



FOCUSING OUR PROFESSIONAL LENS

THE 14TH ANNUAL **FACULTY COLLOQUIUM**

Wednesday, January 10, 2018

Westshore Campus at Corporate College® West

Cuyahoga
Community
College



On behalf of the Faculty Development and Westshore Campus teams, I'd like to welcome you to the 14th Annual Faculty Colloquium. Our goal is to provide a forum for faculty to hone their skills as professional educators. While the format of this event continues to evolve, the intention remains to offer faculty the opportunity to "focus their professional lens." As a committee, we have been dedicated to raising the bar and kicking it up a notch. I am pleased to report that through your diligence and great efforts, we have met our goals.

I'd like to extend a special thank you to everyone who took time to submit, edit and revise proposals and make sure that we have a variety of enriching sessions to offer faculty. My hope is that today will enrich your development as a faculty professional at the College.

Enjoy!

Ky Heinlen,
Co-chair, 2018 Colloquium

Schedule of Events

8-8:30 a.m.	Breakfast
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 with Counterparts
1:45-3:30 p.m.	Counterparts Meetings
1:45-3:30 p.m.	Deans Council Meeting
1:45-3:30 p.m.	Adjunct Session

2018 Colloquium Committee

Lindsay English, Co-chair
Kathleen (Ky) Heinlen, Co-chair
Rebecca Carte
Mardy Chaplin
Kara DePaul
Sara Fuller
Stacey Souther
Elizabeth Vaidya
Anne Marie Yunker

Special Thanks to:

Shelly Dooley
Jennifer Dietz
Terri Pope and Westshore Campus Staff: Gary Arnosk, Julie Christman, Mark Carney, Casey Clark, David Duchnowski, Ann Proudfit, Jonathon Tarnai and Barbara Wilkins

Session A: 9-10 a.m.	Room
Facilitating Classroom Dialogues About Race, Identity and Other Sensitive Topics	26
Common Read Recap	28
Building Student-Faculty Relationships: 10 Easy Ways to Connect With Students	29
Using Smartphones as a Tool for Student Self-Review	30
Shine the Light: Uncovering Students' Mental Health Challenges	109
Curriculum and Syllabi Through the Lens of the HLC	112
History of the Restaurant Industry	119
Making It Real: Using Augmented Reality in the Classroom	206
APP-lying Technology to Independent Learning Modules for Teaching Difficult Topics	210
Lessons of Resilience	217
Technology Tools You Can Use Now in Your Class	213
Through the Eyes of Our Veteran Students	308
Besse Award Roundtable	312
How TRIO Helps Students Succeed	313

Session B: 10:15-11:15 a.m.	Room
Mobile Learning With Blackboard	27
Singled Out for Success: Understanding Single Mothers in the Community College	31
Kahoot!, Plickers and Remind: Engaging Students on Their Turf	34
Creating a Syllabus/Course Guide Your Students Might Actually Read!	35
Online Learning and Academic Technology (OLAT): Past, Present and Future	104
Safe Zone Ally Training	109
Curriculum and Syllabi Through the Lens of the HLC	112
Cross-Disciplinary Collaboration for Enhanced Student Learning	215
3-D Printing Showcase	206
The Flipped Lab: Prelab Videos so Students Come Prepared to Learn	216
Enhancing the Moral Compass of the Community College Student	307
Suicide Prevention: Learn How to Recognize, Approach and Refer	308
Enhancing Critical Thinking Skills Through Hypothesis Formulation	312
Tech Mini-Grant Panel	313

Session C: 11:30 a.m.-12:30 p.m.	Room
Connecting and Perfecting: First Year Experience College-Wide Share Session	26
Turning the Lens on You	30
How to Cultivate the Five Mindsets of Student Success: Belonging, Purpose, Self-Efficacy, Engagement and Perseverance	29
What Can a Faculty Learning Community Do for Me?	34
The Value of Information Literacy	35
Curriculum and Syllabi Through the Lens of the HLC	112
How to Use my Tri-C SMART to Analyze, Predict and Increase Student Success	119
Making It Real: Using Augmented Reality in the Classroom	206
Using SoftChalk to Engage Students in Subject Review and Class Preparation	210
50th Anniversary of the Cuyahoga River Fire: Connecting History to the Present and Future	217
Formative Assessment and Professor Feedback: A 21st-Century Approach to Classroom Improvement	213
Developing Your Professional Lens Through Mentoring	312
Making Space for Equity	308
One Instructor, Four Campuses, 30 Students: Success!	310

Coffee and beverages available all day on the lower level and 1st and 3rd floors

Breakfast Buffet

Available 7:30-9 a.m. on the lower level and 1st floor by Java City

Menu

Fresh sliced fruit, donuts, breakfast breads, assorted mini muffins, fruit and cheese danish, mini bagels and selection of gluten-free items

Lunch

Available 12:45-1:45 p.m. in designated rooms with counterparts (see page 4).

