helped expand equity in higher education, there is still room for improvement among the single-mother student population. Not formally acknowledged as a student equity group, single mothers have made minimal progress toward college degree attainment in comparison to other student groups. Examine what we can do as educators to support and provide resources to our single-mother students both in and out of the classroom.

##### **Session Outcomes:**

1. List history and statistics related to the single-mother student population.
2. Explore the Single Mothers in Community College Toolkit for Success.
3. Share and develop ideas for single-mother student success advocacy.

### B5

#### **Why Monogamy? Exploring Human and Other Primate Mating Systems Through Comparative Anatomy**

*Emily Weglian, Professor, Anthropology, Western Campus*

Explore the ways in which anatomy, behavior and environment interact. Learn about sexual selection and the anatomical markers that indicate mating strategies in a variety of living primate and past hominin species by handling plastic casts of skeletal materials.

##### **Session Outcomes:**

1. Describe how sexual selection and sexual dimorphism impact living primates.
2. Define basic anatomical terminology for indicators of sexual dimorphism.
3. Extrapolate mating systems of fossil hominins.

### B6

#### **Synergize With Your Students and Technology to Increase Students' Access to Success**

*Sara Fuller, Assistant Professor, English, Westshore Campus  
Teresa Kalla, Specialist, Online Learning and Academic Technology, JSTC*

Technology has opened the doors to higher education for more students than ever before. Find out how familiar technology like Word, PowerPoint and Google Slides can increase the accessibility of your courses for all students, whether face-to-face or online. Bring a Word document and a PowerPoint with you.

##### **Session Outcomes:**

1. Identify the need for accessible resources.
2. Utilize accessibility checkers in Word and PowerPoint.
3. Deploy live captioning of presentations in your classroom.

### B7

#### **Funding Your Projects: Interdisciplinary Faculty Innovation Grant (FIG) Panel**

*Jayashree Bidari, Adjunct Faculty, Economics, Westshore Campus  
Anne Distler, Professor, Chemistry, Westshore Campus  
Lisa Friel, Assistant Professor, English as a Second Language,  
Westshore Campus  
Mike Piero, Associate Professor, English, Westshore Campus  
Jonathan Williams, Associate Professor, Physics, Westshore Campus*

Learn more about funding your classroom projects through Tri-C's Faculty Innovation Grant (FIG). Four groups of FIG recipients will share the results from recent grant-funded projects and discuss them with the audience. Topics include leveraging new technology in the classroom, obtaining important classroom equipment and reducing textbook costs.

##### **Session Outcomes:**

1. Gain awareness of the FIG opportunity.
2. Develop ideas for your own projects.
3. Provide input to help your peers improve their existing projects.

### B8

#### **Creating Synergy Through a Classroom Community**

*Stacey Souther, Associate Professor, Psychology, Eastern Campus*

Personal interaction with faculty members strengthens students' connection to the College and helps them focus on their academic progress. Building community in the classroom starts with us getting to know our students and students getting to know one another (Gabriel 2008, 2018). Explore ways in which you can get to know your students and help them get to know one another. We will also discuss strategies to increase faculty empathy while maintaining academic quality.

##### **Session Outcomes:**

1. Describe the importance of class climate.
2. Identify ways to create a sense of belongingness and inclusiveness in the classroom.
3. List at least one activity you can use to help build relationships and rapport with students.

### B9

#### **Collaborating for Connection: Deepening Rhetorical Understanding Through Multimodal Remixing**

*Denise McCorty, Interim Campus President, Metropolitan Campus  
Heather Jordan, Associate Professor, English, Bowling Green State University*

In our increasingly digital and multimodal world, new media scholars urge us to expand our thinking around literacy, which has traditionally focused on alphabetic texts. Composition and communication faculty have an opportunity to integrate written, visual and oral assignments so that students can gain a broader concept of literacy. This approach is called "multimodal remixing." Learn how multimodal remixing can help students more deeply

## SESSION B: 10:15-11:15 A.M.

understand literacy and make more effective rhetorical choices. Ideas for interdisciplinary collaboration, sample assignments and rubrics will be provided.

