

17th Annual

FACULTY COLLOQUIUM



Tri-C, the Classroom and the Cleveland Community:


*Bridging the Educational Gap
Across Social Inequities*



TUESDAY, JAN. 12, 2021

Cuyahoga
Community
College





*“As long as poverty, injustice and
gross inequality persist in our world,
none of us can truly rest.”*

— NELSON MANDELA

The Committee for the 17th Annual Faculty Colloquium welcomes everyone as we celebrate the start of the new year 2021, including faculty and staff from local two and four-year colleges and universities and Greater Cleveland community partners.

Tri-C’s mission is “To provide high quality, accessible and affordable educational opportunities and services — including university transfer, technical and lifelong learning programs — that promote individual development and improve the overall quality of life in a multicultural community.” As faculty, we play an active role in bridging educational gaps that stem from various social and demographic inequities in our region. Through the sharing and examination of our collective experiences, we hope to educate ourselves and one another on how to directly engage with our students and the Greater Cleveland community, ultimately building a stronger community and a stronger tomorrow.

This event is made possible through the contributions of outstanding faculty and staff, including today’s presenters. Thank you to all of the presenters, attendees and everyone who helped plan this event. We wish you all the very best of everything in 2021 and beyond. May you continue to bridge the educational gaps across social inequities.

Best Wishes,
Manjula Chandirasekaran
Assistant Professor, Information Technology, Eastern Campus
2021 Faculty Colloquium Co-chair

2021 Colloquium Committee

Manjula Chandirasekaran (co-chair), *Assistant Professor, Information Technology, Eastern Campus*

Kara DePaul (co-chair), *Program Manager, Academic Professional Development, JSTC*

Angela Baker, *Interim Manager, Adjunct Services, Western Campus*

Rebecca Carte, *Assistant Professor, Spanish, Metropolitan Campus*

Mardy Chaplin, *Assistant Professor, Paralegal Studies, Western Campus*

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

Sara Fuller, *Assistant Professor, English, Westshore Campus*

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

Brian Hall, *Associate Professor, English, Metropolitan Campus*

Delia Pfister, *Associate Vice President, Academic Professional Development, Online Learning and Technology, Transfer and Articulation, Jerry Sue Thornton Center (JSTC)*

Melissa Soto-Schwartz, *Associate Professor, History and Women's Studies, Western Campus*

Stacey Souther, *Academic Professional Development Faculty Liaison and Professor, Psychology, Eastern Campus*

Beth Vaidya, *Professor, Biology, Westshore Campus*

Special Thanks

Zohreh Parsian, Leanne van Beers-Werneke, Online Learning and Academic Technology (OLAT), Media Services and Information Technology Services, Centers for Learning Excellence (CLE), Adjunct Services



SCHEDULE OF EVENTS

8:30-10 a.m.

Welcome Address

Alex Johnson

President, Cuyahoga Community College

Karen Miller

*Provost and Executive Vice President, Access, Learning and Success
Cuyahoga Community College*

Faculty Colloquium Chair Address

Manjula Chandirasekaran

Assistant Professor, Information Technology, Eastern Campus

Keynote Speaker

Margaret Mitchell

President and CEO, YWCA Greater Cleveland

10:15-11 a.m.

Concurrent Session A: Cleveland Today I

11:15 a.m. – noon

Concurrent Session B: Cleveland Today II

Noon – 12:30 p.m.

Stand and Stretch Break

12:30-1 p.m.

Virtual Lunch and Networking

1:30-2:15 p.m.

Concurrent Session C: Cleveland Tomorrow I

2:30-3:15 p.m.

Concurrent Session D: Cleveland Tomorrow II

3:15-3:30 p.m.

Stand and Stretch Break

3:30 p.m.

End of Day for External Guests

3:30-5 p.m.

Tri-C Full-time Faculty Counterparts Meetings

3:30-4:10 p.m.

Tri-C Adjunct Faculty Engagement Session I

4:20-5 p.m.

Tri-C Adjunct Faculty Engagement Session II



SESSIONS AT A GLANCE

Click the hyperlinked title to go to session description and link to the session recording.

Welcome and Keynote

8:30-10 a.m. | [Livestream](#) | [Closed captions](#)

Concurrent Session A: Cleveland Today I

10:15-11 a.m.

- A1 [Closing the Digital Divide for Faculty and Student Success](#)
 - A2 [Bringing the In-Person Feeling to a Remote Classroom: A Comparison of High-End and Low-End Lightboards](#)
 - A3 [Bridging the Gap Across Social Inequities Today in the Online Environment: Syncing While Asynchronous](#)
 - A4 [Getting Knit-faced to Survive These Uncertain Times: Crafting for Sanity and Change](#)
 - A5 [Drawing Connections Between Course Content and the Greater Cleveland Community: A Faculty Conversation](#)
 - A6 [Introduction to Online Course Design as an Issue of Equity](#)
 - A7 [Using Adaptive Courseware to Reduce the Equity Gap](#)
 - A8 [Incorporating Activities and Lessons in the Twenty-first Century Classroom that honor and celebrate the Rhetorical Power of Advocacy in African American Literature](#)
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Concurrent Session B: Cleveland Today II

11:15 a.m. – noon

- B1 [Using Remind Text Messaging to Communicate With Students](#)
 - B2 [Embedding Career Planning Using MyPlan in a Discipline-Focused Assignment to Increase Student Success and Retention](#)
 - B3 [Building Equity by Enriching Student Learning Experiences](#)
 - B4 [He Said What? A Dialogue on Gender Inclusivity and Diversity in the Classroom](#)
 - B5 [Is Plant-Based Eating Really for Everyone? Exploring the Intersection of Health Benefits, Privilege and Access in Relation to Plant-Based Eating](#)
 - B6 [Fostering Constructive Conflict in Educational Spaces: How Conflict and Moderate Discomfort Create Opportunities for Individual and Collective Growth](#)
 - B7 [A Tale of Two Cities and One Community College: How Cleveland's Dual Economy Widens Digital Inequalities and Threatens Educational Access](#)
 - B8 [A Discussion on Experiences With the Community Action Poverty Simulation \(CAPS\) to Bridge Educational Gaps Created by Poverty](#)
 - B9 [Hispanic/Latinx Students in the Classroom](#)
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Stand and Stretch Break

Noon – 12:30 p.m.