Menu

Soups: Fire-roasted vegetable; chicken chili; crab and corn chowder

Mini sandwiches: Steak and goat cheese on herb focaccia; turkey club on mini croissant with herb mayo; chicken parmesan on ciabatta; roasted vegetables with lemon ricotta (optional) on focaccia {vegan}

Salad: Mixed greens with cherry tomatoes, cucumber and carrots.

Side items: Candied walnuts, crumbled feta cheese, crumbled bacon, garbanzo beans, black olives

Desserts: Assorted mini cookies; peanut butter and blondie Two Brothers brownies, assorted pastries, chocolate cupcakes with vanilla buttercream; vanilla cupcakes with chocolate buttercream

College-Wide Counterparts

Lunch: 12:45-1:45 p.m.

Counterparts Meetings: 1:45-3:30 p.m.

Discipline	Room
Accounting	107
Art	309
Automotive Technology	20
Biology	310
Business Administration	30
Business Technology	Lower Level - Tutoring
Captioning and Court Reporting	Lower Level - Faculty Area
Counseling	109
Criminal Justice	Lower Level - Faculty Area
Early Childhood Education	119
Engineering	28
English	112
English as a Second Language	300
Foreign Language	304
Health Careers	313
History/Political Science/Geography/Urban Studies/Women's Studies	303
Hospitality Management	27
Human Services	Lower Level - Faculty Area
Information Technology	307
Journalism and Mass Communications	Lower Level - Faculty Area
Librarians	31
Mathematics	26
Media Arts	Lower Level - Tutoring
Music	Lower Level - Tutoring
Nursing	35
Paralegal Studies	Lower Level - Faculty Area
Philosophy/Humanities/Religious Studies	312
Photography	Lower Level - Faculty Area
Physical Education	17
Physical Sciences	16
Psychology	305
Recording Arts and Technology	Lower Level - Faculty Area
Sociology/Anthropology	104
Speech	34
Theatre	Lower Level - Tutoring
Visual Communication and Design	317

Other Meetings

Lunch: 12:45-1:45 p.m.

Meetings: 1:45-3:30 p.m.

Adjunct Session	29
Deans Council	308
Administration and Staff	First floor next to Java City

Session A: 9-10 a.m.

Facilitating Classroom Dialogues About Race, Identity and Other Sensitive Topics

Room: 26

Learn how to facilitate better classroom discussions on topics related to racial and ethnic identities as well as other sensitive topics. Dialogue techniques, privilege walks, implicit bias assessments and other tools will be demonstrated and discussed. These practical techniques, skills and principles can be applied immediately to build an inclusive classroom environment in an effort to increase student success. By the end of the session, participants will have a plan that can be implemented in their classrooms to foster a healthy and safe space for students.

Sara Fuller, Assistant Professor, English, Westshore Campus

Bridget Kriner, Assistant Professor, English, Westshore Campus

Common Read Recap

Room: 28

This panel presentation will recap the successes of the Fall 2017 Common Read Program, discuss the co-curricular events held on all campuses, review the widespread participation by faculty and students and preview the books currently in the running for Fall 2018. This session will focus on how faculty have used Just Mercy in their disciplines and how Common Read has become ingrained in Tri-C's culture and success.

Rebecca Carte, Assistant Professor, Spanish, Metropolitan Campus

Theresa Gromek, Assistant Professor, English, Westshore Campus

John Rasel, Assistant Professor, Library, Eastern Campus

Cassandra Sweeney, Assistant Professor, English, Eastern Campus

Melissa Zagata, Assistant Professor, English, Western Campus

Building Student-Faculty Relationships: 10 Easy Ways to Connect With Students

Room: 29

Studies have proven that positive student-faculty relationships are crucial within an academic setting. However, some faculty may find it challenging to interact with students on an interpersonal level. Drawing inspiration from the American Association of Colleges for Teacher Education Most Outstanding Book winner, "Start Where You Are, But Don't Stay There," this presentation will assist in developing skills to better educate diverse student bodies. The importance of the student-faculty/student relationship to access, success and completion will be examined and discussed. The "10 Easy Ways to Connect with Students" will be revealed, in addition to practical application techniques such as tailoring assignments and expectations for students.

