

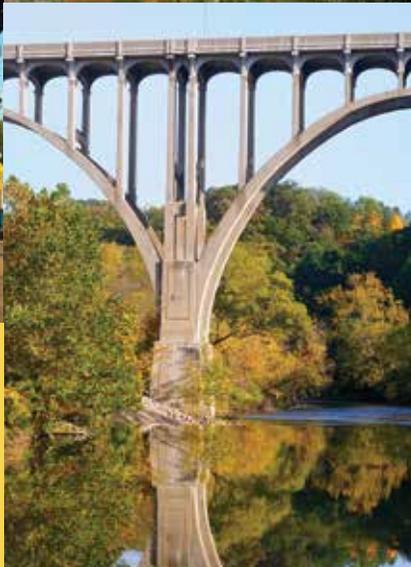
Cuyahoga
Community
College



A Matter of Bridges



Tuesday,
January 8,
2019



Education is
all a matter
of building
bridges.
— Ralph Ellison

15TH ANNUAL FACULTY COLLOQUIUM

CORPORATE COLLEGE® WEST

The committee for the 15th Annual Faculty Colloquium welcomes everyone as we celebrate the start of a new year and semester. The first iteration of Colloquium, known as the Faculty Symposium, took place annually from 1983 to 2003. It is a happy coincidence that this year's Colloquium theme, *Education is a Matter of Bridges*, was selected, as this is the 35th anniversary of faculty formally gathering to bridge classroom practice with an event designed to acknowledge, share and enjoy each other's talents, resources and best practices. As you move through the building today, keep an eye out for some memories from the last 35 years.

You will also find a tribute to Robert L. Lewis in honor of his contributions to education in Ohio and the 10th anniversary of the Robert L. Lewis Scholars academy, as well as selected works from the recent (re)imaginings Common Reading showcase.

This day would not be possible without the contributions of many across the College, including today's presenters. Thank you to all of the presenters, everyone who assisted in making the Colloquium happen for the 35th time, and to everyone attending today.

We wish you all the very best of everything in 2019 and beyond. May you continue to build bridges that enhance the teaching and learning that take place at Tri-C every day of the year.

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
1:45-3:30 p.m.	Full-time Faculty Counterparts Meetings
1:45-3:30 p.m.	Adjunct Session
1:45-3:30 p.m.	Program Manager/Program Director Session
1:45-3:30 p.m.	Deans Council Session

2019 COLLOQUIUM COMMITTEE

Kimberley Susbauer,
Faculty co-chair
Rebecca Carte
Mardy Chaplin
Kara DePaul, *Co-chair*
Lindsay English
Sara Fuller
Kimberly Hill
Brian Hall
Elizabeth Vaidya

SPECIAL THANKS TO:

Viviane Buchanan
Marietta Carr
Shelly Dooley
Kathleen (Ky) Heinlen
Sharon Hubbard
Joanne Lewis
Media Services
Terri Pope and the CCW/Westshore Campus Staff:
Gary Arnosk, Julie Christman, Mark Carney,
David Duchnowski, Gregory Palgut, Ann Proudfit,
Jonathan Tarnai and Barbara Wilkins

BREAKFAST

8-8:30 a.m.
Java City

Broccoli and cheese frittata, sausage with potato and cheese frittata, whole fruit, donuts, coffee and tea

LUNCH

12:45-1:45 p.m.
Designated rooms with counterparts (see page 3)

Tri-C lunch bag includes your choice of turkey club croissant, roast beef and cheddar on eggknot roll, grilled chicken and roasted vegetable wrap (gluten free), or roasted vegetable wrap (vegan and gluten free) served with side salad, chips, apple and dessert.

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

DISCIPLINE	ROOM
Accounting	217
Art	309
Automotive Technology	20
Biology	310
Business Administration	30
Business Technology	Lower Level – Faculty Area
Captioning and Court Reporting	Lower Level – Tutoring
Counseling/General Studies	109
Criminal Justice	Lower Level – Tutoring
Early Childhood Education	119
Emergency Medical Technology	Lower Level – Tutoring
Engineering	27
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	215
Human Services	Lower Level – Tutoring
Information Technology	307
Journalism and Mass Communication	Lower Level – Tutoring
Librarians	31
Mathematics	26
Media Arts	Lower Level – Faculty Area
Music	Lower Level – Faculty Area
Nursing	28
Paralegal Studies	Lower Level – Tutoring
Philosophy/Humanities/Religious Studies	312
Photography	Lower Level – Tutoring
Physical Education	17
Physical Sciences	216
Psychology	305
Recording Arts and Technology	Lower Level – Tutoring
Sociology/Anthropology	104
Speech	16
Theater	Lower Level – Faculty Area
Visual Communication and Design	317

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

GROUP/SESSION	ROOM
Adjunct Session: Outcomes Assessment	34
Adjunct Session: Help is Here	35
Centers for Learning Excellence	The Beach
Deans Council	308
Program Manager/Program Director Session	29

Additional lunch seating available on the first floor next to Java City.