Virtual Lunch and Networking

12:30-1 p.m.

Concurrent Session C: Cleveland Tomorrow I

1:30-2:15 p.m.

- C1 [Leveling the Playing Field With Libraries: Combating the Plight of Economic Inequality](#)
- C2 [A Sustainable Future for Cleveland: Approaches for a More Inclusive, Healthier City](#)
- C3 [The Past in Reverse: History as a Tool in Unraveling the Redline](#)
- C4 [First Year Experience \(FYE\): Giving a Voice to Our Students](#)
- C5 [Social Justice and Social Media: Going Beyond Performative Allyship](#)
- C6 [The Anisfield-Wolf Book Awards- A Gift from Cleveland's Past for its Future](#)

Concurrent Session D: Cleveland Tomorrow II

2:30-3:15 p.m.

- D1 [Taking Hands-On Labs Virtual With Video](#)
 - D2 ["Civil" Wars: The Problem With that Word and the Use of Counseling Skills to Facilitate Difficult Discussions in Today's Climate](#)
 - D3 [Books Matter: Addressing the Future of Literacy in Cleveland](#)
 - D4 [Using Adaptive Courseware to Reduce the Equity Gap: A Discussion](#)
 - D5 [Cleveland as Text: Using Our City to Engage Our Students in Cross-Disciplinary Work](#)
 - D6 [Creating Equitable Learning Environments by Fostering Growth Mindset, Sense of Belonging and Self-Efficacy in Students](#)
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Stand and Stretch Break

3:15-3:30 p.m.

Asynchronous Sessions

- E1 [Flying in Cyberspace and Taxiing on Ground: Striving for Equity and Sensitivity Using Two Modes of Instruction During COVID-19](#)
 - E2 [Motivating Social Justice Through SMART Goals](#)
 - E3 [Building Accessible Courses for All](#)
 - E4 [The Trauma-Informed/Resilience-Based Pedagogy Tool Kit: Helping Ourselves, Helping Our Tri-C Students](#)
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End of Day for External Guests

Tri-C Adjunct Faculty Engagement Sessions

SESSION I: 3:30-4:10 p.m.

- F1 [Technology Tools and Faculty Resources Roundtable](#)
- F2 [The Syllabus: Setting a Foundation for Your Virtual Classroom](#)
- F3 [Current Reflections and Future Aspirations: A Peer-to-Peer Faculty Colloquium Debrief](#)
- F4 [To Proctor or to not Proctor: Options for Student Assessment](#)
- F5 [Interacting with your Students Using Blackboard Collaborate](#)

SESSION II: 4:20-5 p.m.

- G1 [Tips for Teaching Synchronously Online](#)
 - G2 [Getting Students From A to B: Using Attendance Tracker and Entering Grades](#)
 - G3 [One College, Many Campuses: Engaging With Adjunct Services](#)
 - G4 [Accessibility and Course Design \(ALLY\)](#)
 - G5 [Teaching Synchronously Using Webex](#)
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Tri-C Full-Time Faculty Counterparts Meetings

3:30-5 p.m.

Refer to the email from your counterpart chair with Webex meeting link.

[Click here for presenter handouts and slides.](#)

KEYNOTE SPEAKER



Margaret
Mitchell

Margaret Mitchell is a relational leader who anticipates trends and has a proven track record of creating competitive breakthrough strategies. She communicates complex issues with vision and purpose through her core values. She is a consistent top performer who pursues growth with energy and drive. Mitchell is a strong decision-maker who builds consensus and strives for personal and organizational excellence. She skillfully develops and coaches others, and she is recognized for her savvy ability to build and maintain relationships with children, youth, families and people from all walks of life.

Mitchell became president and CEO of YWCA Greater Cleveland in May 2011 by unanimous vote of the Board of Directors. She was recruited to the YWCA as a change agent to energize the strategic vision and elevate organizational relevance and reputation. Under her leadership, YWCA Greater Cleveland transformed its traditional preschool into an unduplicated trauma-informed therapeutic model serving homeless families with children ages 3 to 5; created a community-level collective impact collaborative to prevent and end youth homelessness in Greater Cleveland; and reversed decades of deficit funding.

Prior to joining the YWCA, Mitchell served as president and CEO of Big Brothers Big Sisters Greater Cleveland, where she took an ailing nonprofit and turned around its board of directors, grew revenue reserves and transformed the agency into a quality performance culture. Mitchell moved to Cleveland in October 2007 from Dallas, Texas, where she was vice president for Big Brothers Big Sisters Lone Star, the largest BBBS agency in the country. During her tenure on the leadership team, BBBS Lone Star received Board of the Year and Agency of the Year national honors. Mitchell developed national African American male recruitment strategies that are still in place, and she served on the National Leadership Council as a founding member of its diversity committee.

Before her career in nonprofit management, Mitchell was vice president of sales and marketing for Mentium Corporation, the global leader in talent development and corporate mentoring. Prior to her business career, she was an Associated Press award-winning journalist, managing editor of *Today's Dallas Woman* magazine and the author of more than 12 books.

Mitchell was named a 2014 Power Player of the Year by *Smart Business Magazine* and a 2013 Woman Worth Watching by *Diversity Journal Magazine*. She is a member of Leadership Cleveland 2011, as well as In Counsel With Women. A graduate of Hampton University, Mitchell is committed to her faith and to her husband of 30 years. They are the parents of three young adults establishing their careers in engineering, nursing and firefighting.



CONCURRENT SESSION A: CLEVELAND TODAY I

10:15-11 a.m.

Click the hyperlinked title to view the recorded session.

