18th Annual
Faculty Colloquium

Tuesday, Jan. 11, 2022

Critical Thinking:

It's Good for **You**.
It's Good for **Me**.

Cuyahoga®
Community
College

> "The function of education is to teach one to think intensively and to think critically."
>
> — MARTIN LUTHER KING JR.

The 2022 Cuyahoga Community College (Tri-C®) Faculty Colloquium Committee welcomes faculty and staff from colleges and universities throughout Ohio as we celebrate our 18th annual colloquium.

As faculty, we have an inherent role in developing our students' critical thinking skills to help them become better consumers, social advocates and leaders. Through sharing our collective experiences, we anticipate that this forum will lead you to explicitly and implicitly engage with your students and peers, becoming stewards of change and agents of environmental, justice and social reform.

This event is made possible through the contributions of outstanding faculty and staff, including today's presenters. We thank all of our presenters, attendees and countless others who helped in the planning and execution of this event and wish you all the very best in 2022 and beyond.

May you continue to create a body of learners who will critically explore society and work to enhance our communities.

Sincerely,

Michael Wilkins
Associate Professor, Mathematics
Cuyahoga Community College
2022 Tri-C Faculty Colloquium Co-Chair

SCHEDULE OF EVENTS

|	
9-10:15 a.m.	**Welcome Addresses**
	Alex Johnson
	President, Tri-C
	Karen Miller
	Provost and Executive Vice President, Access, Learning and Success, Tri-C
	Michael Wilkins
	Colloquium Co-Chair and Associate Professor, Mathematics, Tri-C
	Keynote Address
	Critical Thinking and the Pursuit of Happiness
	Bradley Lipinski
	Associate Professor, Philosophy, Tri-C
10:30-11:15 a.m.	**Concurrent Session A**
11:30 a.m. – 12:15 p.m.	**Concurrent Session B**
12:15-1 p.m.	**Lunch Break**
1-1:45 p.m.	**Concurrent Session C**
2-2:45 p.m.	**Concurrent Session D**
2:45 p.m.	**End of Day for External Attendees**
2:45-3 p.m.	**Stand-and-Stretch Break**
3-4:30 p.m.	**Tri-C Full-Time Faculty Counterparts Meetings**
	Ohio Transfer and Curriculum Drop-In Help Session
	Tri-C Adjunct Faculty Engagement Session

Cuyahoga Community College

Virtual Adjunct Faculty Conference 2022
Transforming Together: Exploring the Teaching and Learning Landscape

Save the Date | Saturday, March 12 | 9 a.m. – 1 p.m.
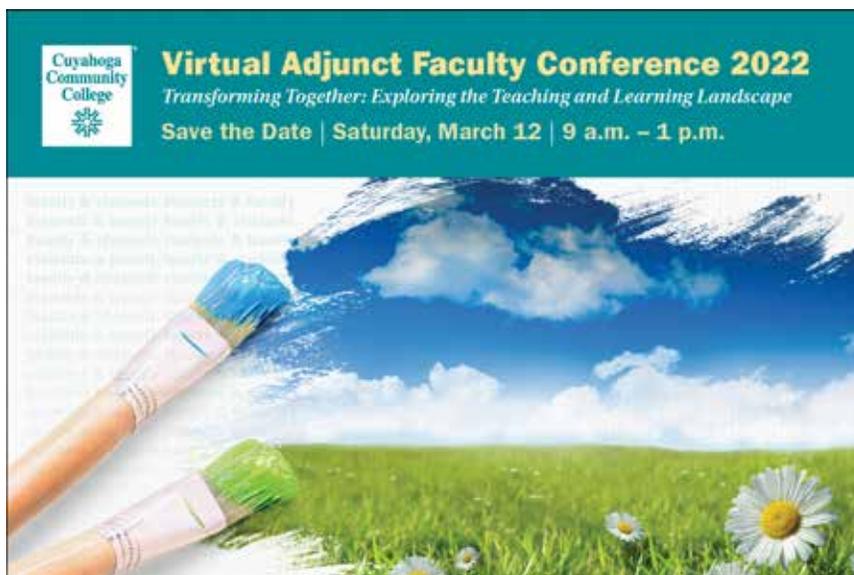
2022 Colloquium Committee

Michael Wilkins, *Associate Professor, Mathematics, Metropolitan Campus, Co-chair*

Kara DePaul, *Director, Academic Professional Development, Co-chair*

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

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

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

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

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

Samantha "Sam" Posey, *Assistant Professor/Counselor, Eastern Campus*

Stacey Souther, *Professor, Psychology, Eastern Campus*

Special Thanks

Zohreh Parsian, *Administrative Assistant, Academic Professional Development*
Leanne van Beers-Werneke, *Project Manager/Writer, Integrated Communication*
Adjunct Services
Centers for Learning Excellence (CLE)
Information Technology Services
Online Learning and Academic Technology (OLAT)
Television and Video Services

Bradley
Lipinski

Bradley Lipinski is an associate professor of philosophy and humanities at Cuyahoga Community College. He holds a Master of Arts degree in ethics from Cleveland State University and a Juris Doctor from the Cleveland-Marshall College of Law.