Sessions at a Glance

SESSION A: 9-10 A.M.	SESSION	ROOM
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Bridging Concepts and Skills: Escape Rooms as a Collaborative Investigation	A2	308
Create Collaboration by Building Bridges Across Essential Learning Outcomes and Objectives	A3	104
Creating Content: How Technology Can Help	A4	28
Implementing Small Teaching Techniques With Big Results	A5	305
Improving Health Care Through Interprofessional Education and Collaboration (IPEC)	A6	313
Mediasite: Profile Creation and Content Linking	A7	201
Multimedia: Forming a Bridge Between Writing Assignments and Pop Culture	A8	26
Over Troubled Waters: Practitioners as Bridges	A9	27
Three Ways to Teach Second Semester Pathways Courses (FYE-1800s)	A10	109
Understanding the Opioid Epidemic: What Faculty, Staff and Administrators Need to Know	A11	35
Using Social Science to Develop Well-Rounded Future Professionals in Contemporary Society	A12	303
Walk the Online Learning Student Assessment (OLSA): A Bridge to Tri-C's Learning Environment	A13	34
SESSION B 10:15-11:15 A.M.	SESSION	ROOM
Anyone Can Use Improv in the Classroom	B1	17
Avoiding Grade Disputes by Bridging the Divide Between Student Expectations and Outcomes	B2	112
Blackboard Workshop for GEN-1070 (FYE) Faculty	B3	202/203
Bridging the Great Divide in Education: The Value of a Liberal Arts Degree in Today's STEM-Oriented Society	B4	312
Competency-Based Adult Education and Beyond	B5	307
Class Preparation Assignments (CPAs): Lessons From Our Classroom Experience	B6	31
Curriculum: Telling the Story	B7	304
Faculty Grant Award Blitz	B8	310
LGBTQ+: What Does It Mean, and Why Does It Matter?	B9	29
Not Just a Number: The Spirit of Hospitality and Its Impact on Retention and Completion	B10	313
Teaching Your Philosophy: Bridging Pasts, Presents and Futures	B11	317
Textbook Affordability: OERs, First Day Solution and Other Options	B12	109
Tutoring: Bridging the Gap	B13	30
SESSION C 11:30 A.M.-12:30 P.M.	SESSION	ROOM
Bridging the Decades: Using Tri-C's Past to Educate in the Present and Think About the Future	C1	308
Class Preparation Assignments: How We Got Our Students to Come to Class Prepared	C2	303
Connecting and Perfecting: FYE College-wide Share Session	C3	26
Cybersecurity: Incorporate it in to the Classroom to Prepare the Leaders of Tomorrow	C4	35
Getting Together: Mentors and Mentees Connect	C5	300
Guiding the Creative Project	C6	109
Internet, Meaning and Society: How Are We Using the Internet to Build Bridges in Education?	C7	201
Metamorphosis Cleveland: A Ravaged River Revitalized, and 50 Years of Change	C8	28
Open Educational Resources: A Bridge to Affordable Learning	C9	210
Sexual Misconduct Reporting: Defining Your Role and How to Respond	C10	112
Technology and the BRIDGES Movement	C11	208
The One Health Concept: Bridging the Gap Between Human and Veterinary Medicine	C12	34
Using Jigsaw in the Classroom: Engaging Students in the Learning and Teaching Process	C13	104
You Are Already Here: Helping Students Discover Their Academic Identity	C14	305

SESSION A: 9-10 A.M.

A1

Room 312

Besse Award Roundtable

Aaron Altose, Assistant Professor, Mathematics, Eastern Campus
Lorrie DiGiampietro, Assistant Professor, English, Western Campus
Brian Hall, Associate Professor, English, Metropolitan Campus
Amanda Hanley, Assistant Professor, Mathematics, Westshore Campus
Vida Radovic, Adjunct, Mathematics, Western Campus
Melissa Resnick, Lecturer, Psychology, Eastern Campus
Erica Stevenson, Lecturer, Biology, Westshore Campus
Iryna Tsarukyanova, Assistant Professor, Mathematics, Western Campus
Joe Wagner, Adjunct Faculty, Business Administration and Information Technology, Western Campus

Join winners of the 2018 Excellence in Teaching Award in Honor of Ralph M. Besse at a roundtable focused on strategies for student success. The Besse Award winners will discuss teaching philosophies, methodologies and strategies for motivating students to engage and develop.

A2

Room 308

Bridging Concepts and Skills: Escape Rooms as a Collaborative Investigation

Brenda Boshela, Reading Specialist, Metropolitan Campus
Marietta Carr, Archivist, Records Management, Metropolitan Campus
Kyla Weeks, Assistant Professor, English, Metropolitan Campus

A teacher-created escape room can bridge communication, critical thinking and collaboration. Escape rooms increase class engagement and allow students to deepen their learning. In this workshop, participants will have a chance to work through a short example of the escape room experience. We will also discuss the malleability of an escape room and how it can be used in any discipline.

Session Objectives:

1. Understand what an escape room is, the cooperative nature of escape rooms and how working together on a game designed around specific learning outcomes sets the groundwork for active learning.
2. Analyze, evaluate and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
3. Review various items that can be used as clues to solve the escape room puzzle (including, but not limited to: nonfiction text/essays, articles, reports, literature, advertisements, photographs, other forms of visual art and videos).

A3

Room 104

Create Collaboration by Building Bridges Across Essential Learning Outcomes and Course Objectives

Amelia Caldwell, Adjunct Faculty, Business, Westshore Campus
Sarah Greywitt, Senior Instructional Designer, Center for Learning Excellence, Westshore Campus
Heidi Stoffer, Adjunct Faculty, English, Metropolitan Campus

An interdisciplinary team comprising business and English faculty and an instructional designer will present successful strategies they have implemented to promote collaborative learning. In this interactive workshop, you will work in small groups to brainstorm ways to use Tri-C's course objectives and Essential Learning Outcomes (ELOs) as the foundation for cross-disciplinary collaboration.

Session Objectives:

1. Consider how meaningful collaborative learning experiences enhance both student comprehension of course content and instructor lesson planning.
2. Engage in cross-disciplinary partnerships to find shared ELOs and form the basis for eventual applied collaboration of classes.
3. Create an interdisciplinary lesson plan for future collaborative teaching opportunities based upon a shared course objective.

A4

Room 28

Creating Content: How Technology Can Help

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

More and more, higher education is moving away from typical textbooks and toward online resources and interactive multimedia content that can be placed online. Come experience options for creating your own content through the use of lesson creation tools and video creation options. We will explore technologies that include using Blackboard to its fullest, SoftChalk, PlayPosit and more.