A1 | Closing the Digital Divide for Faculty and Student Success

This workshop will share promising practices that will help faculty improve their digital literacy, explore innovative pedagogy and share their experiences with remote learning. We will discuss how faculty access technology and leverage educational technology outside of the traditional classroom environment. By closing the digital divide for faculty, we will be better positioned to serve our students in both online and on-campus environments.

Victoria Berry, *Adjunct Faculty, Information Technology, Eastern Campus*

Vincent Briley, *Assistant Dean, Learning and Engagement, Metropolitan Campus*

Aimee Pearce, *Instructional Technologist, Center for Learning Excellence, Metropolitan Campus*

Pam Regrut, *Senior Instructional Designer, Center for Learning Excellence, Metropolitan Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Understand how the digital divide impacts faculty and student success outcomes
 2. Identify resources to help them improve their digital literacy and digital fluency
 3. Deepen their partnerships with the Centers for Learning Excellence to support learning and innovation
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A2 | Bringing the In-Person Feeling to a Remote Classroom: A Comparison of High-End and Low-End Lightboards

A lightboard is a transparent dry erase board made of glass or acrylic glass that allows the instructor to face the camera while lecturing and writing on the board. It brings an in-person feeling and sense of community to remote learning. It can bridge the gap to reach students who are apprehensive about remote learning. Watch as we compare a low-cost lightboard that utilizes acrylic glass with a professional-grade setup. We will show that it is possible to bring this in-person feeling into the remote classroom using inexpensive and on-hand materials.

Leanna Ergin, *Lecturer, Chemistry, Western Campus*

Michael Kenney, *Associate Professor, Chemistry and Interim Associate Dean, Health Careers and Sciences, Metropolitan Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Improve the sense of community and in-person feeling of their remote learning classrooms
 2. Construct a low-cost lightboard using low-cost and on-hand materials
 3. Facilitate learning in students who are apprehensive about remote learning
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A3 | Bridging the Gap Across Social Inequities Today in the Online Environment: Syncing While Asynchronous

Connecting with students is one of the most important aspects of classroom teaching. Moving to an online environment has increased the workload for many faculty, with more emails, the addition of a learning management system and new apps, and increased stressors for students. Maintaining a strong connection with students while staying organized can be a struggle. In this session, learn how faculty have connected with students in both arts and sciences while balancing workload. By setting boundaries, standards and expectations, faculty can communicate more effectively and continue to encourage students — especially those at high risk for dropping out — to succeed.

Priyanka Banerjee, *Adjunct Faculty, Earth Science, Eastern Campus*

Deborah Elliot, *Adjunct Faculty, Art, Eastern Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Use various communication methods and strategies to keep students informed
2. Organize their classes and communications
3. Level the inequity in communication

A4 | Getting Knit-faced to Survive These Uncertain Times: Crafting for Sanity and Change

Hobbies like painting, knitting or scrapbooking can improve mental health, but they can also be examples of “craftivism”: crafting motivated by political or social activism. In this presentation, we’ll explore how crafting can impact social, economic and mental health, and how craftivism aligns with contemporary social justice movements. While the term was coined recently, Americans have a history of crafting their way through uncertain times, from defying the British by creating homespun cloth during the American Revolution to modern acts of craftivism like yarn bombing and the creation of sustainable craft materials.

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

Kimberly Hill, *Assistant Professor, English, Eastern Campus*

Kim Johnson, *Assistant Dean, Learning and Engagement, Eastern Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Understand how crafting is tied into political history and contemporary events
 2. Identify how crafting supports mental health by creating a space for mindfulness; its connection to giving; and the social opportunities it provides via the crafting community
 3. Understand how they can participate in craftivism
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A5 | Drawing Connections Between Course Content and the Greater Cleveland Community: A Faculty Conversation

Every year, Tri-C honors select faculty with the Excellence in Teaching Award in Honor of Ralph M. Besse. In this roundtable discussion, this year’s winners will discuss their experience and insight regarding their years of teaching and working in the Cleveland community, including changes and trends in education, the student body and institutional culture. They will also share the various ways they work with students to draw connections between course content and the Greater Cleveland community. Please join us for this discussion by faculty, for faculty.

Lydia Beard, *Adjunct Faculty, Biology, Eastern Campus*

Margot Freer-Prokop, *Associate Professor, Biology, Western Campus*

Yumiko Goto, *Adjunct Faculty, Art, Metropolitan Campus*

Michele Hampton, *Professor, Business Administration, Eastern Campus*

Cassie Hewitt, *Adjunct Faculty, English, Metropolitan Campus*

Mike McCraith, *Assistant Professor, Mathematics, Eastern Campus*

Nicole Meadows, *Lecturer, Hospitality Management, Westshore Campus*

Christine Wolken, *Associate Professor, Art, Western Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Discuss changes and trends in education, the student body and institutional culture
 2. Share ways faculty can draw connections between course content and the Greater Cleveland Community
 3. List possible community connections for students
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A6 | Introduction to Online Course Design as an Issue of Equity

Can we make design changes to our online course that create a more equitable learning experience for students? Join us as we consider course design and delivery through the lens of equity. We will be discussing course navigation, creating more transparent assignments, and online student engagement. We will discuss how these course design improvements can create a more equitable online learning environment.

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

Melissa Resnick, *Lecturer, Psychology, Eastern Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Identify course navigation improvements for greater student clarity
2. Discover a framework for creating more transparent assignments
3. Discuss how online student engagement strategies can contribute to a more equitable online classroom

A7 | Using Adaptive Courseware to Reduce the Equity Gap

Emerging evidence on digital learning indicates a potential to increase access and engagement while improving outcomes for students — particularly Black, Latinx and Indigenous students; poverty-affected students; and first-generation students. Faculty across multiple disciplines have spent the last several semesters deploying adaptive courseware to increase student success and reduce the equity gap. In this session, a panel of Tri-C faculty who have participated in the Adaptive Courseware for Early Success (ACES) Faculty Learning Community will share lessons learned and how they've used adaptive courseware in their courses.