Lipinski is a member of University Hospitals Case Medical Center's ethics committee and a voting member of the Institutional Review Board at the Louis Stokes Cleveland VA Medical Center.

Keynote Address:
Critical Thinking and the Pursuit of Happiness

We are all endowed, the United States Declaration of Independence tells us, with certain unalienable rights. Among these are life, liberty, and the pursuit of happiness. It seems fitting, on this occasion, for us to consider how critical thinking prepares us for the pursuit of happiness. Although critical thinking is not something one acquires externally like a market good. It is, instead, a metamorphosis of a person's mind and character, a transformation which can be effected only through their own activity. It's an invitation to the pain of learning. What? Critical thinking: pain or pleasure, which is it?

SESSIONS AT A GLANCE

Click the hyperlinked title for session description and link to join.

Welcome and Keynote

9-10:15 a.m.   View the welcome and keynote here

Concurrent Session A

10:30-11:15 a.m.

A1   Cultivating Critical Thinking in Health Careers
A2   To Synchronize, or Not to Synchronize ... That Is the Question
A3   Information Literacy and OT-36: Coming Soon to Your Courses
A4   Integrated Critical Thinking Program for Enhanced Higher Education
A5   Roundtable Discussions: Annotated Reading and Culturally Responsive Pedagogy
A6   Identifying and Mitigating Future Professionals' Social Bias
A7   Teaching Science as a Way of Thinking

Concurrent Session B

11:30 a.m. – 12:15 p.m.

B1   Teaching Advocacy in Challenging Times
B2   Lights, Camera, Critical Thinking
B3   Critical Thinking: Can Our Students Do It?
B4   Social Media Literacy: Links to Wellness and Empowered User Experiences
B5   Using Grants to Support Critical Thinking for Student Success
B6   Thinking Critically About Information: Improving Equity by Clarifying Hidden Expectations
B7   Brain Fog: Learning and Mental Health in the COVID Era

Concurrent Session C

1-1:45 p.m.

C1   Enhancing Laboratory Practices for Students
C2   Engaging Students in Critical Thinking: A Faculty Discussion
C3   Monsters as a Theme to Engage First-Year Writing Students
C4   Digital Citizenship: Reaching Across the Curriculum
C5   Connecting With Online Students: A Faculty Panel
C6   Survive or Thrive?: Cultivating Critical Thinking in a Safe Classroom
C7   Critical Thinking: The Best Intro Course

Concurrent Session D

2-2:45 p.m.

D1   Roundtable Discussions: Project-Based Learning and Collaborative Learning
D2   What's Going on in This Graph?
D3   Building a Culture of Academic Integrity: Practices and Policies
D4   Engaging Faculty Through the Cleveland Humanities Collaborative
D5   News Literacy: Tools for Assessing Sources
D6   Teaching Sustainability
D7   Weekly Motivational Messages in Online Classes

Tri-C Full-Time Faculty Counterparts Meetings
3-4:30 p.m.

Ohio Transfer and Curriculum Drop-in Help Session
3-4:30 p.m.

Tri-C Adjunct Faculty Session
3-4:30 p.m.

Building a Culture of Academic Integrity: Practices and Policies
Adding to Your Critical Thinking Toolbox With Adjunct Services

PRESENTATION PATHWAYS

Concurrent sessions are organized into presentation pathways, as described below. Pathways are indicated by icon throughout the program.

Teaching and Learning Strategies

Engage and explore effective practices such as active learning, innovative teaching techniques and student engagement.

Curriculum and Assessment

Discuss opportunities to incorporate critical thinking into course design, learning outcomes and assessment strategies.
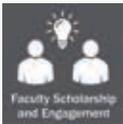

Faculty Scholarship and Engagement

Engage in reflective practices with peers to build and strengthen the teaching community, including the integration of Scholarship of Teaching and Learning (SoTL), personal growth and student development.

Technology for Teaching

Explore various technologies to support student learning.

Diversity and Inclusion

Appreciate and recognize the value in diverse perspectives, with strategies to support learners both in and out of the classroom.

Student Success

Identify and promote services, resources and success initiatives available to students.

Access Concurrent Session Slides and Supplemental Materials Here

CONCURRENT SESSION A

10:30-11:15 a.m.

Click hyperlinked titles to view recordings. Find concurrent Session Slides and Supplemental Materials Here.

A1 | Cultivating Critical Thinking in Health Careers

Melanie Benington, *Associate Professor, Nursing, Tri-C*
Mary Elizabeth Marsh, *Assistant Professor, Nursing, Tri-C*

Explore research-backed teaching strategies for developing critical thinking skills in the beginner student and helping more advanced students enhance their skills. Engage in strategies specifically used to develop critical thinking in health career students.