Joel Andexler, Lecturer, Business, Western Campus

Using Smartphones as a Tool for Student Self-Review

Room: 30

This presentation will focus on encouraging students to use their smartphones to help with the proofreading and editing process when writing papers. Self-review is an excellent precursor to the peer review process, however, students need to learn that their ears are just as important as their eyes. By instructing students to read their papers aloud while recording on their smartphones, we can show them how hearing the sentences spoken in their own voice can help them find and fix errors. When students play the recording back, while reading along silently, their ears find errors that their eyes may not.

Paula Iken, Lecturer, English, Eastern Campus

Session A: 9-10 a.m.

Shine the Light: Uncovering Students' Mental Health Challenges

Room: 109

Working on the front lines with students, you come into direct contact with the many challenges they face, whether in the classroom, online or in your office. You know how to be an active listener, but what do you do when a student shares how much they are struggling with depression, anxiety or some kind of trauma? We will discuss how prevalent mental health challenges are among college students, provide interactive case studies and review available resources and strategies to help students in need.

Gary Carrington, Professor, Counseling, Metropolitan Campus

Kellee Ellis, Assistant Professor, Counseling, Westshore Campus

Michelle Nicopolis, Professor, Counseling, Western Campus

Curriculum and Syllabi Through the Lens of the HLC

Room: 112

Faculty continue to do incredible work in our classrooms, remaining updated in their subject areas and best practices. The role of the curriculum office is to help faculty tell the College's curricular story to our accreditation agencies and the state through official curriculum documentation. This session will help faculty understand the support available to them during the curriculum development process so that the College can maintain its rigorous academic quality for years to come.

Holly Craider, Assistant Dean, Curriculum and Transfer, Jerry Sue Thornton Center

History of the Restaurant Industry

Room: 119

How, what and where we eat has always been a reflection of our society and culture. Through the lens of the restaurant industry, we can view the history of the world in a different light. Restaurants are about more than just food. They tell the story of empires rising and falling, the story of economics, the history of transportation and the story of revolution – in short, they tell the story of humanity. Moreover, while our restaurants certainly reflect our history, they sometimes make a little history themselves.

Paul Glatt, Assistant Professor, Hospitality Management, Eastern Campus

Making It Real: Using Augmented Reality in the Classroom

Room: 206

Imagine being able to walk down the streets of Rome in your world history course or dissect the human body in your anatomy course! This session will describe the implementation of augmented reality, through the Microsoft HoloLens, as a teaching tool in the classroom. Faculty will have an opportunity to test-drive the devices and investigate applications that would utilize the technology. Research on the effectiveness and usability of the devices by students will also be presented.

Erica Stevenson, Lecturer, Biology, Westshore Campus

Elizabeth Vaidya, Assistant Professor, Biology, Westshore Campus

APP-lying Technology to Independent Learning Modules for Teaching Difficult Topics

Room: 210

Searching for a better way to provide support to students and faculty in learning complex, more difficult classroom material through the Blackboard LMS, we received assistance from the Center for Learning Excellence (CLE) in developing videos using the Educreations application. Linked to the Blackboard platform, these videos help students obtain the information needed to learn new techniques in drug calculation. We have also learned

Session A: 9-10 a.m.

to use SoftChalk instructional software to develop interactive quizzes that address complex information related to fluids and electrolytes. These online resources are used to supplement traditional classroom instruction, allowing for asynchronous learning among students and faculty.

Monica Losneck, Assistant Professor, Nursing, Westshore Campus

Jennifer Sulzer, Assistant Professor, Nursing, Metropolitan Campus

Lessons of Resilience

Room: 217

How can we develop more resilience in our students? By creating assignments that develop both cognitive and noncognitive skills, we can introduce students to the fascinating stories of people who define resilience—those who survived some of the most challenging social injustices in recent human history including the Holocaust, the bombing of Hiroshima, the devastation of Syria and wrongful incarceration here in America. In this session, we will model the creation of a flexible unit on human resilience that embeds materials significant to mastering course content as well as noncognitive skills necessary for success in the course.