Session Objectives:

1. Determine the appropriate content format to meet student needs.
2. Select technology to use when creating content.
3. Access resources for content creation.
4. Create their own content.

A5

Room 305

Implementing Small Teaching Techniques With Big Results: Lessons From James Lang's book, *Small Teaching*

Toni Nicoletti, Adjunct Faculty, Philosophy, Western Campus

Join me as I discuss lessons from James Lang's book, *Small Teaching*, as well as other research that helped me develop frequent formative (or low-stakes) assessments in my courses. These assessments give students early and frequent feedback regarding their preparation for assignments and upcoming exams. The methods and techniques I discuss can be implemented through classroom technology, such as Kahoot! and Plickers, and can be delivered in just a few minutes. These small changes in grading and in time can lead to big results in student grades and their experience in the classroom. They also provide a means to bridge early communication between instructor and students and enhance student success.

Session Objectives:

1. Define and discuss psychological barriers that prevent students from preparing adequately for course assignments and exams.
2. Define and discuss the role of small teaching techniques, such as formative assessments, in helping students improve their understanding and grades in your courses.
3. Help define best practices for implementing formative assessments.

A6

Room 313

Improving Health Care through Inter Professional Education and Collaboration (IPEC)

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

Gregory Kline, Associate Dean, Health Careers and Sciences, Metropolitan Campus

Hector Merced, Program Director, Occupational Therapy, Metropolitan Campus

Joan Tischler, Associate Professor, Dental Hygiene, Metropolitan Campus

Tanya Wright, Program Director, Physical Therapist Assisting, Metropolitan Campus

Comprehensive health care requires coordination among the extended health care team. Representatives from Tri-C's Dental Hygiene, Occupational Therapy Assisting and Physical Therapist Assistant programs are building bridges connecting an unlikely collaboration of health career students as they learn how to build bridges holistically through patient-centered care to achieve total body health. Faculty from all health care disciplines will learn the importance of incorporating interdisciplinary education and collaboration into their programs and

curriculum. This will also open the door to ongoing discussion on ways to increase the interdisciplinary education and collaboration at Tri-C, as more and more disciplines add this to their accreditation standards.

Session Objectives:

1. Faculty from all disciplines will learn the importance of incorporating interdisciplinary education and collaboration into their programs and curriculum.
2. Attendees will leave with a method of implementing IPEC for their disciplines.
3. Attendees will leave with fresh ideas for implementing IPEC campus-wide.

A7

Room 201

Mediasite: Profile Creation and Content Linking

Michelle Reed, Specialist, Online Video Strategies, Online Learning and Academic Technology, Jerry Sue Thornton Center

Mediasite is Tri-C's preferred lecture capture and streaming video tool. Learn how to create your profile, ensure your legacy content is stored in Mediasite and link to your content either in or outside of Blackboard.

Session Objectives:

1. Create a Mediasite profile.
2. Understand the importance of storing all video content in one location and learn the process for successfully housing legacy content in Mediasite.
3. Learn how to create a Mediasite "mashup" in Blackboard or link to the content outside of Blackboard.

A8

Room 26

Multimedia: Forming a Bridge Between Writing Assignments and Pop Culture

Paula Iken, Lecturer, English, Eastern Campus

Learn and discuss how multimedia can be used as a bridge between students' understanding of writing assignments and essay genres and how these genres appear in popular culture. Reading and examining examples of personal narrative and profile essays are traditional ways for students to develop an understanding of the genres; however, multimedia is a more effective way to present these genres to media-savvy students in the 21st century.

Session Objectives:

1. Explain the need for a bridge between written examples and those in multimedia pop culture.

2. Demonstrate how multimedia brings writing genres to life.
3. Encourage faculty to develop their own bridges between complex concepts show how those concepts present themselves outside of academia.

A9

Room 27

Over Troubled Waters: Practitioners as Bridges

Vincent Briley, Interim Assistant Dean, Academic Affairs,

Metropolitan Campus

Arelia Dalton, Assistant Professor, Counseling, Eastern Campus

Can you believe that you are a bridge? This workshop will revisit the scholarship of Estela Mara Bensimon, Ed.D., exploring how practitioners are an important bridge for student achievement. Fellow practitioners will explore ways to utilize the characteristics of a sturdy bridge to support student achievement, build collegiality across disciplines and advance interdepartmental collaboration — even through challenging times.

Session Objectives:

1. Examine how practitioners' knowledge, beliefs, experiences, education and sense of self-efficacy affect how students experience their education.
2. Discuss the important role of college faculty in student learning and engagement, beyond an academic discipline.
3. Share experiences and ways to utilize the characteristics of a bridge to provide reliable support for student success, achievement and completion.

A10

Room 109

Three Ways to Teach Second Semester Pathways Courses (FYE-1800s)

Diana Del Rosario, Associate Vice President, College-wide

Accreditation and Health Care Initiatives

Ed Durkin, Assistant Professor, Information Technology,

Western Campus

Kevin Kondik, Assistant Professor, Philosophy, Western Campus

Anna Lauer, Assistant Professor, Library, Western Campus

Mary Elizabeth Marsh, Assistant Professor, Nursing,

Metropolitan Campus

If you are curious about or have already committed to teaching one of the FYE-1800 courses, this session is for you. Come hear about the tools, resources and ideas that can help you make your course engaging. Mary Elizabeth Marsh (FYE-1802), Ed Durkin (FYE-1807) and Kevin Kondik (FYE-1801) will share how they have taught their

pathway courses and what resources and assignments have worked well for them.

Session Objectives:

1. Discover how current instructors bridge the experience they bring from their own pathway with students who may be pursuing a path or discipline related, but not directly aligned to, their career path.
2. Explore how to help students find their own pathway using template assignments and available resources.
3. Gain a better understanding of the Degree Works academic plan, how it is visible to instructors and students, and its value for all.

