Tri-C® Adjunct Faculty Virtual Conference
Transforming Together: Exploring the Teaching and Learning Landscape
Saturday, March 12, 2022
“Transformation is an ongoing process that tends to appear ordinary, when, in fact, something extraordinary is taking place.” — Suzy Ross

The 2022 Cuyahoga Community College Adjunct Conference committee welcomes faculty and staff from colleges and universities throughout Ohio for today’s virtual conference. We are pleased to support professional development for college faculty as we “Transform Together.”

This conference explores the teaching and learning landscape to find transformative ways to support students, faculty, staff and administration as they navigate continuous change. Thank you to our presenters who are allowing us to offer 18 concurrent sessions to share with you today. We appreciate your time and expertise.

We would also like to thank adjunct faculty for the vital role they play in student success across all institutions of higher education. We hope today provides you with the opportunity for professional and personal growth.

Sincerely,

2022 Adjunct Conference Committee
Schedule of Events

9:10 a.m. Welcome and Opening Remarks
Karen Cross-Hatten
Adjunct Services Manager, Moderator
Alex Johnson
President, Cuyahoga Community College
Karen Miller
Provost and Executive Vice President,
Access, Learning & Success,
Cuyahoga Community College
Todd Kitchen
Campus President, Eastern Campus
Denise McCory
Campus President, Metropolitan Campus
Lisa Williams
Campus President, Western Campus
Janice Taylor-Heard
Interim Campus President, Westshore Campus
William Gary
Executive Vice President,
Workforce, Community and
Economic Development Division (WCED)

10:15-11 a.m. Concurrent Session A

11:15 a.m.-noon Concurrent Session B

12:15-1 p.m. Concurrent Session C
2022 Adjunct Conference Committee

Kim Johnson, Co-Chair  Janika Garner-Davis
Sonja Elekhtaby, Co-Chair  Christine Hickey
Steve Ahern  Dennis Joyce
Peter Anderson  Tom Kemp
Angela Baker  Sandra McKnight
Miria Batig  Diane Nickson
Ann Conrad  Pamela Regrut
Karen Cross-Hatten  Stacey Souther
Kara DePaul  Standish Stewart
Adam Dilulio  Leanne van Beers-Werneke
Cheryl D’Mello  Olivia Villasenor
Timothy Elsey  Robin Williams
Katie Evans  Heather Young Mandujano
Alaina Foster

Special Thanks

Online Learning and Academic Technology (OLAT),
Television and Video Production, Information Technology Services (ITS),
Centers for Learning Excellence (CLE), Adjunct Services,
and conference host Eastern Campus
Sessions at a Glance

Click the hyperlinked titles for session descriptions and links to join.

Welcome and Opening Remarks
9 -10 a.m.  Karen Cross-Hatten
Alex Johnson
Karen Miller
Todd Kitchen
Denise McCory
Lisa Williams
Janice Taylor-Heard
William Gary

Concurrent Session A
10:15-11 a.m.
A1  Make It Stick: The Use of Codenames for Vocabulary Learning
A2  Teaching, Learning, and the Transformation to an Outcomes Assessment Culture
A3  College Credit Plus: Higher Education in the High Schools
A4  Connecting with With Online Students
A5  Open for Business: Creating a Trauma-Safe Classroom Environment
A6  Building Rapport with Resources: Partnering with Student Affairs

Concurrent Session B
11:15 a.m.-noon
B1  Landscapes of Curiosity: Engagement through Stories, Podcasts and Videos
B2  Leveraging the Library: Partnering with Your Librarian to Strengthen Student Success
B3  Faculty Wellness: The Importance of Personal Transformation
B4  Classroom of the Future
B5  Facilitating Belonging through Inclusive Pedagogy
B6  Transforming and Accelerating Accessibility

Concurrent Session C
12:15-1 p.m.
C1  Transforming Online Student Engagement: Being Active While Asynchronous
C2  Just-in-Time Support in a Mathematics Corequisite Course
C3  Transformational Teaching: The CCP Classroom
C4  Accessibility at Tri-C
C5  Diversity in the Classroom
C6  Help Is Here: Mental Wellness and Suicide Prevention Resources
Presentation Pathways

Concurrent sessions are organized by Presentation Pathways, as described below.

**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 in 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 inside and outside the classroom.

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

**Tri-C-Specific**
Sessions will discuss Tri-C-specific programs and/or policies.
Concurrent Session A

10:15-11 a.m.

Click the hyperlinked title to join the session.

A1  Make It Stick: The Use of Codenames for Vocabulary Learning

Are you looking for a new way to help students learn and retain vocabulary? In this session, the presenters will demonstrate how to use a customized version of the board game Codenames to enhance vocabulary retention by utilizing the principles of associative learning. Since the game stimulates active manipulation with vocabulary, it helps students go beyond simple word memorization, makes vocabulary practice more engaging and encourages additional practice beyond class time. The presenters will share the results of a pilot study using Codenames in an English as a Second Language (ESL) classroom, and the attendees will have the opportunity to play a round of Codenames.

Rebecca Aronhalt Yokum, Assistant Professor, ESL
Sam Bendekgy, Instructor, ESL, Columbus Literacy Council
Antonia Pakholkova Mohamed, Adjunct Faculty, ESL

At the end of this session, attendees will be able to:
1. Apply the principles of associative learning to help their students learn and retain new vocabulary.
2. Play the original board game Codenames and its online version.
3. Customize the board game Codenames to fit the needs of their students.