Lorrie DiGiampietro, Assistant Professor, English, Western Campus

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

Technology Tools You Can Use Now in Your Class

Room: 213

Come experience technology tools that can enhance active engagement in both face-to-face and online courses. Want to introduce a formative assessment that engages the whole class in an entertaining fashion, or make online lessons more interactive? Examine options that are freely available to all Tri-C faculty and are based on active learning strategies: predicting, engaging all students, motivation, reflection and retrieval practice. Technology examples will include PlayPosit, Wheel Decide, YouTube for webcam videos, WebEx, Kahoot! and more.

Karen Gray, Instructional Technologist, Center for Learning Excellence, Western Campus

Through the Eyes of Our Veteran Students

Room: 308

As veterans return from service in the military, many are choosing to attend college. This session will provide a review of military culture and identify areas where faculty and support personnel can provide opportunities for students to successfully transition into college culture. A review of the most common mental health issues will be provided, as well as a variety of resources to help meet the needs of our students who are veterans.

Mick Munoz, Coordinator, Veteran Services, Western

David Nardecchia, Assistant Professor, Counseling, Western

Besse Award Roundtable

Room: 312

Join winners of the 2017 Excellence in Teaching Award in Honor of Ralph M. Besse at a roundtable that will focus on strategies for student success. The Besse Award winners will discuss teaching philosophies, methodologies and strategies for motivating students to engage and develop.

Priyanka Banerjee, Adjunct Faculty, Earth Science, Eastern Campus

Colleen Clark-Sutton, Adjunct Faculty, Sociology, Eastern Campus

Kristine Glasener, Assistant Professor, Mathematics, Eastern Campus

Pamela Simmons, Lecturer, Accounting, Western Campus

John Thomas, Associate Professor, Veterinary Technology, Western Campus

Henry Young, Professor, Speech Communications, Metropolitan Campus

Session A: 9-10 a.m.

How TRIO Helps Students Succeed

Room: 313

The TRIO Student Support Services (SSS) Program has been a fixture at Tri-C for nearly four decades, serving as a one-stop resource for first-generation college students. Learn about the scope of services provided, the best way for faculty and staff to interface with the TRIO program, and the program's performance outcomes.

*Melanie Allamby, Director, Student Support Services, Western Campus
Warren Glen, Program Manager, Student Support Services, Eastern Campus
Zyanya Torres, Director, Student Support Services, Metropolitan Campus*

Session B: 10:15-11:15 a.m.

Mobile Learning With Blackboard

Room: 27

Bring your device to go mobile with Blackboard! Learn how to build Blackboard content and connect with students anytime, anywhere using the Blackboard Instructor app. Discover the benefits of recommending the Blackboard app to students. Find out how to use Qwickly, an app within Blackboard that allows you to communicate with students in multiple courses simultaneously. Improve your workflow and efficiency while providing your students with the information they want, the connections they crave and the personalization they demand.

*Sarah Graham, Specialist, Online Learning and Technology, Jerry Sue Thornton Center
Kari Vara, Specialist, Online Learning and Technology, Jerry Sue Thornton Center*

Singled Out for Success: Understanding Single Mothers in the Community College

Room: 31

This presentation is based on my qualitative dissertation research, which sought to explore and understand single-mother community college students' perceptions of their ability to succeed. The theoretical framework that guided this research was Bandura's social cognitive theory of self-efficacy, defined as a person's belief in his or her ability to succeed. Given prevalent deficit mindset surrounding the single-mother population, this study sought to flip the negative narrative and investigate these students through a strengths-based lens.

Delia (Dee Dee) Bober, Dean, Learning and Engagement, Metropolitan Campus

Kahoot!, Plickers and Remind: Engaging Students on Their Turf

Room: 34

Participants will be introduced to three engaging and easy-to-learn technologies. Kahoot! uses student cellphones to allow for interactive, game-based content review in the classroom. Plickers is a lower-tech card system that allows you to scan student QR code responses to gauge understanding. Remind allows you to easily communicate with students via real-time messaging. Interact with each of these technologies as a student would, and then learn how to use them in your own classroom to enhance student engagement and understanding of course material.

*Melissa Resnick, Adjunct Faculty, Psychology, Eastern Campus
Stacey Souther, Associate Professor, Psychology, Eastern Campus*

Creating a Syllabus/Course Guide Your Students Might Actually Read!

Room: 35

The syllabus – what is it? How do we get students to read it? What should be in it? Is it two pages or 50? Discuss best practices for creating a syllabus or course guide for your course. We will share samples and listen to your ideas

Session B: 10:15-11:15 a.m.

regarding how to make an effective syllabus. Discussion facilitators will include faculty as well as CLE staff.