### Session Outcomes:

1. Develop a collaborative and interdisciplinary assignment using multimodal remixing.
2. Provide ways to deepen students' understanding of literacy and essential rhetorical concepts.
3. Assess multimodal assignments.

### B10

#### Roots 2.0: Creating Synergy with the "1619 Project"

*Sarah Pogell, Adjunct Faculty, English, Eastern Campus*

The "1619" Project comprises ground-breaking essays, photographs, poetry, videos, and podcasts created by New York Times journalists, well-known historians, and artists to commemorate the four-hundredth anniversary of the first enslaved Africans to set foot on American soil. The session will introduce these resonant open resource materials and discuss how to use them to create safe, academically rigorous spaces in which students and faculty might dialogue about race and racism in this country. The session will also recount how "1619" was used in a composition classroom and recommend ways to use it in courses across the curriculum.

### Session Outcomes:

1. Define the "1619" Project.
2. Discuss how to use the "1619" Project to create a safe spaces for discussing race and racism in the classroom.
3. Identify how session participants might use the "1619 Project" in their own classrooms.

### B11

#### Building Community Partnerships Through Student Research

*Robyn White, Associate Professor, Sociology, Western Campus*

Studies show that engaging students in research early in their academic career can help them clarify their major/career path, engage more with their coursework and increase their self-confidence. Hear how the presenter has implemented research activities into her honors sociology courses, allowing students to address campus issues and collaborate with community organizations. Strategies are applicable to all disciplines and can be implemented into existing courses.

### Session Outcomes:

1. Brainstorm ideas for engaging students more actively in existing course materials.
2. Identify the undergraduate research process.
3. Be empowered to create relationships with community organizations.

### B12

#### Designing a Student-Centered Syllabus: Research From Student Focus Group Sessions

*Jodi Hupp, Assistant Professor, Communication Studies, Eastern Campus*

*Bridget Kriner, Assistant Professor, English, Westshore Campus*

*Johnie Reed, Assistant Professor, Business Administration, Westshore Campus*

Hear results from focus group sessions held on all four campuses in Spring 2019 regarding student preferences and practices for utilizing course syllabi. Explore emergent themes from qualitative data analysis of syllabi design, format, accessibility and usage along with how content is communicated within the syllabus. Presenters will suggest best practices for crafting a student-centered syllabus based on data collected in the study.

### Session Outcomes:

1. Explain general student concerns about course syllabi.
2. Discuss emergent themes from data analysis.
3. Identify best practices for creating student-centered syllabus.

### B13

#### Time for Mentors and Mentees to Connect

*Sharon Doughten, Associate Professor, Dietetic Technology, Metropolitan Campus*

*Ky Heinlen, Associate Professor, Counseling, Westshore Campus*

*Stephanie Kasuboski, Assistant Professor, English as a Second Language, Eastern Campus*

*Kirsten Yates-Konzen, Assistant Professor, English, Western Campus*

Back by popular demand, this session offers an opportunity for one-on-one sharing between mentors and mentees who may not be able to schedule other in-person meetings. This year, we will offer brief introductions, followed by plenty of time to discuss the issues most important to you — teaching, professional growth, etc. Invite your mentee or mentor to join you and get 2020 off to a great start!

### Session Outcomes:

1. Develop a stronger sense of community.
2. Share best practices.
3. Identify avenues for professional growth.

### B14

#### An Interdisciplinary Virtual Escape Room: Overcoming Obstacles to Promote Student Success

*Jessica Jaworske, Assistant Professor, Nursing, Metropolitan Campus*

*Steven Scanlon, Assistant Professor, Emergency Medical Technology, Metropolitan Campus*

*Jacquelyn Tamerlano, Assistant Professor, Mathematics, Metropolitan Campus*

Professors from the mathematics, EMT and nursing departments collaborated to create an engaging virtual escape room that helps prepare students for medication math and bridges the gap between math and health care courses. The presenters seek feedback to continue developing the tool, customize it to meet the needs of Tri-C students and effectively implement it. (Cont.)