Kara DePaul, Program Manager, Academic Professional Development and Adjunct Faculty, Business Administration

Nancy Doherty, OLAT Faculty Liaison and Assistant Professor, Chemistry, Western Campus

Stacey Souther, Academic Professional Development Faculty Liaison and Professor, Psychology, Eastern Campus

Session Outcomes

At the end of this session, attendees will be able to:

1. Recognize different types of adaptive courseware
2. Discuss how adaptive courseware can help increase student access and engagement
3. Determine how adaptive courseware may be used in their classes

A8 | Incorporating Activities and Lessons in the Twenty-first Century Classroom that honor and celebrate the Rhetorical Power of Advocacy in African American Literature

This workshop explores the rhetorical influence of the written works of African American historical figures and the ways their writing can serve as an edifying pedagogical framework for educators in teaching the language of advocacy and how it can empower students in their everyday lives. Participants will be able to fully engage in compelling conversations not only about the role that African American Literature has played in underscoring the stories of the Black experience in America but also how African American Literature has bolstered African American voices and engendered transformative and transcendent societal change.

Trista Powers, Assistant Professor, English, Metropolitan Campus

Session Outcomes

At the end of this session, attendees will be able to:

1. Understand how activism and advocacy through African American literature have impacted the lives of African Americans, engendering societal change in terms of civil and human rights.
2. Learn about two Northeast Ohio writers whose work has had great influence in the African American literary world, Langston Hughes and Rita Dove, as well as other nationally renowned figures: Phillis Wheatley, Frederick Douglass, Harriet Jacobs, Pauline Hopkins, Alain Locke, W.E.B. Du Bois, Paul Laurence Dunbar, James Baldwin, Gloria Naylor, and Octavia Butler.
3. Discuss how these writings can serve educators as we work with our students.



CONCURRENT SESSION B: CLEVELAND TODAY II

11:15 a.m. – noon

Click the hyperlinked title to view the recorded session.

B1 | Using Remind Text Messaging to Communicate With Students

How can we communicate with students at a distance and ensure they are actually receiving our messages? How can they immediately respond back to us? Many faculty are using Remind text messaging to reach students where they are — on their phones — for just-in-time communication without sharing phone numbers.

Deborah Allen, *Associate Professor, Radiologic Technology, Western Campus*

Karen Gray, *Online Learning Administrator, OLAT, JSTC*

Casandra Sweeney, *Assistant Professor, English, Eastern Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Discuss different ways to communicate with students outside of the synchronous class time
 2. Determine if Remind text messaging is right for them as a just-in-time communication tool
 3. Select ways they can use Remind based on current faculty experiences
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B2 | Embedding Career Planning Using MyPlan in a Discipline-Focused Assignment to Increase Student Success and Retention

Did you know that career planning is linked to student success? Early career planning can increase student retention and success, especially among students at a high risk of dropping out. Using career planning tool MyPlan, instructors can develop assignments that require students to engage in early career planning as they integrate course content. Attendees will learn how to create or adapt discipline-specific assignments using MyPlan. These assignments will enhance student understanding of course content while increasing success and retention.

Joel Andexler, *Assistant Professor, Business Administration, Western Campus*

Nahla Harik-Williams, *Associate Professor, Psychology, Western Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Summarize the research demonstrating how early career planning can increase student retention and success, especially in at-risk students
 2. Explain the purpose of MyPlan and how it can enhance student success and retention
 3. Create and/or adapt a discipline-specific assignment for students involving MyPlan, which enhances student understanding of course content
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B3 | Building Equity by Enriching Student Learning Experiences

Honors courses are meant to provide a deeper understanding of the course content in order to develop students' potential as learners, leaders and citizens. For many students, this is a rare opportunity to engage in activities that broaden their view of the world, enhance creativity and develop critical thinking skills. These opportunities shouldn't be limited to such a small population. Similar activities can be incorporated into non-honors courses, allowing every student to enjoy a more rewarding classroom experience. Join this session to discuss techniques honors faculty are using and how they can be adapted for non-honors courses.

Brad Lipinski, *Associate Professor, Philosophy, Westshore Campus*

Iryna Mahlay, *Assistant Professor, Mathematics, Westshore Campus*

Luke Schlueter, *Associate Professor, English, Western Campus*

Erica Stevenson, *Assistant Professor, Biology, Westshore Campus*

Beth Vaidya, *Professor, Biology, Westshore Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Discuss classroom enrichment and how it increases student learning
2. Discuss best practices in teaching honors courses
3. Identify ways these practices can be applied to non-honors courses

B4 | He Said What? A Dialogue on Gender Inclusivity and Diversity in the Classroom

This interactive presentation and discussion will focus on gender dynamics inside the classroom and creative ways to broaden one's curriculum. This unique presentation, facilitated by a women's studies professor and a Tri-C honors student, will explore four main areas: experiences of female students in the classroom; bias in class materials, as well as ways to correct this; issues of equity in the virtual world of online teaching; and ways to incorporate Greater Cleveland into your classes.

Ashley Hawkins, *Honors Student, Robert L. Lewis Academy of Scholars, Westshore Campus*

Melissa Soto-Schwartz, *Associate Professor, History and Women's Studies, Western Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Identify biased behavior around gender, gender identity and race
 2. Demonstrate an awareness of bias in class materials and create alternative approaches
 3. Discover ways to incorporate Greater Cleveland agencies (nonprofits, internships, etc.) into their classroom and materials to spark student interest in course materials and connect them to their local community.
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B5 | Is Plant-Based Eating Really for Everyone? Exploring the Intersection of Health Benefits, Privilege and Access in Relation to Plant-Based Eating

Is plant-based eating really for everyone? Overwhelming evidence demonstrates that a plant-based diet has numerous health benefits, including lower body mass index, lower cholesterol and the eradication of chronic diseases such as obesity, Type 2 diabetes and heart disease. While plant-based eating has recently gained momentum, this lifestyle is not accessible to everyone. The ability to make plant-based food choices is associated with privilege and access due to the limited availability of fresh produce in food deserts. This session will explore the intersection of health benefits, privilege and access in relation to plant-based eating.