A11

Room 35

Understanding the Opioid Epidemic: What Faculty, Staff and Administrators Need to Know

Kevin Berg, Assistant Professor, Counseling, Western Campus

David Nardecchia, Assistant Professor, Counseling,

Western Campus

The opioid epidemic in Ohio affects everyone. Come to this interactive workshop to learn about the epidemic itself, warning signs to look out for and resources available at Tri-C.

Session Objectives:

1. Learn about the current opioid epidemic in Ohio.
2. Learn about warning signs in and out of the classroom.
3. Learn about resources available to support Tri-C faculty, staff and administrators.

A12

Room 303

Using Social Science to Develop Well-Rounded Future Professionals in Contemporary Society

Simona Epuran, Adjunct Faculty, Sociology, Metropolitan Campus

Vincent Holland, Lecturer, Sociology, Metropolitan Campus

Monica Starks, Lecturer, Sociology, Westshore Campus

A look at how social science courses, particularly Sociology, cover social interaction and events that are happening in society. We encourage students to use their sociological imagination and prepare them to deal with similar situations as they may occur in their professional lives or careers. Focusing on current events such as the #MeToo movement, Black Lives Matter (BLM) and the rise of the Lesbian, Bisexual, Gay, Transgender and Queer (LBGTQ+) communities.

A12 (Cont.)

Session Objectives:

1. Analyze the link between academia and society.
2. Analyze social interaction as it relates to current societal movements.
3. Analyze criminology as it relates to deviant behavior and police brutality.

A13

Room 34

Walk the Online Learning Student Assessment (OLSA): A Bridge to Tri-C's Learning Environment

*Nancy Doherty, Assistant Professor, Chemistry, Western Campus
Kari Vara, Interactive Learning Designer, Online Learning & Academic Technology, Jerry Sue Thornton Center*

Blackboard, email and Microsoft Word form a bridge — a conduit for learning — between faculty and students; time management, netiquette and appropriate email conventions help students traverse this bridge successfully. Tri-C recently implemented the Online Learning Student Assessment (OLSA), an hour long course for students to assess and increase their readiness for the online learning environment at Tri-C. The OLSA introduces students to basic technology, study skills and communication skills. Learn about the rationale for and building of the OLSA. Take a walk on the OLSA bridge with a demo of the course.

Session Objectives:

1. Experience the OLSA as a student to build a student-faculty connection.
2. Comprehend the rationale behind the building of the OLSA.
3. Understand the benefits of the technology used to build the OLSA.

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

B1

Room 17

Anyone Can Use Improv in the Classroom

Elizabeth Pugel, Adjunct Faculty, Speech Communication, Eastern Campus

Improvisation is a tool you probably haven't thought of using in the classroom, but you should! Improv and teaching have more in common than you might think. Improv is about being creative without thinking. It sparks imagination, encourages team building and promotes active collaboration as well as intellectual and emotional growth. In this session, you will learn the principles of improvisation, identify key skills that improv teaches and get ideas for fun activities to incorporate into your classroom. Session activity participation strongly encouraged, though not required.

Session Objectives:

1. Learn ways you can become a better facilitator by experimenting with improv techniques.
2. Discover new ways to balance spontaneity with structure.
3. Practice increasing your confidence and creativity to make your plan more flexible and spontaneous.

B2

Room 112

Avoiding Grade Disputes by Bridging the Divide Between Student Expectations and Outcomes

*Jean Beckner, Assistant Professor, Diagnostic Medical Sonography; Member, College-wide Academic Appeals Board, Western Campus
Suzanne Cox, Associate Professor, Counseling; Member, College-wide Academic Appeals Board, Metropolitan Campus
Justin Miller, Assistant Professor, Philosophy; Member, College-wide Academic Appeals Board, Eastern Campus
Amy Parks, Associate Dean, Creative Arts; Chairperson, College-wide Academic Appeals Board
Ann Proudfit, Dean, Student Affairs; Member, College-wide Academic Appeals Board, Westshore Campus*

Learn how to avoid grade disputes by setting realistic and specific expectations using the syllabus and by providing direct feedback. A faculty and staff panel will share resources and case studies in a lively, engaging and interactive discussion using technology.

Session Objectives:

1. Explain the current grade dispute process and identify resources available for grade dispute panelists.
2. Apply the grade dispute process while analyzing case studies of past grade disputes.
3. Improve the information faculty share with students (via syllabi and feedback) to decrease potential for future grade disputes.

B3

Room 202

Blackboard Workshop for GEN-1070 First Year Experience (FYE) Faculty

*Catherine Rokicky, Professor, History, Western Campus
Emily Weglian, Professor, Anthropology, Western Campus*

Come ready to work on your Blackboard course site for GEN-1070! This interactive workshop will give you time and space to work with other faculty to prepare or revamp your GEN-1070 course site. Whether you are new to GEN-1070 or just looking to discuss and refresh your Blackboard organization or strategies, come and work with your colleagues in a real-time collaborative setting. This session is limited to current and newly trained GEN-1070 faculty.

Session Objectives:

1. Participants will, at the least, leave the session with their GEN-1070 course site set to roll over, if they haven't done that yet.
2. Map and/or implement an organizational structure to fit their individual course structure.
3. Engage with experienced faculty to discuss varying course organizational and pedagogical strategies regarding the Blackboard site.

B4

Room 312

Bridging the Great Divide in Education: The Value of a Liberal Arts Degree in Today's STEM-Oriented Society

Shawn Easley, Professor, Political Science, Western Campus
Christopher Kinsella, History, Assistant Professor, Eastern Campus
Sonja Siler, Associate Professor, Political Science, Metropolitan Campus
Melissa Soto-Schwartz, Assistant Professor, History, Western Campus
Angela Ugran, Assistant Professor, Political Science, Eastern Campus

This panel of social science faculty members invites you to join in a constructive dialogue about the practical values and skills a liberal arts education provides for our students. Far too often, the liberal arts are maligned in the media or dismissed as outdated in today's marketplace. However, employers are often in need of the critical thinking skills that liberal arts students possess. Are those who are ignorant of history really doomed to repeat it? Come find out!