## SESSION B: 10:15-11:15 A.M.

### Session Outcomes:

1. Describe how the virtual escape room tool helps prepare students to use dimensional analysis in medication math.
2. Use participant feedback to further develop, customize and implement the tool.
3. Provide an application-based learning tool that bridges the gap between math and health care courses.

### B15

#### Marvel at Mediasite Masterminds

Michael Kenney, Associate Professor, Chemistry, Metropolitan Campus

Courtney Kelley, Professor, Psychology, Eastern Campus

Michelle Reed, Online Video Strategist, Online Learning and

Academic Technology, JSTC

Brendan Smith, Assistant Professor, Massage Therapy, Eastern Campus

MaryAnn Stuhan, Program Manager, Pharmacology, Eastern Campus

John Thomas, Associate Professor, Veterinarian Technology, Western Campus

Peter Wickley, Associate Professor, Biology, Western Campus

Maggie Williams, Adjunct, Chemistry, Westshore Campus

On the fence about using video and lecture capture in your class? Learn how your colleagues are taking advantage of Mediasite to create synergy in their courses and discover how to reach more students using Mediasite's flexible player and engagement features.

### Session Outcomes:

1. Discuss the benefits of lecture capture.
2. Identify how to use Mediasite.
3. Explore Mediasite's engagement features.

### B16

#### "Spark"ing Creativity in the Classroom

Sarah Goode, Instructional Technologist, Center for Learning Excellence, Western Campus

Adobe Spark is a free multimedia creation tool that allows anyone to create professional quality images, videos and webpages without the learning curve other technologies require. Use Adobe Spark to create multimedia content for a variety of projects ranging from conference presentations to digital storytelling.

### Session Outcomes:

1. Review the main features of Adobe Spark.
2. Create and share an Adobe Spark project.
3. Describe how Spark can be implemented in a classroom setting.

## SESSION C: 11:30 A.M. – 12:30 P.M.

### C1

#### Connecting and Collaborating: First Year Experience Collegewide Share Session

Lisa Belcher-Nelson, Assistant Professor, Counseling, Western Campus

Arelia Dalton, Assistant Professor, Counseling, Eastern Campus

Toni Pickens, Assistant Professor, Counseling, Western Campus

Ryan Rodriguez, Assistant Professor, English, Western Campus

Catherine Rokicky, Professor, History, Western Campus

Emily Weglian, Professor, Anthropology, Western Campus

First Year Experience representatives from each campus will lead a faculty share session reflecting on FYE and the Second Semester Pathway. Review SSP course strengths that may be incorporated into future FYE initiatives, and explore best practices and future recommendations for the program as it continues to evolve.

### Session Outcomes:

1. Discuss faculty needs and how they may differ.
2. Explore beneficial components of the FYE program.
3. Share best teaching practices.

### C2

#### 2020-2021 Mandel Faculty Fellows Program

Mary Hovanec, Faculty Chair, Mandel Scholars Academy, Eastern Campus

Matt Jordan, Dean, Mandel Humanities Center, Eastern Campus

John Kerezy, Associate Professor, Media and Journalism Studies,

Western Campus

Derrick L. Williams, Associate Professor, Communication Studies,

Metropolitan Campus

The Jack, Joseph and Morton Mandel Humanities Center invites faculty to submit applications for the 2020-2021 Mandel Faculty Fellows program, which provides support for full-time Tri-C faculty from across the disciplines to pursue research. Join us for an informal discussion about the program, featuring the center's dean and faculty chair along with the 2019-2020 fellows.

### Session Outcomes:

1. Discuss the purpose of the Mandel Faculty Fellows program.
2. Identify the Mandel Faculty Fellows application process.
3. Distinguish the connection between the Mandel Faculty Fellows program and student engagement.