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

1. Describe critical thinking and the characteristics of an individual with critical thinking skills
2. Explain the importance of critical thinking in health careers
3. Implement strategies for developing critical thinking in health career students

A2 | To Synchronize, or Not to Synchronize … That Is the Question

Grant Burchell, *Student, Tri-C*
Mardy Chaplin, *Assistant Professor, Paralegal Studies, Tri-C*
Maria Klenovich, *Student, Tri-C*
Alyissa Smith, *Student, Tri-C*
Chloe Smith, *Student, Tri-C*

Asynchronous, synchronous, or a combination of both? Think critically about which modality is best for each of your courses. Learn about three courses taught using three distinct synchronous learning methods, and discover how those modalities were chosen. A student from each course will be present to engage with the audience and share their thoughts.

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

1. List the positives and negatives for utilizing synchronous vs. asynchronous instruction
2. Describe the utilization of synchronous and asynchronous instruction from a student's perspective
3. Discuss the advantages and disadvantages of utilizing only synchronous, only asynchronous or a blended model of instruction

A3 | Information Literacy and OT-36: Coming Soon to Your Courses

Meagan Fowler, *Assistant Professor, Library, Tri-C*
Nancy Weissman, *Professor, Library, Tri-C*

Information literacy is a particular form of critical thinking that requires learners to gather, evaluate and synthesize information from a variety of sources. Now that information literacy is embedded into State of Ohio OT-36 outcomes, faculty must be able to define and teach it and to assess whether students understand and can apply it.

Members of the Committee on Learning Outcomes Assessment (CLOA) will explain what information literacy is and isn't, provide tools for embedding information literacy in class assignments and demonstrate methods for assessing how well students understand and apply the concept.

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

1. Define information literacy
2. Utilize tools to embed information literacy in course assignments
3. Apply methods for evaluating student understanding and application of information literacy

A4 | Integrated Critical Thinking Program for Enhanced Higher Education

Caroline Obiageli, *Visiting Scholar, Education, Kent State University*

Learn how critical thinking can enhance the development and impact of higher education. In this integrated approach, critical thinking is introduced as a core course for students alongside credentialing courses that teach faculty how to infuse critical thinking into their courses.

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

1. Identify the difference between teaching for thinking and teaching for critical thinking
2. Develop a lesson plan for teaching critical thinking to students
3. Assess critical thinking skills in various subject areas

A5 | Roundtable Discussions: Annotated Reading and Culturally Responsive Pedagogy

10:30-10:50 a.m.
Annotated Reading and Discussion With Hypothes.is

Nancy Doherty, *Assistant Professor, Chemistry, Tri-C*
Bridget Kriner, *Associate Professor, English, Tri-C*

Hypothes.is is a social annotation tool that allows students and instructors to read and discuss documents together. Faculty who have spent the past year using Hypothes.is within their learning management system will describe what they have learned, what they like about Hypothes.is, and how the social annotation of course readings offers an opportunity for collaborative learning to help boost critical thinking.

At the end of this session, attendees will be able to:
1. Describe examples of the social annotation of course documents in varied disciplines
2. Discuss how social annotation promotes close reading and critical thinking in online courses

10:55-11:15 a.m.
Culturally Responsive Pedagogy Disposition Scale for Online Higher Education Educators

Sara Fuller, *Assistant Professor, English, Tri-C*

Discover the process for developing a culturally responsive pedagogy disposition scale to help online professors ensure their course design meets the needs of minority and culturally diverse students. Participants will have the opportunity to take the scale and consider its implications for their teaching.

At the end of this session, attendees will be able to:
1. Define culturally responsive pedagogy
2. Explore personal disposition toward culturally responsive pedagogy

A6 | Identifying and Mitigating Future Professionals' Social Bias

E. Frank Fitch, *Associate Professor Emeritus, Education, University of Cincinnati, Clermont College*
Kathleen Hulgin, *Associate Professor, Education, University of Cincinnati, Clermont College*

Identifying and mitigating social biases among pre-professionals is increasingly challenging. Research documents that individuals commonly hold social biases related to race and ability that can significantly contribute to inequality in American society. Presenters will explain and discuss the utilization of a diversity course to measure students' implicit and explicit attitudes toward race, ability and social inequality, as well as the pedagogical methods used to address them.

At the end of this session, attendees will be able to:
1. Identify measurable criteria for assessing student attitudes related to race, ability and social inequality
2. Examine structured cooperative learning and guided critical analysis as anti-bias pedagogies
3. Discuss student responses to anti-bias pedagogies collected before, after and during the course

A7 | Teaching Science as a Way of Thinking

Margaret Lehnert, *Assistant Professor, Biology, Tri-C*

While science can be defined as a collection of facts, it is also a way of thinking outlined by the scientific method. Although students are exposed to the steps of the scientific method multiple times throughout their education, they often see it as a memorization exercise rather than an applied critical thinking technique. Content-heavy science courses require understanding of much factual content, leaving little time for more than the presentation of facts. Explore fundamental modifications made to the delivery of an Anatomy and Physiology I course to allow for critical thinking opportunities through regular application of the scientific method.

At the end of this session, attendees will be able to:
1. Recognize the obstacles of content-heavy courses in terms of flexibility in delivery
2. Identify how a flipped classroom allows for dedicated time to provide students a deeper understanding of science as a process
3. Teach students to apply critical thinking and problem-solving in any discipline

CONCURRENT SESSION B

11:30 a.m. – 12:15 p.m.