Tom Capretta, *Assistant Professor, Hospitality Management, Eastern Campus*

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

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

Rob Stuart, *Executive Director, Evidence and Inquiry, District*

Session Outcomes

At the end of this session, attendees will be able to:

1. Explain the health benefits of plant-based eating
 2. Identify the issues of privilege and access associated with plant-based eating
 3. Discover ways to improve fresh food access in underserved areas and provide low-cost, plant-based food options for those living in food deserts
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B6 | Fostering Constructive Conflict in Educational Spaces: How Conflict and Moderate Discomfort Create Opportunities for Individual and Collective Growth

Conflict is an inevitable aspect of the learning experience. In fact, conflict plays a critical role in growing a more complex worldview that enables people to understand perspectives and experiences different from their own. When fostered in a healthy and constructive way, conflict promotes deep learning opportunities and growth of one's worldview (often characterized as a disorienting dilemma). This workshop will look at the role constructive (and healthy) conflict plays in higher education programming aimed at fostering individual and collective growth, particularly as it pertains to topics of social equity and justice (e.g., race, gender, socioeconomics).

Ty Olson, *Program Manager, Conflict Resolution and Peace Studies, Western Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Explain the differences between constructive conflict as compared to negative/destructive conflict
2. Describe theories that emphasize the development of consciousness as it pertains to meaning-making around complex issues (e.g. racial inequity and injustice).
3. Use basic strategies for approaching this work in the classroom and other educational spaces

B7 | A Tale of Two Cities and One Community College: How Cleveland’s Dual Economy Widens Digital Inequalities and Threatens Educational Access

This presentation will explore Cleveland’s digital divide and racial inequalities affecting health, wealth and quality of life. Education is often touted as the great pathway of social mobility, yet access to education has become increasingly divided by the recent pandemic, which has isolated and excluded some students. Cleveland is a tale of two cities: one of college-educated, technologically connected high-earners in health and technology; the other of digitally disenfranchised, low-skilled workers suffering from the ills of de-industrialization. We will discuss how Tri-C can play a crucial role in responding to this issue by revisiting the historical mission of community colleges.

Jovan Gathings, *MHRIR Career Coach, KRA Corp., Dr. Betty Howard Workforce Center — Chicago, IL*

Benjamin Smith, *KIPP Memphis Collegiate High School — Memphis, TN*

Derrick Williams, *Professor, Communication Studies, Metropolitan Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Understand that Cleveland’s digital divide is not an isolated issue and is tied to a historical legacy of segregation
 2. Advocate to other faculty, staff, administrators and stakeholders that resources beyond supplying students with laptops are needed to solve digital inequalities
 3. See how to further support students from digitally isolated communities with technology
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B8 | A Discussion on Experiences With the Community Action Poverty Simulation (CAPS) to Bridge Educational Gaps Created by Poverty

In order to bridge the educational gaps created by poverty, faculty and staff must understand the challenges and roadblocks created by poverty. The Community Action Poverty Simulation (CAPS) is an immersive experience that bridges the gap between misconception and true understanding. In this session, faculty and community members who have led or experienced the CAPS program firsthand will discuss how the program can be used to gain a better understanding of poverty and its impact on students and education.

Kara Copeland, *Liaison, Campus Community Relations, Westshore Campus*

Nancy Feighan, *Retiree, Cuyahoga Community College*

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

Kenneth Hale, *Project Manager, Community Relations, District*

Bridget Kriner, *Associate Professor, English and Women’s Studies, Westshore Campus*

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

Session Outcomes

At the end of this session, attendees will be able to:

1. Define the purpose of CAPS and describe how it could be used to bridge the educational gap for impoverished students
 2. Discuss the impact of poverty on student learning and success in the classroom
 3. Brainstorm how our community can work together to end poverty and the challenges it creates for our students
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B9 | Hispanic/Latinx Students in the Classroom

Though often treated as monolith in comparison to other racial groups, the Latinx population in the United States is remarkably diverse, representing more than 20 Latin American countries; a reality that is reflected in the microcosm of the classroom throughout Northeast Ohio. As this region’s Latinx community grows, educators must consider how this complexity bears out in the classroom, and recognize the challenges and barriers that Latinx students face. This workshop examines the Latinx student experience, including inequities in educational outcomes, and suggests ways that educators can help to create a more inclusive classroom for Latinx students.

Rebecca Carte, *Assistant Professor, Spanish, Metropolitan Campus*

Victor Leandry, *Executive Director, El Centro de Servicios Sociales Inc.*

Session Outcomes

At the end of this session, attendees will be able to:

1. Discuss the Latinx student experience
2. Recognize challenges and barriers that Latinx students face
3. Suggest ways that educators can help to create a more inclusive classroom for Latinx students

CONCURRENT SESSION C: CLEVELAND TOMORROW I

1:30-2:15 p.m.

Click the hyperlinked title to view the recorded session.

C1 | Leveling the Playing Field With Libraries: Combating the Plight of Economic Inequality

Tri-C serves a broad swath of the Cleveland community. Close to 40% of our student population is Pell-eligible and struggles with various impacts of economic inequality, including high textbook costs and lack of access to reliable internet. These issues must be addressed. College libraries have the potential to leverage their resources and partnerships to reduce this inequality over the next 10 years. In this session, we will present current initiatives and aspirational efforts to remove or reduce economic barriers for our students and facilitate a conversation about opportunities we can seize upon to better serve our students.

Meagan Fowler, *Assistant Professor, Library, Metropolitan Campus*

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

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

Session Outcomes

At the end of this session, attendees will be able to:

1. Understand how economic inequality negatively affects our students in regard to course materials
2. Understand current efforts to leverage the libraries' resources to combat inequality
3. Identify opportunities for future internal and external partnerships

C2 | A Sustainable Future for Cleveland: Approaches for a More Inclusive, Healthier City

The Collegewide Sustainability Committee has partnered with community organizations to discuss issues of socioeconomic and environmental inequities such as access to healthy food and a healthy home. Lower-income communities and communities of color in Greater Cleveland are more likely to lack access to healthy food and to be affected by lead poisoning. This conversation will engage with community groups to address current socioeconomic and environmental concerns and efforts to improve the future of our city and develop engaging connections in the classroom and for students.