### C3

#### Black Diamonds Community Outreach Panel

Diane Gaston, Associate Professor, Philosophy, Western Campus

Linda Lanier, Assistant Professor, Counseling, Metropolitan Campus

Annette McDowell, Assistant Professor, Early Childhood Education,

Metropolitan Campus

Rebecca Stolzman, Collegewide Director, Grants Management, District

As faculty, staff and administrators, it is critical to address the needs of the "whole student." Leaders of the Black Diamonds Initiative believe that for students to succeed, we must promote learning and empowerment in and beyond the classroom. Learn how we organize and strategically recruit from the Tri-C community, secondary school educators and community

organizations to enhance outcomes and opportunities for Tri-C students and Northeast Ohio constituents. Discover how the annual Black Diamonds Conference addresses three areas of need for women of color: underrepresentation in educational/occupational professions, mental and physical well-being, and financial stability.

### Session Outcomes:

1. Increase awareness of the Black Diamonds Initiative.
2. Summarize how the initiative develops strategic community partnerships with the purpose of building conduits to needed services and resource delivery.
3. Identify ways to increase retention of Tri-C students by providing activities and programming that develop or enhance faculty-to-student mentoring.

### C4

#### Impact of Food Insecurity on Student Success

*Sharon Doughten, Associate Professor, Dietetic Technology, Metropolitan Campus*  
*Judith Kaplan, Program Manager, Dietetic Technology, Metropolitan Campus*

Explore the impact of hunger on learning and student success, learn about food insecurity and discover College resources available to students.

### Session Outcomes:

1. Discuss hunger's impact on community college students.
2. Articulate what faculty and program managers/directors learn through student interactions.
3. Identify college food options.

### C5

#### Say Hello to Blackboard Ultra Base Navigation

*Tom Kemp, Executive Director, Online Learning and Academic Technology, JSTC*  
*Cindy Potteiger, Director, Online Learning and Academic Technology, JSTC*

Learn what the Spring 2020 change to Blackboard's Ultra Base Navigation will entail and how it will improve your access to critical information while providing a more engaging, organized and enjoyable experience for you and your students. While the familiar Blackboard Learn interface will remain, the new Blackboard portal will have a sleek, modern look and feel, with simpler workflows that will have you rockin'.

### Session Outcomes:

1. Explore the features of Ultra Base Navigation in Blackboard.
2. Improve the Blackboard experience for students.
3. Identify best practices related to Blackboard Learn.

### C6

#### Introducing Cleveland's Rich Resources Into the Classroom

*Cheryl D'Mello, Lecturer, English, Metropolitan Campus*

Cleveland's Anisfield-Wolf Book Awards are the only American national book prize focusing on works that address racism and human diversity. For 84 years, they have recognized books that open and challenge our minds and contribute to a better understanding of these issues. The presenters propose that these relevant "living" texts be used in an interdisciplinary manner across campuses, whether as part of the Common Reading program, a new multicultural literature class or other means.

### Session Outcomes:

1. Improve students' understanding of race and diversity through Anisfield-Wolf Award-winning books.
2. Identify ways to engage students with the texts to help them frame their own ideas about social justice.
3. Discover opportunities for getting involved in social justice in Cleveland.

### C7

#### Academic Honesty Resources for Students and Faculty

*Sara Clark, Assistant Professor, English as a Second Language, Western Campus*  
*Stephanie Greer, Lecturer, English, Western Campus*  
*Nicholas Prokup, Lecturer, English as a Second Language, Western Campus*

ESL and English faculty have partnered to create academic honesty resources suitable for all courses. If you teach a course that requires any researched writing, particularly if you don't have much class time to devote to defining plagiarism and rules for citation, then these resources are for you! Presenters will demonstrate new tools to help students understand and practice academic honesty, including modules and exercises that can be imported to Blackboard course sites. Suggestions for future resources will be solicited.