Session Objectives:

1. Encourage a dialogue among faculty across disciplines.
2. Participants will gain a better appreciation for the liberal arts overall and be supportive of students in this discipline.
3. By sharing various teaching strategies employed in the liberal arts, attendees will gain new pedagogical tools.

B5

Room 307

Competency-Based Adult Education and Beyond

Victoria Berry, Program Manager, Youth, Adult and Community Connections Adjunct Faculty, Information Technology, Metropolitan Campus
Kirsten Cooper, Lab Skills Assistant, Youth, Adult and Community Connections, Metropolitan Campus

In 2015, state legislature approved an innovative new competency-based pathway to a high school diploma. As a result, students are gaining the skills and knowledge needed to be marketable, high-performing and confident participants in the workforce and higher education. As competency-based education proliferates, many of us

who teach at the college level will be asked to revise our curriculum and teaching pedagogy to embrace this new way of learning. At the very least, we will start to see more students who have been schooled in competency-based curriculum and will need to adjust our teaching styles to ensure that we meet our students' learning styles.

Session Objectives:

1. Receive an introduction to competency-based learning and how it is applied both in high schools and in adult education.
2. Learn about competency-based learning tools that have been successful in raising students' math and reading skills.
3. Discover how their programs fit into guided pathways for students who are coming from competency-based programs.

B6

Room 31

Class Preparation Assignments (CPAs): Lessons From Our Classroom Experience

Deborah Allen, Associate Professor, Radiology, Western Campus
Sabrina Cali, Adjunct Faculty, Sport and Exercise Studies, Western Campus
James Gardner, Associate Professor, Automotive Technology, Western Campus
Toni Nicoletti, Adjunct Faculty, Philosophy, Western Campus

Gillette and Gillette propose a definitional model of grading that ensures advanced preparation, rewards effort and helps prepare students more effectively for subsequent assignments and exams. In their model, students' first exposure to course materials is through assignments completed prior to class (class preparation assignments, or CPAs), which students and instructor discuss and use to build on student understanding of course lessons, application and deeper analysis of important concepts and theories. We discuss our experiences implementing CPAs and their effectiveness in improving student performance in our courses.

Session Objectives:

1. Define and discuss the pedagogical principles behind CPAs and show how to implement them effectively in the classroom.
2. Share CPA implementation models from four different disciplines — Automotive Technology, Philosophy, Sport and Exercise Studies, and Radiography — to give faculty a variety of models that can be adapted to their own courses.
3. Help define and discuss best practices for implementing CPAs and the important role of the definitional model of grading in combination with CPAs.

B7

Room 304

Curriculum: Telling the Story

Holly Craider, Executive Director, Curriculum Development and Transfer, Jerry Sue Thornton Center

Anne Distler, Professor, Chemistry; Member, Committee on Learning Outcomes Assessment, Westshore Campus

Cheryl Kovach, Associate Director, Curriculum Development and Transfer, Jerry Sue Thornton Center

A discussion of how the course outline serves as the basis for what material is taught in the classroom while faculty utilize their academic freedom to deliver that material via methods of their choosing.

Session Objectives:

1. Describe various kinds of curricular proposals (e.g., special topics, new course, new program).
2. Identify key elements of each proposal type.
3. Use measurable language to create curriculum that can be easily assessed.

B8

Room 310

Faculty Grant Award Blitz

Paula Allotta, Associate Professor, Chemistry, Westshore Campus

Rebecca Carte, Assistant Professor, Spanish, Metropolitan Campus

Amelia Caldwell, Adjunct Faculty, Business, Westshore Campus

Sara Fuller, Assistant Professor, English, Westshore Campus

Michele Hampton, Professor, Business, Eastern Campus

Kay McAtee, Professor, Business, Eastern Campus

Melissa Resnick, Lecturer, Psychology, Eastern Campus

Erica Stevenson, Lecturer, Biology, Westshore Campus

Jonathan Williams, Assistant Professor, Physics, Westshore Campus

Beth Vaidya, Associate Professor, Biology, Westshore Campus

Join the 2018 Instructional Professional Development and Instructional Technology Mini-Grant recipients as they share the implementation of their grants in three minutes or less! Ask questions to find out about new technologies and how they have been applied across the College.

B9

Room 29

LGBTQ+: What Does It Mean and Why Does It Matter?

Michael Flatt, Assistant Professor, Sociology, Western Campus

Sarah Hastings, Lecturer, English, Eastern Campus

Bridget Kriner, Assistant Professor, English, Westshore Campus

Not sure what LGBTQ+ means or why it matters? Or, are you a Safe Zone Ally who attended training in the past and would like a refresher? Attend this session for an overview of relevant vocabulary, what words mean, why they matter, what is outdated and should be avoided, and more. You'll learn why it's helpful to be LGBTQ+ competent and aware and review key Tri-C, local, and national

resources for personal, social, educational, and advocacy reasons. *Note: This session does not certify attendees to be a Safe Zone Ally.

Session Objectives:

1. Learn what LGBTQ+-inclusive words mean, why they matter, what is outdated and should be avoided, and more.
2. Bring awareness to why it's helpful to be LGBTQ+ competent and aware in the classroom and beyond.
3. Review available resources for LGBTQ+ folks and allies to further faculty knowledge.