Click hyperlinked titles to view recordings. Find concurrent Session Slides and Supplemental Materials Here.

B1 | Teaching Advocacy in Challenging Times

David November, *Sustainability Manager, Capital, Construction and Facilities, Tri-C*
Casandra Sweeney, *Associate Professor, English, Tri-C*

Multiple initiatives support greater equity and inclusion throughout higher education. Discover tools and organizations available to support increased civic engagement through advocacy training. Advocacy is cross-disciplinary and applies to social, economic and environmental issues, among others. Moreover, advocacy can foster improved critical thinking, information literacy and civic responsibility. Empowering students, faculty and community members as advocates can get them more engaged in issues important to them.

At the end of this session, attendees will be able to:
1. Apply advocacy to teach critical thinking skills
2. Synthesize new knowledge to foster active learning and student engagement in their discipline
3. Utilize advocacy to foster community engagement

B2 | Lights, Camera, Critical Thinking

Miriam Bennett, *Professor, Media and Communications, Tri-C*
Michael Wilkins, *Associate Professor, Mathematics, Tri-C*

For more than a century, we have been visually entertained by movies, television and social media. Explore the critical thinking components of the visual and aural senses and how visual media uses both senses to consciously or subliminally draw the viewer into the realm of critical thinking. We will also examine several media clips that explicitly or implicitly place the viewer into the world of critical thinking based upon the screenwriter's words or through the eye of the cinematographer.

At the end of this session, attendees will be able to:
1. Explain how aural and visual cues can explicitly conjure critical thinking skills
2. Illustrate how critical thinking transcends the classroom and how it can be integrated into instruction
3. Share ideas for using visual media to incorporate critical thinking into a course

B3 | Critical Thinking: Can Our Students Do It?

Holly Craider, *Executive Director, Curriculum Development and Assessment, Tri-C*
Derek Hiley, *Assistant Professor, Mathematics, Tri-C*
Jodi Hupp, *Assistant Professor, Communication Studies, Tri-C*
Cheryl Kovach, *Associate Director, Curriculum Development and Assessment, Tri-C*
Sheila Petcavage, *Professor, Business, Tri-C*
Pat Stansberry, *Assistant Professor, English, Tri-C*
Donya Waugh, *Assistant Professor, Psychology, Tri-C*
Anne Marie Yunker, *Associate Dean, STEM, Tri-C*

Critical thinking is common to many disciplines; yet many faculty struggle to assess this difficult concept. Faculty from the Committee on Learning Outcomes Assessment (CLOA) will share their experience and tools for assessing critical thinking at the course level.

At the end of this session, attendees will be able to:
1. Define critical thinking as it applies to their courses
2. Learn about and use resources for assessing critical thinking in the classroom
3. Evaluate student learning and application of critical thinking skills

B4 | Social Media Literacy: Links to Wellness and Empowered User Experiences

Marisa Cargill, *Lecturer, Counseling, Tri-C*
Chase Morgan-Swaney, *Assistant Lecturer, School of Counseling, The University of Akron*

Followers, likes, tweets, stitches and DMs are terms that had a different meaning (or no meaning at all) before social media. As social media use continues to grow, it is vital that students and professionals know how to support healthy use of different platforms and understand how each platform and its users and creators operate. Explore research about social media's impact on mental health and its link to cognitive and overall wellness, and get practical tips for empowering social media literacy to ultimately create better-informed social media consumers.

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

1. Discuss the impact of social media use on mental health outcomes
2. Identify key elements of social media literacy and know how to implement it for themselves or teach it to others
3. Recognize the link between wellness and increased social media literacy

B5 | Using Grants to Support Critical Thinking for Student Success

Adam Diiulio, *Assistant Dean, Academic Affairs and Adjunct Faculty, Business Administration, Tri-C*
Brian Hall, *Associate Professor, English, Tri-C*
Heather Hetchler, *Adjunct Faculty, Communication Studies, Tri-C*
Judy Kaplan, *Program Director, Dietary Technology, Tri-C*
Erin Susick, *Assistant Professor, Mathematics, Tri-C*

A panel of faculty teaching grant winners will discuss their projects and how they support critical thinking, student success and more. Hear about innovative projects and teaching techniques that increase classroom success, and brainstorm ideas for developing an innovative project in your own classroom.

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

1. Discuss the importance of critical thinking for student success
2. Identify innovative projects and teaching techniques that increase classroom success
3. List ideas for new teaching projects in their classroom

B6 | Thinking Critically About Information: Improving Equity by Clarifying Hidden Expectations

Amanda Folk, *Assistant Professor, University Libraries, The Ohio State University*
Jane Hammons, *Assistant Professor, University Libraries, The Ohio State University*

This interactive presentation introduces participants to strategies for identifying tacit expectations for critical thinking about information. Informed by our own disciplinary perspectives and research experience, these expectations can be difficult to convey to students. Students may feel they are being asked to meet expectations that they were not aware existed — a disconnect that may contribute toward persistent equity gaps in higher education. Learn a process for creating a more equitable learning environment by clarifying expectations.