### Session Outcomes:

1. Identify available academic honesty resources to ESL students in all courses.
2. Discuss self-guided academic honesty resources for students in courses that don't focus primarily on research and writing.
3. Provide feedback regarding future academic honesty resources.

### C8

#### Academic Challenge Project: Helping Students Achieve Greater Academic Success Using Actionable Strategies Practiced Over Time

*Cindi Deutschman-Ruiz, Adjunct Faculty, Media and Journalism Studies/General Studies, Western Campus*

This session showcases a term-length project designed to help FYE students identify a challenge they face in achieving (Cont.)

academic success and develop specific strategies to address that challenge. At the end of the course, students report that not only have they made progress in overcoming the challenges they chose to address, they now have a powerful process they can use to address other challenges. This project is highly adaptable to different semester lengths and to disciplines beyond general studies.

### Session Outcomes:

1. List ways to help students recognize their ability to overcome challenges in college and in life.
2. Identify how to incorporate such a project into your FYE curriculum.
3. Discuss how intentionally designed co-curriculars can engage students in their current coursework and program trajectory.

### C9

#### Using Manipulatives to Create Synergy in the Classroom

*Jen Luca, Assistant Professor, Sport and Exercise Science, Eastern Campus*  
*Stacey Souther, Associate Professor, Psychology, Eastern Campus*

Studies show that manipulatives, when used as an active learning strategy, can increase student understanding (Major, Harris and Zakrajsek 2016; Baepler et al. 2016), which then increases student retention and completion. The use of manipulatives creates synergy in a classroom by providing students an opportunity to become more engaged in a course as they physically connect with and apply course content. We'll discuss the use of manipulatives in the classroom, provide some in-session manipulative activities that can be used in any discipline, and share a specific activity used in a Kinesiology course: building muscle anatomy with clay.

### Session Outcomes:

1. Describe what a manipulative is and how it can support student success.
2. List examples of manipulatives that can be used in the classroom.
3. Identify at least one manipulative activity that can be implemented in your particular discipline/class.

### C10

#### Beyond the Classroom: Finding Synergy Outdoors

*Erica Stevenson, Assistant Professor, Biology, Westshore Campus*  
*Beth Vaidya, Associate Professor, Biology, Westshore Campus*

Take a virtual tour through an outdoor classroom and discover the benefits of engaging your students and the community in nature. The newly installed outdoor classroom at the Westshore Campus, developed in collaboration with the student environmental club, consists of a wooded wetland with a walking path, surrounded by native plant species. Bat boxes, bird feeders, a pollinator garden and a reptile habitat are also located within the space. Outdoor learning is an essential component of training for biologists, but all faculty can use

the outdoors in their pedagogy. Come learn why nature may make the best classroom.

### Session Outcomes:

1. Design an outdoor learning activity for your discipline on your campus.
2. Identify areas on and off campus where outdoor learning is possible.
3. List useful resources/equipment for teaching outdoors.

### C11

#### Headline News: Using Current Events and News Coverage to Enhance Student Outcomes in Any Class

*Kim Lenahan, Adjunct Faculty, History/Women's Studies, Metropolitan Campus*  
*Susan Zimmerman, Adjunct Faculty, Media and Journalism Studies, Metropolitan Campus*

By incorporating credible news coverage in classes (online or traditional) via classroom preparation assignments (CPAs), faculty can enhance student engagement and help students understand how current events relate to coursework in nearly any academic discipline. Students may be ill-informed or skeptical of news media — they don't recognize the relevance of news to their classes or their daily lives, and they may feel apathetic, disengaged or alienated. This workshop, which builds on the successful "Headline News" series of events and activities at Metropolitan Campus, provides tools to energize and engage students, improve their media literacy and promote learning.

### Session Outcomes:

1. Identify strategies to incorporate credible news coverage in both online and traditional classes in nearly any academic discipline.
2. Explore tools for encouraging students to access credible news websites and promoting media literacy.
3. Discuss strategies to advance faculty collaboration and synergy between diverse academic disciplines.