Kristina Ambrosia-Conn, Senior Instructional Designer,

Center for Learning Excellence, Eastern Campus

Kevin Dranuski, Senior Instructional Designer,

Center for Learning Excellence, Western Campus

Online Learning and Academic Technology (OLAT): Past, Present and Future Room: 104

Online learning has changed over the past few years and is destined to keep changing in the future. In this session, we'll discuss how OLAT has and is currently supporting faculty and students, including the Online Learning Student Assessment. Future plans for engineering student success into Blackboard and related technologies will also be reviewed. Improvements OLAT is making to enhance both the faculty and student experience today and into the future will be considered, too. Lastly, we'll discuss the OLAT tactical plan and how faculty can contribute to the direction of online learning at the College.

Thomas Kemp, Executive Director, Online Learning and Technology, Jerry Sue Thornton Center

Cindy Potteiger, Director, Online Learning and Technology, Jerry Sue Thornton Center

Safe Zone Ally Training

Room: 109

Broaden your inclusive space by becoming a Safe Zone (SZ) Ally. Participants will learn how to create a space where all feel welcome and respected across the spectrum of sexual orientation and gender identity and expression. Interact and learn about topics such as vocabulary; LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Questioning/Queer) research and data supporting the need for SZs; integrating more information related to sexual orientation, gender identity and expression into curriculum; awareness of resources; and how to discuss LGBTQ+ topics with others.

Michael Flatt, Assistant Professor, Sociology, Western Campus

Sarah Hastings, Lecturer, English, Eastern Campus

Bridget Kriner, Assistant Professor, English, Westshore Campus

Curriculum and Syllabi Through the Lens of the HLC

Room: 112

Faculty continue to do incredible work in our classrooms, remaining updated in their subject areas and best practices. The role of the curriculum office is to help faculty tell the College's curricular story to our accreditation agencies and the state through official curriculum documentation. This session will help faculty understand the support available to them during the curriculum development process so that the College can maintain its rigorous academic quality for years to come.

Holly Craider, Assistant Dean, Curriculum and Transfer, Jerry Sue Thornton Center

Cross-Disciplinary Collaboration for Enhanced Student Learning

Room: 215

This presentation will illustrate how cross-disciplinary teams in the humanities and clinical sciences work together to enhance modern health care. We will discuss problem-solving techniques and cooperative teaching from disciplines such as creative arts and philosophy and how they can be utilized alongside clinical problem-solving techniques to enhance patient care.

Natalie Belle, Associate Professor, Physician Assistant, Western Campus

Kevin Kondik, Assistant Professor, Philosophy, Western Campus

Session B: 10:15-11:15 a.m.

3-D Printing Showcase

Room: 206

Learn how accounting professor Eric Primuth utilizes a 3D printer in his Managerial Accounting course to build a prototype of a product and determine the cost of mass production. After an introduction to this project and details about how students learn using this tool, we will brainstorm the possibilities for the use of a 3-D printer in other disciplines. Bring your creativity and get ready to think outside the box!

Gary Arnosk, Integration Technician, Westshore Campus

Sarah Greywitt, Senior Instructional Designer, Center for Learning Excellence, Westshore Campus

Eric Primuth, Professor, Accounting, Westshore Campus

The Flipped Lab: Prelab Videos so Students Come Prepared to Learn

Room: 216

Students typically come to the lab unprepared and with no idea how the lab work relates to their lecture work. If we can get students thinking about the lab as a complement to the lecture, the experience will feel more comfortable to them. By creating short procedural videos that they can watch at home before coming to the lab, we can help them gain some familiarity with the equipment and procedures so they can focus on the WHATs and WHYs of the activities they will be doing.

Paula Allotta, Assistant Professor, Chemistry, Westshore Campus

Jonathan Williams, Assistant Professor, Physics, Westshore Campus

Enhancing the Moral Compass of the Community College Student

Room: 307

Moral development is the process by which individuals learn to embody standards of right and wrong behavior. In an age in which college students are increasingly called out for unethical behavior, faculty who encourage their students' moral development are better able to support their growth as leaders and citizens. This workshop presents information on the level of moral development in the community college student, involving faculty in a series of exercises that highlight methods for discerning and enhancing students' moral reasoning. Engaged pedagogies proven to encourage students' moral and ethical development are presented.