Sara Clark, *Assistant Professor, English as a Second Language, Western Campus*

Giovanna Mingrone, *Adjunct Faculty, Hospitality Management, Westshore Campus*

David November, *Program Manager, Sustainability, District*

Cassandra Sweeney, *Assistant Professor, English, Eastern Campus*

Representative, *Environmental Health Watch*

Representative, *Rid-All Green Partnership*

Session Outcomes

At the end of this session, attendees will be able to:

1. Understand current community challenges to food access and a healthy home
2. Evaluate existing programs addressing these challenges and see how they can get involved
3. Create specific lessons and approaches to engage students and promote positive change in Greater Cleveland

C3 | The Past in Reverse: History as a Tool in Unraveling the Redline

Redlining has led to a complicated, tangled web of systemic issues — from justice and policing to health, credit, education, and even roads. It cannot be deconstructed without knowing how it was constructed in the first place. History, then, needs to be central to the discussion of America's future. This presentation will provide both a general overview of the subject and examples from Cleveland history that impact our students' lives and our teaching. Our hope is to generate a discussion around ways in which we can deconstruct the past in the classroom and in the Greater Cleveland community.

David Bernatowicz, *Associate Professor, History, Metropolitan Campus*

Matthew Phillips, *Assistant Professor, History, Metropolitan Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Define redlining.
2. Identify ways in which redlining affects Cleveland and our students' lives
3. Connect past developments to present situations and future solutions

C4 | First Year Experience (FYE): Giving a Voice to Our Students

Current research shows that some of the most effective components for student success in FYE include instructor authenticity, connection to current events, and allowing space for students to be open and share. In what ways have these elements improved the climate in your FYE classroom? This share session provides a platform for professionals to exchange ideas concerning how FYE instructors can cultivate a sense of community in the classroom.

Kerri Caine, *Manager, Counseling, Westshore Campus*

Areli Dalton, *Assistant Professor, Counseling, Eastern Campus*

Kara DePaul, *Program Manager, Academic Professional Development and Adjunct Faculty, Business Administration*

Esther Kraft, *Program Manager, Hispanic Council, Western Campus*

Anna Lauer, *Assistant Professor, Library, Eastern Campus*

Toni Pickens, *Assistant Professor, Counseling, Western Campus*

Samantha Posey, *Assistant Professor, Counseling, Eastern Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Utilize new techniques to promote authentic discussion
 2. Apply creative FYE assignments that promote openness
 3. Administer balanced methods of transparency in the classroom
-

C5 | Social Justice and Social Media: Going Beyond Performative Allyship

As a result of COVID-19, we are utilizing social media as a means to employ our allyship. As counselors, educators and higher education professionals, we have a responsibility in the era of social justice to model ally endeavors on these platforms. This session will include research about facilitating development of social justice competency and self-efficacy, specific scenarios to demonstrate an ally approach to student support, and practical tips and tools for using social media with the intent to spur action toward combating racial inequity and injustice.

Marisa Cargill, *Lecturer, Counseling, Western Campus*

Chase Swaney-Morgan, *Doctoral Intern, Counseling, Ursuline College*

Session Outcomes

At the end of this session, attendees will be able to:

1. Understand the need for social justice competency and self-efficacy
 2. Apply an ally approach to social justice counseling, educating and supervising with regard to the intentional social media use of those we serve
 3. Promote a social justice-informed relationship with social media and empower those we serve to engage with social media in a manner that seeks to spur action toward combating racial inequity and social injustice
-

C6 | The Anisfield-Wolf Book Awards- A Gift from Cleveland's Past for its Future

The Anisfield-Wolf Book awards are a long-standing pillar of the Cleveland Community. For 85 years these awards have honored literature that "have made important contributions to our understanding of racism and our appreciation of the rich diversity of human cultures." Join this discussion to consider how we can use this impressive collection of work to address the disparities in our community.

Cheryl D'Mello, *Adjunct Faculty, English, Metropolitan Campus*

Sara Fuller, *Assistant Professor, English, Westshore Campus*

Karen R. Long, *Manager, Anisfield-Wolf Book Awards*

Lisa Nielsen, *Anisfield-Wolf SAGES Fellow, Case Western Reserve University*

Session Outcomes

By the end of this session, attendees will be able to:

1. Identify resources in Cleveland that can assist in the usage of Anisfield-Wolf texts
2. Collaborate on ideas for how to implement these texts in the classroom to initiate change
3. Connect with Anisfield-Wolf, a nationally known, yet local, resource

CONCURRENT SESSION D: CLEVELAND TOMORROW II

2:30-3:15 p.m.

Click the hyperlinked title to view the recorded session.

D1 | Taking Hands-On Labs Virtual With Video

In this session, attendees will learn about the steps Tri-C has taken to turn hands-on labs virtual with the use of video. Next, participants will engage in a discussion about best practices for using video and how video technology can be used to effectively move courses online. Using video can not only engage students, it can also help lower the equity gap by ensuring all students have access to different course content.

Deborah Allen, *Associate Professor, Radiologic Technology, Western Campus*

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

Michelle Reed, *Online Video Strategist, OLAT, JSTC*

Session Outcomes

By the end of this session, attendees will be able to:

1. List the steps Tri-C has taken to move labs online
 2. Discuss best practices for using video
 3. Brainstorm ways in which video technology can be used to effectively move courses online
-

D2 | “Civil” Wars: The Problem With that Word and the Use of Counseling Skills to Facilitate Difficult Discussions in Today’s Climate

Everywhere we look in society, it is easy to find an example of conflict and controversy. There is a divisive nature taking over many arenas including, but not limited to, interpersonal relationships and mental health. Historically, calls for civility have not always led to meaningful change. Counselor education and counseling skills are aimed toward facilitating relationships and having conversations even when it is not comfortable. We will apply these concepts into modeling connection-building conversations for humans, colleagues, educators, students and community members alike.