### C12

#### Creating Collaboration in the Classroom Through Partnering and Project-Based Learning Techniques

*Jeff Rodgers, Senior Instructional Designer, Center for Learning Excellence, Eastern Campus*

Foster collaboration in your classroom by applying simple and proven techniques from partnering and project-based learning methodologies. These techniques encourage students to focus on researching, answering questions and creating collaborative solutions to coursework while allowing instructors to focus on explaining and guiding students to meet course objectives. Applicable to all disciplines, these techniques can be used for one lesson or throughout an entire course.

### Session Outcomes:

1. Identify the components of a partnering/ PBL-based lesson.



2. Differentiate between a project and a collaborative, inquiry-based assignment.
3. Design a collaborative/partnering assignment.

### C13

#### Encouraging Innovation in Students: Lessons From Rapid Prototyping

*Rachel Clingman, Adjunct Faculty, Visual Communication and Design, Western Campus*

Cleveland has the potential to become a great incubator for innovation — if we build a foundation of students with entrepreneurial spirit who are willing to take on challenges, tackle big ideas and take risks. Encouraging your students to have big ideas, fail fast, iterate and pivot is important to building a culture of innovation. This session focuses on crafting an environment that allows your students to learn “smart” risk-taking behavior.

##### Session Outcomes:

1. Define what “smart” risk-taking is.
2. Identify how to structure lessons around the idea of failing fast and iterating.
3. List strategies to encourage creative problem-solving.

### C14

#### Teaching in Two (Or More!) Places at Once: Practical Steps for Implementing and Utilizing Real-Time Web Conferencing Technology to Reach More Students in a Classroom-Based or Hybrid Class

*Joseph Fell, Assistant Professor, Paralegal Studies, Western Campus*

Take practical steps to implement WebEx and Cisco Spark technology for enhanced, synchronous instruction. Learn about technology that can enable real-time communication across multiple campuses and get practical strategies for adjusting instructional and assessment methods to meet the unique needs of 21st-century teaching.

##### Session Outcomes:

1. Discuss how to use web conferencing technology to teach across multiple campuses in real time.
2. Obtain practical strategies for adapting content delivery methods to teach simultaneously in multiple settings.
3. Adapt formative and summative assessments to accurately measure student understanding and learning in a multi-campus setting.

### C15

#### Projecting Course Content Beyond the Classroom: Is Flipgrid the Trick?

*Jason Mullin, Assistant Professor, English, Eastern Campus*  
*Erin Susick, Assistant Professor, Mathematics, Eastern Campus*

Discover the ways in which the educational app Flipgrid can engage students, activate prior learning and extend course content beyond the classroom. Consider common instructional needs, participate in an interactive, hands-on activity using

Flipgrid and explore possible applications for this technology. Finally, engage in a thoughtful discussion about the purposeful implementation and use of new classroom technology.

##### Session Outcomes:

1. Think about technology implementation in terms of addressing well-defined classroom issues in order to achieve specific educational goals.
2. Gain familiarity with the features and capabilities of Flipgrid.
3. Discuss how to choose, implement and assess new classroom technology.

### C16

#### Experiments in Online Synergy: Data Analysis and Results From Gamification of College Composition

*George Kanieski, Assistant Professor, English, Western Campus*

Learn about the presenter’s attempt to gamify his college composition course, using Blackboard quizzes with unlimited attempts to create synergy with the course site (that is, encourage students to read). While the effort failed, it did produce intriguing data, cautionary tales and a spin on the oft-cited Cleveland mantra: Just wait until next semester! See options for adaptive release of course elements, learn about numerous limitations imposed by Blackboard and see how he makes an online class work despite them.

##### Session Outcomes:

1. Gain technical knowledge of Blackboard’s adaptive release.
2. Identify potential problems in gamifying a course.
3. Discuss the advantages of managing responses to student writing.