B10

Room 313

Not Just a Number: The Spirit of Hospitality and Its Impact on Retention and Completion

Deanna Manners, Assistant Professor, Hospitality Management, Westshore Campus

Michael Slater, Lecturer, Hospitality Management, Westshore Campus

Ky-Wai Wong, Assistant Professor, Hospitality Management,

Westshore Campus

Looking at students as restaurant customers can bring a new perspective to how we build bridges to grow retention and completion. Come learn how one department is putting this concept into action. In the words of College President Alex Johnson, "Keep in mind that we are here to serve."

Session Objectives:

1. Explore the "Spirit of Hospitality" concept.
2. Relate restaurant service to student connection.
3. Identify ways to use the Spirit of Hospitality to foster more meaningful relationships with students and promote student success.

B11

Room 317

Teaching Your Philosophy: Bridging Pasts, Presents and Futures

Mardy Chaplin, Assistant Professor, Paralegal Studies,

Western Campus

Students bring their pasts into the classroom and want to begin their futures in the present. Instructors want to bridge their students' present with their future through their teaching philosophy. A student panel will discuss how their pasts have shaped their college expectations, how the present shapes their demands and how the future shapes their hopes. The presenter's teaching philosophy will be compared to the student panel discussion to show how we may need to rethink our philosophies.

Session Objectives:

1. Faculty will develop an appreciation for students' perspectives on their past experiences, their present expectations and their future hopes.
2. Faculty will analyze and further define their teaching philosophies.
3. Faculty will possibly modify their teaching philosophy to better meet the needs of their students.

B12

Room 109

Textbook Affordability: OERs, First Day Solution and Other Options

Don Gabriel, Assistant Professor, Mathematics, Western Campus

Kim Hill, Assistant Professor, English, Eastern Campus

Brad Lipinski, Associate Professor, Philosophy, Westshore Campus

Chris Moir, Executive Director, College Hospitality Services/Retail Operations, District

John Rasel, Assistant Professor, Library, Eastern Campus

Lisa Williams, President, Eastern Campus

The cost of textbooks and ancillary materials affects all aspects of a student's college experience — access, equity and success. Learn how to reduce or even eliminate these costs through options such as Open Educational Resources (OERs) and Barnes & Nobles' "First Day Solution." Members of the Textbook Affordability Committee will share ongoing efforts to eliminate textbook cost barriers.

Session Objectives:

1. Gain familiarity with a range of ongoing projects at Tri-C for lowering or even eliminating textbook costs for students.
2. Learn how other faculty use OERs, First Day Solution and other options in their classes.
3. Obtain information on next steps to take to implement one or more options in your own classes.

B13

Room 30

Tutoring: Bridging the Gap

Michael Bower, Adjunct Faculty, Automotive Technology, Western Campus

Jennifer Skop, Associate Professor, English, Western Campus

Sarah Szweda, Instructional Specialist, Learning Commons, Western Campus

Discover how faculty at the Western Campus are partnering with tutoring services to bridge classroom learning and achieve outcome-based success. Faculty panelists will discuss how they have created a network of support for themselves and their students by creating a case-management approach to student academic achievement and utilizing tutoring support services to bridge gaps in

student understanding, accountability and performance. This initiative removes barriers to communication among faculty, staff and students and creates a constant feedback loop of learning and support for all involved.

Session Objectives:

1. Faculty will use the knowledge gained from this panel to improve their teaching by instituting an additional feedback loop.
2. Faculty will come away from the panel learning how this bridge can help alleviate the strain of siloed course structure.
3. Faculty will learn strategies for connecting with tutoring services to case-manage individual students.

SESSION C 11:30 A.M. - 12:30 P.M.

C1

Room 308

Bridging the Decades: Using Tri-C's Past to Educate in the Present and Think About the Future

Viviane Buchanan, Manager, Smart TV Operations and Co-Founder,

Robert L. Lewis Academy of Scholars, Metropolitan Campus

Marietta Carr, Archivist, Records Management,

Metropolitan Campus

Sharon Hubbard, Retired Tri-C Employee (35 years of service)

Joanne Lewis, Director, Global Issues Resource Center, Retired

Working with archival sources can strengthen students' information literacy skills, stimulate critical thinking, increase classroom engagement and set them up for success in pursuing original research at the undergraduate and graduate levels. Learning about Tri-C's history can help students, faculty and staff connect with the College and establish a sense of belonging. The College Archive collects documentation of Tri-C's history and provides access to these materials. In this workshop, we will discuss the College Archive collection, examples of integrating archival sources into the curriculum and the legacy of Robert L. Lewis, one of the College's founders.

Session Objectives:

1. Increase awareness of College Archive collections and services.
2. Provide examples of how faculty have used materials from the College Archive collection in their classrooms, assignments and College service.
3. Inform community of history and legacy of Robert L. Lewis, one of Tri-C's founders.

C2

Room 303

Class Preparation Assignments: How We Got Our Students to Come to Class Prepared

Nancy Doherty, Assistant Professor, Chemistry, Western Campus
Sarah Morgenstein, Assistant Professor, Visual Communication and Design, Western Campus

Would you like your students to come to class prepared? Learn how two faculty members applied Class Preparation Assignments (CPAs) to enable students to cover lower levels of Bloom's taxonomy like remembering and understanding at home so they can be ready for higher levels such as applying and analyzing in class. We will share our experiences using CPAs in introductory courses in Chemistry and in Interactive Media. Let us help you discover how you can apply CPAs to your courses.

Session Objectives:

1. Describe the hows and whys of CPAs so that other faculty can incorporate in their own courses.
2. Share two individual faculty experiences using CPAs in introductory courses.
3. Help define best practices for implementation of CPAs.

C3

Room 26

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

Chandra Arthur, Assistant Professor, Business Administration, Westshore Campus
Lisa Belcher-Nelson, Assistant Professor, Counseling, Western Campus
Colleen Clark-Sutton, Adjunct Faculty, Sociology, Eastern 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
John Rasel, Assistant Professor, Library, Eastern Campus
Catherine Rokicky, Professor, History, Western Campus
Ryan Rodriguez, Assistant Professor, English, Western Campus
Emily Weglian, Professor, Anthropology, Western Campus

First Year Experience representatives from each campus will lead a faculty share session regarding GEN-1070. Discussion will include best teaching practices, the Challenger's Guide and new Instructor's Guide, and updates on resources for GEN-1070 faculty.