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

1. Identify hidden or tacit expectations for critical thinking related to information
2. Consider how tacit expectations may contribute to equity gaps in higher education
3. Modify teaching strategies to address critical thinking about information and create a more equitable learning environment

B7 | Brain Fog: Learning and Mental Health in the COVID Era

Kevin Berg, *Assistant Professor, Counseling, Tri-C*
Deborah Drane, *Assistant Professor, Counseling, Tri-C*
Lisa Husamadeen, *Student Advisor, Student Accessibility Services, Tri-C*
**Ben Koch,** *Student Advisor, Student Accessibility Services, Tri-C*

The global pandemic has greatly impacted mental and physical health. For some, this is due to the isolating effects of social distancing and living in quarantine. Others may be impacted by lingering symptoms of "long COVID." The result for many is an inability to focus, think critically and persist in their studies. Discuss the trends in college students' mental health nationwide since the pandemic began, what academic counselors and student accessibility offices are seeing firsthand, and how to support faculty and students through referrals and accommodations.

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

1. Describe the symptoms of long COVID and their detrimental effects on critical thinking, learning and student persistence
2. Identify student behaviors that may suggest the need to refer them to counseling or accessibility offices
3. Support faculty and students through referrals and accommodations
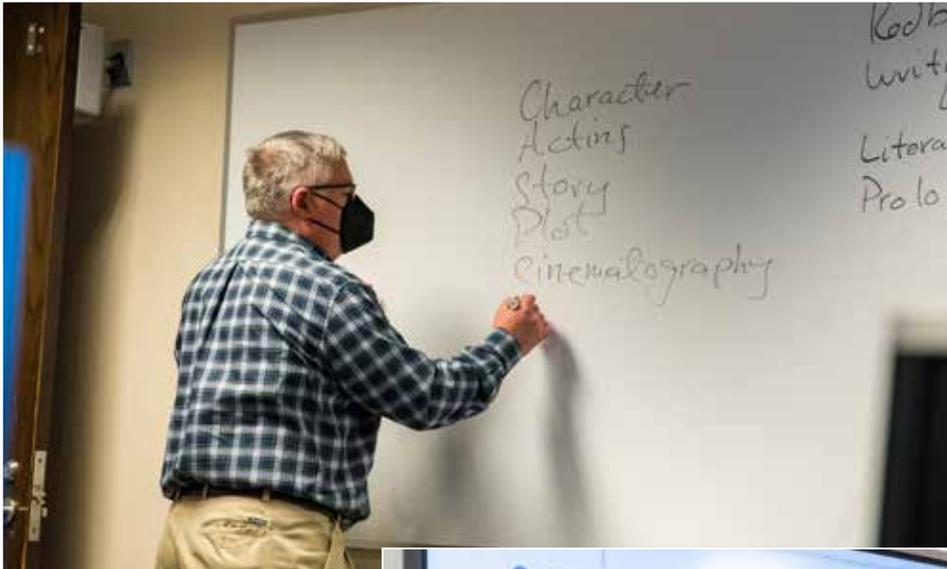
CONCURRENT SESSION C

1-1:45 p.m.

Click hyperlinked titles to view recordings. Find concurrent Session Slides and Supplemental Materials Here.

C1 | Enhancing Laboratory Practices for Students

Margaret Lehnert, *Assistant Professor, Biology, Tri-C*

Scientific research allows students to make novel discoveries while participating in the scientific process with unknown results. Educational laboratory courses mimic this learning environment but can fall short due to presenting guided exercises with known outcomes that inhibit critical thinking skills. Teaching an educational laboratory course from a course-based undergraduate research experience (CURE) approach allows students to execute the scientific method in a framework that more closely replicates the critical thinking environment found in an academic or industrial laboratory. Presenter will discuss the development of a CURE laboratory course, chronicling its challenges, successes and future direction.

At the end of this session, attendees will be able to:
1. Identify and compare the positive and negative aspects of a traditional approach to educational laboratory courses vs. a CURE approach
2. Examine the successes and obstacles faced during the first semester of a CURE lab course
3. Determine whether aspects of CURE courses could be integrated into their own lab courses

C2 | Engaging Students in Critical Thinking: A Faculty Discussion

Yiyun Chen, *Adjunct Faculty, Visual Communication, Tri-C*
Julia Cronin, *Assistant Professor, Mathematics, Tri-C*
Brian Hall, *Associate Professor, English, Tri-C*
Yasser Jahami, *Associate Professor, Radiologic Technology, Tri-C*
Joyce Laggan, *Adjunct Faculty, Communication Studies, Tri-C*
John Latimer, *Adjunct Faculty, Music, Tri-C*
Danielle Seighman, *Adjunct Faculty, Occupational Therapy, Tri-C*
Elizabeth Vaidya, *Professor, Biology, Tri-C*

Join 2021 Excellence in Teaching Award in Honor of Ralph M. Besse recipients as they discuss how they engage students in critical thinking. Engage in a vibrant conversation about best practices for incorporating critical thinking into areas such as curriculum and assessment, face-to-face and online teaching, student interaction and more.