### C17

#### Slow Down Teaching and Engage Your Students

*Jackie Arendt, Adjunct Faculty, Sociology, Western Campus*  
*Norma Gatica, Professor, Chemistry, Western Campus*

Keeping students focused is a challenge without any magical fixes. This workshop focuses on techniques employed by members of the faculty learning community, including class preparedness assignments, podcasts, technology apps and feedback sessions. Learn to give yourself and students time to think, process and reflect. Emphasize exploration and communication over coverage and correct answers. Incorporate interaction and relationship development. Encourage awareness of biases and limits of intuition. Learn how simple and small adjustments in instruction allow you to refocus on student success.

##### Session Outcomes:

1. Identify tools and techniques employed in FLC member classrooms.
2. Summarize common language that allows faculty to collaborate across disciplines.
3. Discuss how to support student learning and foster a greater sense of personal responsibility in student academic success.

# ADJUNCT TECHNOLOGY FORUM

## Adjunct Technology Forum

Adjunct faculty are invited to participate in the Adjunct Technology Forum from 1:45 to 3:30 p.m. The forum consists of three 30-minute concurrent sessions. Please choose from the workshops below.

### Schedule:

1:15 p.m.	Spring 2020 Faculty Development Registration Center for Learning Excellence (WSS G201)
1:45-2:15 p.m.	Session 1
2:20-2:50 p.m.	Session 2
2:55-3:25 p.m.	Session 3
3:30 p.m.	Closing Raffle

### Adjunct Workshop 1: Adjunct Toolbox WSS G201

Learn how to use the Faculty and Work Tools tabs in *my Tri-C space* to find resources and links to the tools you'll use as an adjunct faculty member. Find out where and how to acknowledge your teaching assignment, request a Blackboard site, access your class roster, complete an attendance tracker, enter grades, drop for non-attendance (or re-enroll), file a Student Concern Report, access Early Alerts, complete an absence and substitution form or request a stipend.

### Adjunct Workshop 2: Updating the Official Course Outline to Reflect What You Teach Your Students WSS G205

Get strategies and tools for updating official course outlines to promote scholarship and student success. Learn about best practices and experiences, and discuss ideas. Receive an overview of Tri-C's new curriculum management system. This presentation is useful for new faculty and/or those charged with updating curriculum.

#### Session Outcomes:

1. Learn how changing the official course outline can help you and your colleagues engage students and promote their success.
2. Learn how to incorporate rubrics and other modern teaching tools into a course outline.
3. Learn how to use instructional technology and other resources, including the CLEs, to refresh your outlines and ensure they reflect what students need to know.

### Adjunct Workshop 3: Blackboard Ultra Base Navigation WSS G223

Learn what the spring 2020 change to Blackboard's Ultra Base Navigation will entail and how it will improve your access to critical information while providing a more engaging, organized and enjoyable experience for you and your students. While the familiar Blackboard Learn interface will remain, the new Blackboard portal will have a sleek, modern look and feel, with

simpler workflows that will have you rockin'.

#### Session Outcomes:

1. Explore the features of Ultra Base Navigation in Blackboard.
2. Improve the Blackboard experience for students.
3. Identify best practices related to Blackboard Learn.

### Adjunct Workshop 4: Marvel at Mediasite WSS G223C

On the fence about using video and lecture capture in your class? Learn how your colleagues are taking advantage of Mediasite to create synergy in their courses and discover how to reach more students using Mediasite's flexible player and engagement features.

#### Session Outcomes:

1. Discuss the benefits of lecture capture.
2. Identify how to use Mediasite.
3. Explore Mediasite's engagement features.

### Adjunct Workshop 5: Advanced Technology Classroom (ATC) Demonstration WSS G225

Have you taught in a room with the new ATC equipment? Do you need a refresher before the start of the term? Learn the basic features and functions of the new ATC's and how it can enhance your instruction.

#### Session Outcomes:

1. Learn how to operate the new classroom technology.
2. Discover ways to deliver instruction while using an ATC.
3. Awareness of key features (i.e. HoverCam document reader, whiteboard, laptop connection, etc.)