C4

Room 35

Cybersecurity: Incorporate it in to the Classroom to Prepare the Leaders of Tomorrow

Alan Gerding, Assistant Professor, Psychology, Metropolitan Campus
David Mastny, Manager, Information Security, JSTC

Tomorrow's leaders need to understand that cybersecurity is not just an IT issue, but a business issue. We can help prepare Tri-C students in all disciplines by incorporating cybersecurity into our courses.

Session Objectives:

1. Explain why cybersecurity is important for students, faculty, staff, future employers and beyond.
2. Understand how cybersecurity impacts teaching and learning in the classroom.
3. Understand how cybersecurity can be incorporated into courses, including disciplines other than Information Technology.

C5

Room 300

Getting Together: Mentors and Mentees Connect

Sharon Doughten, Associate Professor, Dietetic Technology, Metropolitan Campus
Kirsten Yates-Konzen, Assistant Professor, English, Western Campus

The mentor offers the mentee a bridge to so many places, but time can often get in the way of the opportunity to make this a reality. Set aside this time on your calendars to make it happen. Mentees, take out your handbooks and review the checklist on the last page. Have you engaged your mentor on the topics that are most important to you and your professional growth? Invite your mentee or mentor to join you in this session to get 2019 off to a great start.

Session Objectives:

1. Experienced faculty members connect in person with mentees, building a stronger sense of community.
2. Mentors share best practices.
3. Mentees create a plan for professional development with their mentor.

C6

Room 109

Guiding the Creative Project

Stephanie Craig, Assistant Professor, Art, Western Campus
Clarissa Gerber, Assistant Professor, Art, Eastern Campus
George Kopec, Assistant Professor, Visual Communication and Design, Eastern Campus

How can you foster creative thinking in the classroom?

This session will explore experiential learning strategies employed in art and design courses to give students the skills to be creative. We will discuss how to create a safe environment for creativity and share examples of the creative project from ideation to critique. As a group, we will brainstorm how these strategies can be employed across disciplines.

Session Objectives:

1. Share innovative teaching strategies employed in art and design classes, including helping students feel safe in the classroom environment, building camaraderie among students, breaking large projects into smaller steps with an emphasis on the “apprenticeship” approach.
2. Share ideas for fostering student creativity in any discipline.
3. Brainstorm and create conversation among faculty across disciplines, sharing how they currently foster creativity in the classroom and/or how they might do so in the future.

C7

Room 201

Internet, Meaning and Society: How Are We Using the Internet to Build Bridges in Education?

Simona Epuran, Adjunct Faculty, Sociology, Metropolitan Campus

The sociological topic of racial inequality will demonstrate a new method I created: the Geometry of the Internet. The goal of this new method is to help students move from the concrete (images they can find online) to the abstract (e.g., society, race, inequality). This method can also be used to build bridges between sociology and other courses — art, media or photography, for example.

Session Objectives:

1. Introduce the Geometry of the Internet.
2. Learn how this method helps students learn new concepts and theories.
3. Discuss how the Geometry of the Internet can make students aware of the pervasiveness of internet in society and education.

C8

Room 28

Metamorphosis Cleveland: A Ravaged River Revitalized, and 50 Years of Change

*Kevin Kondik, Assistant Professor, Philosophy,
Western Campus*

David November, Manager, Sustainability, District

Cassandra Sweeney, Assistant Professor, English, Eastern Campus

Meet Civic Responsibility and Critical/Creative Thinking ELOs by engaging students in Spring 2019’s Metamorphosis Cleveland event: a celebratory cocurricular activity and contest recognizing June 2019 as the 50th anniversary of the infamous 1969 Cuyahoga River fire. The theme of Metamorphosis Cleveland is sustainability and how Cleveland, the U.S. and the world have transformed environmentally, socially and economically in the last 50 years. Similar to (re)imaginings, Metamorphosis Cleveland will allow for creative interpretation of local issues of interest to students. Learn more about how this can work for a class in any subject at Tri-C.

Session Objectives:

1. Use local, real-world local issues and history to engage students while meeting civic responsibility and critical/creative thinking ELOs.
2. Engage in a College-wide effort to incorporate Cleveland’s unique environmental history into curriculum, including how it helped spark the modern environmental and sustainability movements.
3. Brainstorm ways to involve students in any discipline by allowing them to uniquely interpret this history and the greater concept of sustainability from their own perspective.

C9

Room 210

Open Educational Resources: A Bridge to Affordable Learning

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

This interactive workshop will review what an Open Educational Resource (OER) is, why we might want to use them and where to start searching for them. You will have time in the workshop to begin to explore OERs in your discipline.

Session Objectives:

1. Define Open Educational Resources.
2. Discover the benefits of OER for you and your students.
3. Identify OERs available in your discipline.

C10

Room 112

Sexual Misconduct Reporting: Defining Your Role and How to Respond

*Meghan Estes, Director, Well-Being and Coordinator, Title IX,
Jerry Sue Thornton Center*

Tri-C is committed to maintaining a learning and working environment that is free from sex and gender

C10 (Cont.)

discrimination, sexual harassment, sexual violence, sexual exploitation and intimate partner violence. Title IX is the federal law that prohibits sex-based discrimination in education programs and activities receiving federal financial assistance. Title IX protects students, employees and third parties with a relationship to the College both on and off campus.

Session Objectives:

1. Learn your role as a responsible employee as it relates to Title IX.
2. How to report and how to respond to sexual misconduct reports, and services available both on and off campus.
3. Discover how you can become involved in the College's Better Than That initiative.