Marisa Cargill, *Lecturer, Counseling, Western Campus*

Chase Swaney-Morgan, *Doctoral Intern, Counseling, Ursuline College*

Session Outcomes

At the end of this session, attendees will be able to:

1. Understand the impact of politics, including historical contexts and language, on interpersonal relationships and mental health outcomes
 2. Identify skills and how to use them to facilitate difficult conversations surrounding controversial topics in personal and professional contexts
 3. Engage in application of skills in practice
-

D3 | Books Matter: Addressing the Future of Literacy in Cleveland

In Cleveland, many high school graduates are functionally illiterate. The impact this has on a person’s career, health and overall quality of life is profound. Join us to discuss ways literacy groups and area colleges and universities can work together to solve this problem.

Brenda Boshela, *Reading Specialist, Metropolitan Campus*

Thea DeRosa Cerra, *Executive Director, Cleveland Kids’ Book Bank*

Sara Fuller, *Assistant Professor, English, Westshore Campus*

Courtney Sroka, *Early Childhood Intervention Specialist, Cleveland Metropolitan School District*

Shannon Thornton, *Mastery Learning Specialist, Cleveland Metropolitan School District*

Session Outcomes

At the end of this session, attendees will be able to:

1. Understand the literacy crisis in our community and the importance of book ownership at a young age
2. Develop action steps for how to solve Cleveland’s literacy gap
3. Connect with community partners

D4 | Using Adaptive Courseware to Reduce the Equity Gap: A Discussion

Emerging evidence on digital learning indicates a potential to increase access and engagement while improving outcomes for students, particularly Black, Latinx and Indigenous students; poverty-affected students; and first-generation students. Faculty across multiple disciplines have spent the last several semesters deploying adaptive courseware to increase student success and reduce the equity gap. This session, led by members of the Adaptive Courseware for Early Success (ACES) Faculty Learning Community, will first introduce what adaptive courseware is before facilitating a discussion on ways participants may incorporate the use of adaptive courseware moving forward to help reduce the equity gap in their courses.

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

Stacey Souther, *Academic Professional Development Faculty Liaison and Professor, Psychology, Eastern Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Define adaptive courseware
 2. List ways in which adaptive courseware may help increase student access and engagement
 3. Determine how adaptive courseware could be used in their classes
-

D5 | Cleveland as Text: Using Our City to Engage Our Students in Cross-Disciplinary Work

City as Text™ or Place as Text consists of structured experiences for small groups of students or faculty. Participants examine urban or natural environments and engage in critical inquiry and cross-disciplinary learning in order to address the problems and challenges that they encounter. During this session, we will discuss how experiences like these could be used in Cleveland to engage students in addressing the issues facing our city.

Bridget Kriner, *Associate Professor, English and Women's Studies, Westshore Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Understand the concept of City as Text
 2. Identify ways this program can be implemented at local institutions
 3. Discuss local issues that could be addressed by this program
-

D6 | Creating Equitable Learning Environments by Fostering Growth Mindset, Sense of Belonging and Self-Efficacy in Students

Members of the Faculty Learning Community on Ethnicity and Culture will facilitate a discussion of non-cognitive skills that influence college success, use of free tools from the Project for Education Research That Scales (PERTS) to help faculty create more equitable and engaging learning environments, and the possible effects of such activities on students experiencing financial stress, students of color, and other potential groups.

Sara Clark, *Assistant Professor, ESL, Western Campus*

Nancy Doherty, *OLAT Faculty Liaison and Assistant Professor, Chemistry, Western Campus*

Roberta Hendrick, *Associate Professor, ESL, Metropolitan Campus*

Donya Waugh, *Assistant Professor, Psychology, Western Campus*

Christine Wolken, *Associate Professor, Art, Western Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Describe non-cognitive skills, including growth mindset and self-efficacy, that influence college success
2. Discuss the effect of learning environments on students' sense of identity, safety and belonging
3. Consider the impact of course experiences in these dimensions on students experiencing financial stress, students of color, and other potential groups

ASYNCHRONOUS SESSIONS

Click the hyperlinked titles to view the recorded session.

E1 | Flying in Cyberspace and Taxiing on Ground: Striving for Equity and Sensitivity Using Two Modes of Instruction During COVID-19

Cleveland continues to adjust to this pandemic with reliance on online learning. A distinct challenge, “to bridge the educational gap across social inequities,” requires faculty to plan, stay flexible and demonstrate sensitivity to student needs. Beginning with my experience of teaching online from March 2020 through fall 2020, the presentation will also summarize selected research on best practices in times of collective stress. Participants will explore flexibility in implementing learning activities, sensitivity to student needs, and awareness of techniques to support those on the edges. Like a pilot, a teacher strives to depart, fly and land safely despite turbulence.

Maria Shine Stewart, *Adjunct Faculty, English, Eastern Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Identify ways to become more proactive in their course planning in the light of COVID-19 and our growing awareness of social inequity
2. Target their own areas of personal flexibility as a way to hone instructional delivery of syllabus activities
3. Craft ways to “bring in” the student outlier in participation and in performance

E2 | Motivating Social Justice Through SMART Goals

Engaging students in advocating for social justice allows them to become informed and conscientious citizens. This session will discuss how faculty can use SMART goal development to incorporate social justice activities into their curriculum, as well as the importance of providing students with access to credible news outlets and community-based resources for content delivery. Faculty will be able to increase success not only in their students’ educational career, but in their students’ personal lives as well.

Carol Stennis, *Adjunct Faculty, First Year Experience, Eastern Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Incorporate the development of SMART goals to enhance their curriculum
2. Create a list of credible community-based resources to share with students
3. Incorporate both in-class and at-home life skills activities in their curriculum



E3 | Building Accessible Courses for All

Accessible courses are the law. But perhaps even more importantly, accessible courses provide multiple ways for diverse students to gain knowledge, demonstrate learning and interact. This helps all students, from those with disabilities, to English language learners, to students studying in difficult circumstances. In this session, we will show faculty how they can improve the accessibility of their own courses, especially online, using principles from Universal Design for Learning and Quality Matters, guidance from Student Accessibility Services, instructional design practices from the Centers for Learning Excellence and resources provided by Online Learning and Academic Technology.