At the end of this session, attendees will be able to:
1. List ways to engage students in critical thinking
2. Discuss best practices for incorporating critical thinking
3. Identify one or more strategies for implementing critical thinking exercises into their courses

C3 | Monsters as a Theme to Engage First-Year Writing Students

Mary Leoson, *Adjunct Faculty, English and Psychology, Tri-C, Lakeland Community College and Lorain County Community College*

Learn how to use the theme of "monsters and madness" to engage first-year writing students in the material while fostering critical thinking in the areas of rhetorical analysis, literary analysis and source synthesis.

At the end of this session, attendees will be able to:
1. Identify text selections that connect to the theme and can be used for various Comp I activities
2. Describe pedagogical strategies that engage students and foster critical thinking skills while connecting to the theme
3. Describe specific thematic activities that can help students build skills in analysis and synthesis

C4 | Digital Citizenship: Reaching Across the Curriculum

Catie Carlson, *Associate Librarian, Library, University of Cincinnati*
Kristi Hall, *Assistant Professor, Business, Law and Technology, University of Cincinnati*

Following a brief presentation overviewing digital citizenship, conversation will center on facilitating its shared responsibility. We will offer five areas of digital citizenship: information literacy, cyberbullying, online safety, digital responsibility, and wellness. Time will be given to each area to ask questions and discuss how instructors of all disciplines can take on the task. The session will ask participants to think critically about digital citizenship and how students can practice digital citizenship across disciplines.

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

1. Describe digital citizenship
2. Discuss the interdisciplinary responsibility of digital citizenship
3. Identify examples that demonstrate the need for digital citizenship

C5 | Connecting With Online Students: A Faculty Panel

Michelle Davis, *Assistant Professor, Earth Science, Tri-C*
Nancy Doherty, *Assistant Professor, Chemistry, Tri-C*
Karen Gray, *Adjunct Faculty/Online Administrator, Online Learning and Academic Technology, Tri-C*
Jessica Krowka, *Assistant Professor, Nursing, Tri-C*
Suzanne Reyes, *Assistant Professor, English, Tri-C*

Teaching an online course? The deeper and more personal connections we have with our students, the more motivated they are to learn. Getting just-in-time answers to quick questions, meeting one-on-one using online office hours, facilitating interactivity during synchronous online class times and student participation in video discussions can all help increase student presence in an online environment and increase understanding of the content, giving them the time and ability to focus on critical thinking content. Discover how faculty are making connections synchronously during online class times and asynchronously outside of class.

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

1. Increase connections with students in a synchronous online environment
2. Increase connections with individual students in an online environment
3. Select from a variety of technologies to increase connections with students

C6 | Survive or Thrive?: Cultivating Critical Thinking in a Safe Classroom

Susan Dieterich, *Lecturer, Counseling, Tri-C*
Renee Kolecki, *Lecturer, Counseling, Tri-C*

If faculty are to cultivate student's critical thinking skills, they need to know what skills students already possess and how those skills are impacted by different emotional states. Students who have experienced trauma and/or who currently experience PTSD may be able to think critically when in a state of equilibrium; however, when in a state of hyperarousal because of perceived threat or trigger, their brains shut down executive functioning in order to survive. Critical thinking? Not so much. Who are these students, and how can we help them be present in the classroom and primed for critical thinking?

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

1. Consider the possibility that students' classroom behavior and responses may be due to personal trauma history and identify sources of potential trauma affecting students
2. Describe the impact of trauma on students' emotional, physical and cognitive presence in the classroom and, thus, their ability to access or develop critical thinking skills
3. Identify strategies for creating an emotionally safe yet gently challenging academic environment, using the principles of trauma-informed response to help students develop, polish and employ critical thinking skills

C7 | Critical Thinking: The Best Intro Course

Mardy Chaplin, *Assistant Professor, Paralegal Studies, Tri-C*
Michelle Collins, *Student, Tri-C*
Sharon David, *Student, Tri-C*
Rana Mohammad, *Student, Tri-C*

What would the best intro course for any discipline look like? Whether business, IT or even auto mechanics, thinking critically about how to reflect students' interests and design assignments to capture their imagination results in the best possible intro course. This was the basis for a new approach in Tri-C's Paralegal Studies program.

This course design can be applied to any discipline. It requires students to learn about the good, the bad and the ugly of the profession; apply their knowledge to specific interests within their profession; and perform tasks within the area they choose. Three years of collected data show that this approach could work for any introductory course.

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

1. Consider how the tools used could be applied to an intro course in their discipline
2. Explain why students who have taken this course appreciate its creative thinking requirements
3. Appreciate a course that is designed around the student, as opposed to the student adapting to the course

CONCURRENT SESSION D

2-2:45 p.m.

Click hyperlinked titles to view recordings. Find concurrent Session Slides and Supplemental Materials Here.