C11

Room 208

Technology and the BRIDGES Movement

Audra Jones, Adjunct Faculty, Social Sciences, Western Campus

Technology is an important asset to the academic community, and it is essential that we provide the necessary resources to support and encourage engagement in and out of the classroom. This presentation will provide technological resources to help build the necessary BRIDGES framework (Building; Resilience; Integrity; Diligence; Gratitude; Emotional Intelligence; Skill Development) needed for academic and personal success. Learn about the benefits of technology in the academic arena and its impact on classroom performance. This session will help identify practical resources to create a dynamic classroom experience. Mobile devices, tablets and/or computers are encouraged for participation.

Session Objectives:

1. Help highlight the importance of technology as a method to enhance the student learning experience.
2. Provide a suite of resources for instructors to use to increase classroom engagement and help improve classroom instruction.
3. Provide resources to help prepare lesson plans and dynamic/engaging student activities, and share tips for incorporating technology into the classroom (e.g., Smart TV, mobile phones).

C12

Room 34

The One Health Concept: Bridging the Gap Between Human and Veterinary Medicine

Kathy Corcoran, Program Director, Veterinary Technology, Western Campus

Terence Kline, Assistant Professor, Veterinary Technology, Western Campus

John Thomas, Associate Professor, Veterinary Technology, Western Campus

As the world's population continues to increase, health care becomes more and more challenging. About 75% of new and emerging diseases are zoonotic (transmitted between animals and humans). Diseases that have jumped from animals to humans include HIV, influenza and Ebola. A collaborative approach to human, animal and environmental health involving physicians, veterinarians and other disciplines will help maximize the spread of knowledge, improve health research and enhance public health. We are educating our students to take their place in this process.

Session Objectives:

1. Increase awareness of zoonotic diseases that affect public health.
2. Illustrate how Veterinary Technology students train to fulfill their role in protecting public health.
3. Enable participants to articulate the need for a collaborative approach to health among animal and human health disciplines.

C13

Room 104

Using Jigsaw in the Classroom: Engaging Students in the Learning and Teaching Process

Melissa Resnick, Lecturer, Psychology, Eastern Campus

Joe Wagner, Adjunct Faculty, Business and Information Technology, Western Campus

Learn about an exciting collaborative learning activity that builds bridges for successful student engagement and learning. In the jigsaw classroom (Aronson, 1978), students are placed into groups where each student is assigned a "piece" of content to learn. Students collaborate with the students from other groups who have the same "piece" of content, then return to their original group as "experts" to teach one another the content. Putting the pieces of content together builds community by ensuring every student is essential to the learning process.

Session Objectives:

1. Describe the jigsaw method of teaching and learning.
2. Explain the benefits of using the jigsaw method to enhance student learning.
3. Facilitate the jigsaw activity in the classroom.

C14

Room 305

You Are Already Here: Helping Students Discover Their Academic Identity

Jason Mullin, Lecturer, English, Eastern Campus

Students who withdraw from their courses often remark, “College just wasn’t for me,” but what they actually mean is “my voice and experiences weren’t reflected in my classes, so I concluded I didn’t belong.” Imagine the power to convince students otherwise. Participants will consider the causes of student distance, alienation and estrangement from course content and develop methods for bridging the “belonging gap.” This practical, hands-on presentation will help faculty to see student life stories as inroads to new learning and student doubts and misgivings as opportunities to engage.

Session Objectives:

1. Learn to identify and define “belonging gaps” between students and course content in order to build courses and lessons that address specific student needs.
2. Develop strategies for enveloping student experiences into class discussions and assignments into order to increase engagement and a sense of belonging in students.
3. Learn to avoid some of the pitfalls that may make you reluctant to engage students on a personal level.

Lunch

12:45-1:45 p.m.

See [page 3](#) for room assignments

Full-time Faculty Counterparts Meetings

1:45-3:30 p.m.

See [page 3](#) for room assignments

Other Meetings

1:45-3:30 p.m.

Centers for Learning Excellence

The Beach

Deans Council

Room 308

Program Manager and Program Director Session

Room 29

1:45 -2:45 p.m. Title IX

2:45-3:30 p.m. Managing Issues that Involve Student Code of Conduct, Student Complaint Process and Grade Disputes

Adjunct Session I

1:45-2:35 p.m. or 2:40-3:30 p.m.

Room 34

Why Do Outcomes Assessment Aren’t Grades Good Enough?

Lindsay English, Vice President, Learning and Engagement, District

Jodi Hupp, Assistant Professor, Speech Communications, Eastern Campus

Amanda Nolan, Specialist, Learning Outcomes Assessment Systems, District

Patrick Stansberry, Assistant Professor, English, Metropolitan Campus

Representatives from the Committee on Learning Outcomes Assessment (CLOA) and Learning Outcomes Assessment (LOA) office will answer the questions: Why do outcomes assessment? Aren’t grades good enough? We’ll explore not just what outcomes assessment is, but why we do it. We’ll cover the history and people of CLOA and LOA and the three levels of outcomes assessment at the College: course, program and institutional. We’ll also work with you to see how the three levels of outcomes apply to the courses you teach and the work you assign. In the end, you’ll see that grades and assessment both provide insight into student learning.

Adjunct Session II

1:45-2:35 p.m. or 2:40-3:30 p.m.

Room 35

Help Is Here: Mental Wellness Resource for Tri-C Community

Kellee Ellis, Assistant Professor, Counseling, Westshore Campus

Representatives from the College’s Counseling staff will provide an in-depth look at the Help Is Here app, which provides resources for issues related to drug and alcohol addiction, anxiety, depression and suicide prevention, as well as resources specific to veterans and the LGBTQ+ community. Learn about the app and how you can use it to help students (and even yourself). Be ready with your phone to download the app for an interactive experience!



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.