Nancy Doherty, *OLAT Faculty Liaison and Assistant Professor, Chemistry, Western Campus*

Jeffrey Rodgers, *Digital Accessibility Specialist, OLAT, JSTC*

Helen Sullivan, *Advisor, Student Accessibility Services, Westshore Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Summarize key points of accessibility compliance in higher education
2. Combine universal design and accessibility in their course design
3. Improve accessibility of their own course materials

E4 | The Trauma-Informed/Resilience-Based Pedagogy Tool Kit: Helping Ourselves, Helping Our Tri-C Students

Many students have endured long-lasting effects of Adverse Childhood Experiences (ACEs), as well as other types of trauma. This session introduces attendees to a faculty-developed tool kit that explores the concepts and adoption of Trauma-Informed Educational Practices (TIEP) and Trauma-Informed Classroom/Campus Environments (TICE). The kit provides resources to help engage students by meeting them where they are emotionally and facilitating their educational and psychological growth through resilience training. Teaching students how to be resilient can lead to increased retention and student success.

Rhonda Fabrizi, *Assistant Professor, English, Metropolitan Campus*

Session Outcomes

At the end of this session, attendees will be able to:

1. Identify ACEs and other trauma that students and educators bring to the campus and to the classroom
2. Acknowledge how personal traumas not only affect students' learning abilities, but also educators and the work educators do, both in and out of the classroom
3. Learn strategies to combat various kinds of trauma, personal and professional, that impact educators' teaching, professional duties and personal growth



TRI-C FACULTY SESSIONS

TRI-C ADJUNCT FACULTY ENGAGEMENT SESSIONS

The Adjunct Breakout sessions are designed for faculty to learn about available technologies and effective teaching strategies. Click the hyperlinked title to view the recorded session.

SESSION I: 3:30-4:10 p.m.

F1 | Technology Tools and Faculty Resources Roundtable

Kara DePaul, Program Manager,
Academic Professional Development, JSTC

Sonja Elekhtaby, Manager, Adjunct Services,
Eastern Campus

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

Tom Kemp, Executive Director, OLAT, JSTC

Stacey Souther, Academic Professional Development
Faculty Liaison and Professor, Psychology, Eastern Campus

F2 | The Syllabus: Setting a Foundation for Your Virtual Classroom

Holly Craider, Executive Director,
Curriculum Development and Assessment, JSTC

Cheryl Kovach, Associate Director,
Curriculum Development and Assessment, JSTC

F3 | Current Reflections and Future Aspirations: A Peer-to-Peer Faculty Colloquium Debrief

Tim Elsey, Manager, Adjunct Services, Westshore Campus

F4 | To Proctor or to not Proctor: Options for Student Assessment

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

Arlo Graham, Digital Media Specialist, OLAT, JSTC

Kari Vara, Interactive Learning Design Specialist,
OLAT, JSTC

F5 | Interacting with your Students Using Blackboard Collaborate

Nancy Doherty, OLAT Faculty Liaison and
Assistant Professor, Chemistry, Western Campus

Karen Gray, Online Learning Administrator, OLAT, JSTC

SESSION II: 4:20-5 p.m.

G1 | Tips for Teaching Synchronously Online

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

Heather Young Mandujano, Instructional Technologist,
Center for Learning Excellence, Eastern Campus

G2 | Getting Students From A to B: Using Attendance Tracker and Entering Grades

Chris Dorsten, College Registrar and Executive Director,
Enrollment Operations, JSTC

Stacey Souther, Academic Professional Development
Faculty Liaison and Professor, Psychology, Eastern Campus

G3 | One College, Many Campuses: Engaging With Adjunct Services

Angela Baker, Interim Manager, Adjunct Services,
Western Campus

Karen Cross-Hatten, Manager, Adjunct Services,
Metropolitan Campus

Sonja Elekhtaby, Manager, Adjunct Services,
Eastern Campus

Tim Elsey, Manager, Adjunct Services, Westshore Campus

G4 | Accessibility and Course Design (ALLY)

Nancy Doherty, OLAT Faculty Liaison and
Assistant Professor, Chemistry, Western Campus

Kevin Dranuski, Sr. Instructional Designer,
Center for Learning Excellence, Western Campus

Karen Gray, Online Learning Administrator, OLAT, JSTC

Jeffrey Rodgers, Digital Accessibility Specialist, OLAT, JSTC

G5 | Teaching Synchronously Using Webex

Arlo Graham, Digital Media Specialist, OLAT, JSTC

Kari Vara, Interactive Learning Design Specialist,
OLAT, JSTC

TRI-C FULL-TIME FACULTY COUNTERPARTS MEETINGS

3:30-5 p.m.

Refer to the email from your faculty counterpart chair for your Webex link.



Robert L. Lewis Memorial Fund

As founding chair of Cuyahoga Community College's Board of Trustees, Robert L. Lewis helped to establish Tri-C as the first community college in Ohio in 1963. He served for 17 years as a trustee, during which he created the unique Scholar-in-Residence Program (and served for many years as the scholar); instituted the Conversations at Gwinn; and worked to launch the Honors Program. Until his death in 2005, Lewis devoted himself to the College's humanistic enhancement. He delighted and inspired generations of students, faculty and community members with his courses and lectures about Greek mythology, revealing their relevance to contemporary issues of civic responsibility and ethics. The convening of the Annual Faculty Colloquium affirms his belief that such scholarly colloquies are the hallmark of a civilized society.

The Robert L. Lewis Academy of Scholars offers the pursuit of intellectual inquiry to Tri-C's high achieving students. Now in its 12th year, the academy engages student scholars College-wide to follow their passions and produce projects related to diverse issues of social justice and civil society in our greater community. This inspiring academy begins with enrollment in Honors Social Justice, a three-credit course designed by Tri-C philosophy faculty in which students explore issues of social justice through essays by philosophers ranging from Socrates to Dr. Martin Luther King Jr.

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



**Faculty
Development**