D1 | Roundtable Discussions: Project-Based Learning and Collaborative Learning

2-2:20 p.m.
Project-Based Learning in the Undergraduate Classroom

Amy Wolfe, *Assistant Professor, Teacher Education, Ohio University Chillicothe*

Project-based learning (PBL) is a teaching practice that engages students in active, meaningful real-world projects. It is an inquiry-based practice rooted in constructivist theory and progressive education. Learn about the presenter's experiences utilizing PBL with undergraduate students in an early childhood and elementary teacher preparation program. The featured project explores the driving question, "How can undergraduate students contribute to the learning of children in the community through installation of passive educational materials in public spaces?"

At the end of this session, attendees will be able to:
1. Describe the elements of project-based learning
2. Discuss an example of PBL in a teacher preparation course

2:25-2:45 p.m.
Collaborative Learning in College Classrooms

Jerry Schnepp, *Associate Professor, Visual Communication Technology, Bowling Green State University*

Evidence abounds that deep learning happens through exploration and discovery. Students who engage in experiential learning understand topics more clearly, completely and permanently. An effective way to engage students in discovery-based education is through collaborative learning. In this framework, learning contexts emerge through cooperation between students, groups and instructors. Instead of the instructor presenting material first and then assigning an assessment activity, students engage in an inquisitive activity where they figure out a concept on their own or in groups. They explore the topic and draw their own conclusions. Then the class reflects together to clarify concepts and answer questions.

At the end of this session, attendees will be able to:
1. Explain ways in which collaborative learning is used in college classrooms
2. List ways to incorporate collaborative learning in their courses

D2 | What's Going on in This Graph?

Erin Susick, *Assistant Professor, Mathematics, Tri-C*

Do you want your students to be exposed to real-life data and graphs? Do you want them to look critically at information? The New York Times' "What's Going on in This Graph?" is a great way to get students to notice, wonder about and discuss graphs that depict current events. Learn how to use this resource in your classroom and find and discuss your favorite graph. Time series, bar graphs, pictograms, scatter plots and more!

At the end of this session, attendees will be able to:
1. Develop methods to facilitate meaningful conversations about graphs
2. Identify ways to use this resource in various modalities
3. Understand how to access and choose graphs by topic or type

D3 | Building a Culture of Academic Integrity: Practices and Policies

Tricia Gallant, *Director, Center of Academic Integrity, University of California San Diego*
Haidy Kamel, *Associate Professor, Chemistry, Tri-C*
Carla Vecchiola, *Lecturer IV, History and Director, Hub for Teaching & Learning Resources, University of Michigan-Dearborn*

Amid the many challenges facing higher ed today, one of the most serious is maintaining academic integrity in online learning. Academic integrity is the commitment to honest and moral practices in an academic setting. Critical thinking is essential to maintaining academic integrity, which supports authentic and original thoughts. This panel will discuss issues of academic integrity, what practices and policies should be used to build a culture of academic integrity, how faculty members use teaching and assessment practices to inhibit cheating, and the role of online proctoring.

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

1. Identify practices and policies to build and support academic integrity in the online environment
2. List learning and assessment strategies to discourage cheating
3. Discuss the use of critical thinking to maintain academic integrity

D4 | Engaging Faculty Through the Cleveland Humanities Collaborative

David Bernatowicz, *Associate Professor, History, Tri-C*
Brian Clites, *Associate Professor, Humanities, Case Western Reserve University*
Kurt Koenigsberger, *Associate Professor, English, Case Western Reserve University*
Ellyn Lykins, *Specialist, Cleveland Humanities Collaborative, Tri-C*
Alexandria Romanovich, *Adjunct Faculty/Program Manager, Cleveland Humanities Collaborative, Tri-C*

The Cleveland Humanities Collaborative (CHC) seeks to enrich Northeast Ohio culture through quality public programming that supports the appreciation of the humanities and its importance in nurturing engaged citizens and building strong communities. Critical thinking is engrained within its structure. Learn about the CHC and explore ways in which faculty (alongside students and the community) have impacted the region.

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

1. Describe the purpose of the Cleveland Humanities Collaborative
2. Identify ways in which students, faculty and the community can help reach program goals

D5 | News Literacy: Tools for Assessing Sources

Megan Lubbers, *Lecturer, English, Tri-C*

Whether you're teaching accounting, zoology or something in between, you use source texts. Your students are getting information from a wide variety of sources both in and out of the classroom. Do they know how to determine whether a source is credible? Have they even considered where their information is coming from? The News Literacy Project (NLP) offers several free online tools and lessons that teachers can incorporate into existing class frameworks to encourage students to think critically about the news that they consume on a daily basis. Walk away from this session with tools that add value to your current lessons.

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

1. Describe how to assess news sources for all disciplines
2. Discuss how critical thinking can be used to determine source credibility
3. Identify current issues relevant to their discipline using NLP's free weekly newsletter, The Sift

D6 | Teaching Sustainability

Rebecca Aronhalt Yokum, *Assistant Professor, English as a Second Language, Tri-C*
Sara Clark, *Assistant Professor, English as a Second Language, Tri-C*
Nancy Doherty, *Assistant Professor, Chemistry, Tri-C*
Rachel Kazmier, *Assistant Professor, English, Tri-C*
Margaret Lehnert, *Assistant Professor, Biology, Tri-C*

As instructors, we want to capture our students' hearts and minds in ways that motivate them to learn and think critically in our disciplines. What better way to do this than to connect course objectives to sustainability topics? See examples of how faculty approach outcomes in biology, chemistry, English and English as a Second Language while teaching sustainability — the balance between environment, economy and equity.