Robin Kelly, Assistant Professor, Business, Western Campus

Suicide Prevention: Learn How to Recognize, Approach and Refer

Room: 308

Suicide claims nearly 121 Americans daily; is the second leading cause of death among 25 to 34-year-olds nationally; and is the second-leading cause of death for Ohioans ages 15-34. Take a stand to help prevent and destigmatize suicide. Learn how to "Recognize, Approach and Refer" someone in need and become aware of warning signs/symptoms, what to say and how to get help. *The Help Is Here* employee and student resource guides and accompanying website created by Tri-C Counseling faculty will be highlighted.

Robert Johnson, Associate Professor, Counseling, Western Campus

David Nardecchia, Assistant Professor, Counseling, Western Campus

Samantha Posey, Assistant Professor, Counseling, Eastern Campus

Enhancing Critical Thinking Skills Through Hypothesis Formulation

Room: 312

Practicing the formulation of correct scientific hypotheses can enhance students' creative critical thinking skills. The common mistake among science students of confusing hypotheses with predictions will be described based on literature and personal teaching experience. Suggestions for

Session B: 10:15-11:15 a.m.

the possible causes of this problem, as well as practical solutions, will be offered. Participants will practice formulating hypotheses and predictions to demonstrate how critical thinking skills are developed.

Tomasz Kowalczyk, Associate Professor, Biology, Westshore Campus

Tech Mini-Grant Panel

Room: 313

Join your peers as the 2017 Instructional Technology Mini-Grant recipients discuss their grants, implementation and progress to date. Ask questions to find out about new technologies and how they have been applied across the College.

Miria Batig, Assistant Dean, Learning and Engagement, Western Campus

Danielle Budzick, Assistant Dean, Learning and Engagement, Westshore Campus

Mardy Chaplin, Assistant Professor, Paralegal Studies, Western Campus

Michelle Davis, Assistant Professor, Earth Science, Western Campus

Abby Dohanos, Assistant Dean, Learning and Engagement, Metropolitan Campus

James Funai, Assistant Professor, Plant Science and Landscape Technology, Eastern Campus

Mary Lou Gerosky, Program Manager, Dental Hygiene, Metropolitan Campus

Haidy Kamel, Associate Professor, Chemistry, Eastern Campus

Dwayne Keeney, Assistant Dean, Learning and Engagement, Eastern Campus

Michael Kenney, Assistant Professor, Chemistry, Metropolitan Campus

Margaret Lehnert, Assistant Professor, Biology, Western Campus

Cathleen Rossman, Associate Professor, Mathematics, Metropolitan Campus

Steven Scanlon, Preceptor, Emergency Medical Technology, Westshore Campus

Ted Schafer, Associate Professor, Automotive Technology, Western Campus

Brendan Smith, Assistant Professor, Massage Therapy, Eastern Campus

Sharon Stefanovic, Assistant Professor, Physics, Metropolitan Campus

Ken Williams, Assistant Professor, Massage Therapy, Eastern Campus

Session C: 11:30 a.m.-12:30 p.m.

Connecting and Perfecting: First Year Experience College-Wide Share Session

Room: 26

First Year Experience representatives from each campus will lead a faculty share session regarding GEN-1070. Updates on FYE training, the Challenger's Guide and Second Semester will also be shared.

Chandra Arthur, Assistant Professor, Business Administration, Westshore Campus

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

David Bernatowicz, Associate Professor, History, Metro Campus

Arelia Dalton, Assistant Professor, Counseling, Eastern Campus

Kevin Dranuski, Senior Instructional Designer, Center for Learning Excellence, Western Campus

Karen Gray, Instructional Technologist, Center for Learning Excellence, Western Campus

Toni Pickens, Assistant Professor, Counseling, Western Campus

Samantha Posey, Assistant Professor, Eastern Campus

John Rasel, Assistant Professor, Library, Eastern Campus

Muriel Robinson, Assistant Register, Metropolitan Campus

Ryan Rodriguez, Assistant Professor, English, Western Campus

Janice Taylor-Heard, Dean, Learning and Engagement, Western Campus

Jeffrey Tuma, Assistant Professor, Philosophy, Western Campus

Emily Weglian, Professor, Anthropology, Western Campus

Turning the Lens on You

Room: 30

Do you ever feel overwhelmed by the demands and expectations of academia? Does stress prevent you from functioning at your best? Do you want to learn to how to focus amid the daily grind? Put your professional lens down and take a moment for you. This session will focus on faculty well-being, practicing techniques aimed to help you stay focused and confident. Join us for an experiential journey, where we will practice

Session C: 11:30 a.m.-12:30 p.m.

mindfulness, relaxation and other calming techniques to establish balance. As a bonus, these techniques can be taught to your students.