### Adjunct Workshop 6: GEN-1070 Blackboard Site GT 217

Considering teaching a First Year Success Seminar (GEN-1070)? Already taught a few but need some inspiration? Come experience the synergy of an FYE course-building journey. See how Tri-C student videos, FYE faculty-curated content and Blackboard how-tos combine into one seamless experience you can personalize for your course. Join your colleagues to review and select materials and build a course together. When you leave, you'll understand what the GEN-1070 template has to offer and how it works for you as well as your future students.

#### Session Outcomes:

1. Evaluate and select course materials for GEN-1070.
2. Understand the technical how-tos of the GEN-1070 template.
3. Use the GEN-1070 template to create a student-centered Blackboard course site.





This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, providing a guide for writing. The paper itself is a clean, off-white color, and there are no margins, text, or other markings present.

# COLLOQUIUM MOBILE APP

The Colloquium mobile app is now gamified! Attendees can earn points by simply interacting with peers and uploading photos throughout the day.

The top three leaders will receive Tri-C swag or registration for the 2020 Ohio Association of Two-Year Colleges (OATYC) Conference!

Log in to the Tri-C mobile app to get started. Winners will be notified by email at the end of the event.

## Points are earned when:

1. **An attendee ...**
  - Posts a message on the Activity Stream (4 points)
  - Posts a photo (3 points)
  - Adds a comment (2 points)
  - Adds a like (1 point)
  - Votes in a poll (1 point)
2. **An attendee's content is ...**
  - Commented on (2 points)
  - Liked (1 point)

## To access the Leaderboard from the mobile app:

1. Go to the Menu tab.
2. Click 'People.'
3. Select 'Leaderboard' from the drop-down menu.
4. Points will be added as activities are completed.



## How to access the Colloquium 2020 mobile app:

1. Open the Tri-C Employee Events app
2. Click on the 'Colloquium 2020' icon under 'Upcoming'
3. Click 'Join'
4. Enter the event code: faculty

## If you have not already downloaded the Tri-C Employee Events app:

1. Search for 'Tri-C Employee Events' in your app store
2. Download app and click 'Open'
3. Click 'Allow' to receive notifications
4. Click on the '2020 Faculty Colloquium' icon under, Upcoming,
5. Click 'Join' and then 'Continue'
6. Enter your Tri-C email and create a password
7. Click 'Sign Up'
8. Complete your profile
9. Enter the event code: faculty
10. Click on the menu tab in top left corner to view app features

*Please note: Once you have completed sign-up steps, the app will appear on your screen just like other apps.*



### Robert L. Lewis Memorial Fund

As founding chair of Cuyahoga Community College's Board of Trustees, Robert L. Lewis helped to establish Tri-C as the first community college in Ohio in 1963. He served for 17 years as a trustee, during which he created the unique Scholar-in-Residence Program (and served for many years as the scholar); instituted the Conversations at Gwinn; and worked to launch the Honors Program.

Until his death in 2005, Lewis devoted himself to the College's humanistic enhancement. He delighted and inspired generations of students, faculty and community members with his courses and lectures about Greek mythology, revealing their relevance to contemporary issues of civic responsibility and ethics. The convening of the Annual Faculty Colloquium affirms his belief that such scholarly colloquies are the hallmark of a civilized society.

The Robert L. Lewis Academy of Scholars offers the pursuit of intellectual inquiry to Tri-C's high-achieving students. Now in its 11th year, the academy engages student scholars College-wide to follow their passions and produce projects related to diverse issues of social justice and civil society in our greater community. This inspiring academy begins with enrollment in Honors Social Justice, a three-credit course designed by Tri-C philosophy faculty in which students explore issues of social justice through essays by philosophers ranging from Socrates to Dr. Martin Luther King Jr.

During spring semester, students produce their approved projects with support from independent study faculty and community mentors. This creative enterprise culminates in a celebration at the year-end Student Success Symposium, where students display posters of their projects for viewing by Tri-C faculty, students and administration as well as community supporters, family and friends.