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

1. Identify connections between course objectives, sustainability topics and critical thinking
2. Consider the impact of teaching sustainability on student learning
3. Propose ways to incorporate sustainability topics into their own courses

D7 | Weekly Motivational Messages in Online Classes

Jacqueline Bruner, *Lecturer, Philosophy, Tri-C*
Jennifer Hirz, *Associate Professor, Mathematics, Tri-C*
Michelle Nicopolis, *Professor, Psychology, Tri-C*

Join us in brainstorming ways to use positive thinking and growth mindset in our classes. Presenters will share the results of their fall pilot program that included weekly inspirational messages via Blackboard and provide insight into students' attitudes toward intelligence and learning. Student thoughts were collected via optional surveys at the start, midterm and end of the semester, the last of which included additional items examining the degree to which students thought the inspirational messages contributed to their confidence, the perceived level of instructor interest in their academic success, and any changes in their thoughts about growth vs. fixed mindset.

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

1. Examine whether intelligence is viewed as a fixed mindset or something that can be changed as a growth mindset across three disciplines (philosophy, psychology and mathematics)
2. Identify the qualitative effect of weekly motivational messages on an instructor's perceived level of care
3. Assess whether receiving weekly inspirational messages influences students' confidence in completing a course

TRI-C FULL-TIME FACULTY COUNTERPARTS MEETINGS

3-4:30 p.m.
Consult your counterparts chair for link to join.

OHIO TRANSFER AND CURRICULUM DROP-IN HELP SESSION

3-4:30 p.m.
Click here to get answers to your Ohio Transfer and curriculum questions.

TRI-C ADJUNCT FACULTY SESSION

3-4:30 p.m.

Click hyperlinked titles to view recordings

Part 1: 3-3:45 p.m.

Building a Culture of Academic Integrity: Practices and Policies

Tricia Gallant, *Director, Center of Academic Integrity, University of California San Diego*
Haidy Kamel, *Associate Professor, Chemistry, Tri-C*
Carla Vecchiola, *Lecturer IV, History and Director, Hub for Teaching & Learning Resources, University of Michigan-Dearborn*

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Part 2: 3:45-4:30 p.m.

Adding to Your Critical Thinking Toolbox With Adjunct Services

Angela Baker, *Manager, Adjunct Services, Western Campus*
Karen Cross-Hatten, *Manager, Adjunct Services, Metropolitan Campus*
Sonja Elekhtaby, *Manager, Adjunct Services, Eastern Campus*
Alaina Foster, *Interim Manager, Adjunct Services, Westshore Campus*

Faculty routinely use tools to convey a message. While the message is clearly important, so is the delivery method. Faculty tools may include tangible items such as course notes, supplemental technology and laboratory instruments or more conceptual items such as professional experiences, analysis and the like. The list is seemingly endless. Tools are used to shape our future as a community of scholars and to shape the future of our students. Reflect on critical thinking principles and learn how to enrich your classroom or curriculum with practical teaching and learning strategies in this active participation session.

Excellence in Teaching Award
In Honor of Ralph M. Besse

The annual Excellence in Teaching Award in Honor of Ralph M. Besse recognizes Tri-C faculty members for their commitment to academic integrity, stimulation of intellectual development, and investment in students within and beyond the classroom. Congratulations to our 2021 winners!

2021 Full-Time Winners

Julia Cronin
Assistant Professor
Mathematics
Western Campus

Brian Hall
Associate Professor
English
Metropolitan Campus

Yasser Jahami
Associate Professor
Radiologic Technology
Western Campus

Elizabeth Vaidya
Professor
Biology
Westshore Campus

2021 Adjunct Faculty Winners

Yiyun Chen
Visual Communication
Western Campus

Joyce Laggan
Communication Studies
Western Campus

John Latimer
Music
Metropolitan Campus
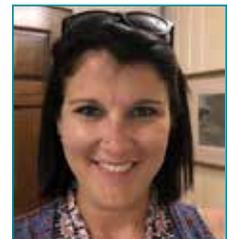
Danielle Seighman
Occupational Therapy
Metropolitan Campus

Robert L. Lewis
Memorial Fund

As founding chair of Cuyahoga Community College's Board of Trustees, Robert L. Lewis helped establish Tri-C as Ohio's first community college in 1963. He served the board for 17 years, during which he created the unique Scholar-in-Residence Program, instituted 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 provides opportunities for the pursuit of intellectual inquiry to high-performing Tri-C students. Now in its 13th year, the academy encourages participants to follow their passions and produce projects related to diverse issues of social justice and civil society in our communities. Participation 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 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.

Cuyahoga Community College®

Faculty Development