Joseph Cummins, Assistant Professor, Human Services, Metropolitan Campus
Joslyn Dalton, Assistant Professor, Health Information Management Technology, Metropolitan Campus
Irene Diritsky, Assistant Professor, Human Services, Metropolitan Campus

How to Cultivate the Five Mindsets of Student Success: Belonging, Purpose, Self-Efficacy, Engagement and Perseverance

Room: 29

Drawing from the fields of education, behavioral psychology and behavioral economics, this workshop will explore the relationship of noncognitive skills and mindsets to motivation and deep learning. The five main areas where faculty can help cultivate motivated, successful learners (belonging, purpose, self-efficacy, engagement and perseverance) will be explained. Specific activities and advice for cultivating these mindsets will be provided. Participants are encouraged to bring and share activities and techniques they use to cultivate these mindsets in their students.

Roberta Hendrick, Associate Professor, English as a Second Language, Metropolitan Campus

What Can a Faculty Learning Community Do for Me?

Room: 34

Faculty Learning Communities (FLCs) are yearlong, faculty-driven, multidisciplinary, project-based communities in which faculty work on a topic of their choice to improve their teaching or research a project of their choosing. In this presentation, we will discuss exactly what defines an FLC, how Eastern Campus and other campuses have started to use FLCs for faculty development and begin a discussion about how FLCs might work for you.

Kristina Ambrosia-Conn, Senior Instructional Designer, Center for Learning Excellence, Eastern Campus
Sarah Greywitt, Senior Instructional Designer, Center for Learning Excellence, Westshore Campus
Stacey Souther, Associate Professor, Psychology, Eastern Campus
Ken Williams, Assistant Professor, Massage Therapy, Eastern Campus

The Value of Information Literacy

Room: 35

The American Library Association defines Information Literacy as “the ability to recognize when information is needed and to locate, evaluate and use effectively the needed information.” Information Literacy has become increasingly complicated and important in the digital world. Being well-informed does not just have personal benefits, but professional benefits as well. This presentation will explore how to encourage students to learn to be well-informed and how to apply that information in a professional environment.

John Ostroske, Assistant Professor, Information Technology, Metropolitan Campus

Curriculum and Syllabi Through the Lens of the HLC

Room: 112

Faculty continue to do incredible work in our classrooms, remaining updated in their subject areas and best practices. The role of the curriculum office is to help faculty tell the College’s curricular story to our accreditation agencies and the state through official curriculum documentation. This session will help faculty understand the support available to them during the curriculum development process so that the College can maintain its rigorous academic quality for years to come.

Holly Craider, Assistant Dean, Curriculum and Transfer, Jerry Sue Thornton Center

Session C: 11:30 a.m.-12:30 p.m.

How to Use my Tri-C SMART to Analyze, Predict and Increase Student Success

Room: 119

Have you ever wondered if seat-based students outperform online students in the long run? Are poor grades in a prerequisite truly a predictor of success in subsequent courses? The College now has a powerful, user-friendly, self-service database that can answer those questions and more. We will explore the data you can get from my Tri-C SMART on a self-service basis, including customized lists, enrollment reports and more complex reports on graduation rates and other student outcomes. Discover how Tri-C's version of "big data" can be used to increase student success.

*John Bongorno, Assistant Professor, Accounting, Metropolitan Campus
G. Rob Stuart, Executive Director, Evidence and Inquiry, District Office*

Making It Real: Using Augmented Reality in the Classroom

Room: 206

Imagine being able to walk down the streets of Rome in your world history course or dissect the human body in your anatomy course! This session will describe the implementation of augmented reality, through the Microsoft HoloLens, as a teaching tool in the classroom. Faculty will have an opportunity to test-drive the devices and investigate applications that would utilize the technology. Research on the effectiveness and usability of the devices by students will also be presented.

*Erica Stevenson, Lecturer, Biology, Westshore Campus
Elizabeth Vaidya, Assistant Professor, Biology, Westshore Campus*

Using SoftChalk to Engage Students in Subject Review and Class Preparation

Room: 210

The workshop demonstrates the value of SoftChalk as a repository for a variety of media such as textbook content, resources, YouTube videos, text poppers and quizzes that result in a higher level of student preparedness. In addition to a demonstration, this session will include hands-on practice in building a discipline-specific example as well as linking quizzes from SoftChalk to Blackboard.

Jacquelyn Tamerlano, Lecturer, Mathematics, Western Campus

50th Anniversary of the Cuyahoga River Fire: Connecting History to the Present and Future

Room: 217

This session will use video clips to focus our professional lens on Cleveland's unique environmental history and current local examples of civic responsibility and business models moving Cleveland into the future. Real-time participant reactions to the videos, as well as faculty testimonials, will help us collectively brainstorm ways to engage students with these local, real-world examples as a means of meeting curricular goals across a variety of subjects. A hands-on activity will connect Cleveland's environmental history and current civic efforts with outcomes on social, economic and environmental systems and how these connections can be incorporated into curriculum.

David November, Manager, Sustainability, District Office

Formative Assessment and Professor Feedback: A 21st-Century Approach to Classroom Improvement

Room: 213

Do you want to know if students are actually learning and having a positive experience in your courses? This session will provide you with a working

Session C: 11:30 a.m.-12:30 p.m.

knowledge of a potpourri of easy-to-learn, fun technological tools that can be deployed in all disciplines. Utilizing these tools will allow you to conduct formative assessment to measure student learning and determine if additional review is needed before summative assessments are given. Additionally, these tools will allow you to obtain anonymous, honest feedback about students' experiences and allow you to make adjustments so that your students have a positive end to their semester!

Joe Fell, Assistant Professor, Paralegal Studies, Western Campus

Developing Your Professional Lens Through Mentoring

Room: 312

Faculty mentor and mentee panelists will share tips and strategies they have learned from assisting new faculty in their professional development. They will also respond to questions about best practices in mentoring. Each of the panelists selected have demonstrated best practices to support newly hired instructors and faculty members develop strong teaching practices.

Jennifer Dietz, Associate Professor, Medical Assisting, Metropolitan Campus

Sharon Doughten, Assistant Professor, Dietetic Technology, Metropolitan Campus

Michael Flatt, Assistant Professor, Sociology, Western Campus

Sara Fuller, Assistant Professor, English, Westshore Campus

Karen Goulandris, Assistant Professor, Early Childhood Education, Western Campus

Chris Green, Manager, Campus Scheduling, Eastern Campus

Amanda Hanley, Assistant Professor, Mathematics, Westshore Campus

Sarah Morgenstein, Assistant Professor, Visual Communication and Design, Western Campus

Tiffanie Reed, Assistant Professor, Sociology, Eastern Campus

Melanie Shearer, Associate Professor, Medical Assisting, Metropolitan Campus

Making Space for Equity

Room: 308

This presentation explores the role of equity in the classroom with a focus on how using active learning strategies, such as The Big Picture, and designing a learning space that relates to the learning process can create a more engaging classroom that will promote the success of every student.

Brian Hall, Associate Professor, English, Metropolitan Campus

One Instructor, Four Campuses, 30 Students: Success!

Room: 310

Is distance an impediment to course or degree completion for your students? Are distance learning courses not the answer? Synchronous instruction to multiple campuses using WebEx technology may be for you.

Mardy Chaplin, Assistant Professor, Paralegal Studies, Western Campus

12:45-1:45pm

Lunch

1:45-3:30pm

Adjunct Session: What is My Role in Institutional Accreditation?

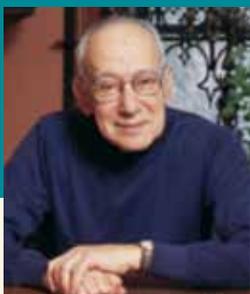
Room 29

Learn more about the Higher Learning Commission and Tri-C's Comprehensive Quality Review, scheduled for AY 17-18. This session will focus on the role of the adjunct instructor in maintaining Tri-C's full accreditation status. All are welcome to attend.

Deans Council Meeting

Room 308

College-Wide Counterparts Meetings – See page 4 for room assignments.



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 humanistic enhancement of the College. He delighted and inspired generations of students, faculty and the greater community 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 10th year, the Robert L. Lewis Academy of Scholars 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 Tri-C Student Success Symposium, where students display posters of their projects for viewing by College faculty, students and administration as well as community supporters, family and friends. For over a decade, support of The Robert L. Lewis Memorial Fund has provided the Academy of Scholars with both program and scholarship assistance as they work together to address issues of Social Justice and make a difference in our community.