A2  Teaching, Learning, and the Transformation to an Outcomes Assessment Culture

This workshop explores how to develop outcomes at three levels: course, program, and institution (i.e., Essential Learning Outcomes or ELOs). Attendees will learn how adjunct faculty are an important part of course-level assessment and explore the rollout of the “Align-It-All” initiative, a program to assist faculty to align courses to the selected ELOs for each year, which creates a large and diverse pool of artifacts for assessment. The goal of the college’s outcomes assessment efforts is to create a college culture that measures student learning, finds ways to help students improve and embraces change that makes improvement possible.

Holly Craider, Executive Director, Curriculum Development and Assessment
Anne Distler, Professor, Chemistry
Amanda Nolan, Program Manager, Learning Outcomes Assessment
Patrick Stansberry, Assistant Professor, English

At the end of this session, attendees will be able to:
1. Define the purpose of outcomes assessment.
2. Recognize how course-level outcomes assessment benefits both faculty and students.
3. Understand how adjunct faculty are part of the Align-It-All initiative.
Concurrent Session A (Cont.)

10:15-11 a.m.

A3  College Credit Plus: Higher Education in the High Schools

College Credit Plus (CCP) is the state’s dual enrollment program, in which high school students take classes that also earn college credit. CCP is a major enrollment stream for Tri-C, and we need instructors to teach sections of popular gen-ed classes in the high schools. This presentation will provide an overview of CCP that will include a look at state rules (including student eligibility), College policies, and best practices around this important program. We will also discuss considerations around maintaining strong academic quality at a time of robust CCP enrollment.

William Cunion, Dean, Learning and Engagement
Sara Ehret, Adjunct Faculty, English
Heidi Nicholas, Executive Director, Enrollment Management

At the end of this session, attendees will be able to:
1. Explain why CCP is such a prominent piece of the enrollment puzzle.
2. Compare and contrast how CCP classes are similar and dissimilar to “regular” college classes.
3. Respond appropriately to the call for CCP instructors at the high schools.

A4  Connecting with With Online Students

Teaching an online course? The deeper and more personal the connections we have with our students, the more motivated they are to learn. Giving 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 motivation and understanding of the content. Discover tools and techniques to connect with your students synchronously during online class times and asynchronously outside of class.

Karen Gray, Adjunct Faculty, Education and Online Learning Administrator, OLAT

At the end of this session, attendees will be able to:
1. Increase connections with their 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.
Concurrent Session A (Cont.)
10:15-11 a.m.

A5  Open for Business: Creating a Trauma-Safe Classroom Environment

Teaching must address the shifting needs of the classroom landscape. Specifically, students’ ability to be present, engaged and open for the business of learning on any given day may be impacted by trauma history. Exposure to trauma and PTSD may render students emotionally and cognitively unable to receive, process and employ critical thinking skills to learn new information when they are in a state of hyperarousal as a result of perceived threat or trigger. These same students may be able to think critically when in a state of equilibrium. How do we create a safe classroom and reach all students?

Sue Dieterich, Lecturer, Counseling
Renee Kolecki, Lecturer, Counseling

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 the parts of their brain needed to engage and learn.
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 the critical-thinking skills necessary for learning.

A6  Building Rapport with Resources: Partnering with Student Affairs

This session will introduce you to the role the Student Affairs Office plays in supporting students and faculty. It will provide information about the missions and functions of Student Affairs; giving a broad overview of Counseling and Psychological Services, Student Accessibility Services, Recruitment and Enrollment, and Student Engagement. The session will also provide information about Student Affairs reporting including Student Conduct, Behavior Intervention, and Complaints and Concerns. Finally, the session will review the Early Alert process and case management support provided by Student Success Specialists.

Amanda Fronck, Assistant Dean, Access and Completion
Jeanetta Roby-Autrey, Assistant Dean, Access and Completion
Shaumire Spivey, Assistant Dean, Access and Completion

At the end of this session, attendees will be able to:
1. Describe the student conduct, behavior intervention, early alert, and complaint and concerns process.
2. Identify when reporting to Student Affairs may be necessary or required.
3. Recall how to submit various reports to Student Affairs.
Concurrent Session B

11:15 a.m.-noon

Click the hyperlinked title to join the session.

B1  Landscapes of Curiosity: Engagement through Stories, Podcasts and Videos

This interactive session explores the use of podcasts and videos in the classroom as a way to engage students with content other than through lecture. Drawing on in-class podcast and professional YouTube video production experience, along with podcast or video examples participants share, this session will emphasize the way these tools can help craft short stories as examples for almost any concept. Throughout the session we will reference and explore existing tools to help curate podcast or video segments to share in class, or to have students create their own podcasts or videos to demonstrate knowledge of a topic.

April Luginbuhl Mather, Adjunct Faculty, Geography

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

1. Select forms of storytelling useful to the learning outcomes in their classes.
2. Research and evaluate sources of stories relevant to course outcomes.
3. Identify resources to help facilitate class projects around stories as interactive learning opportunities.

B2  Leveraging the Library: Partnering with Your Librarian to Strengthen Student Success

As your teaching modalities have evolved and transformed, so have the ways in which faculty and students can utilize the library and its resources. Whether you are teaching on campus or online, librarians can provide research instruction or research support to you and your students. Collaborating with a librarian can enrich your classes by providing point-of-need support directly to your students. In this session, you will learn about the many different ways in which you can incorporate a librarian in your classes.

Meagan Fowler, Assistant Professor/Librarian
John Rasel, Assistant Professor/Librarian

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

1. Identify library tools and resources available to adjunct faculty and their students.
2. Describe the benefits of partnering with library faculty.
3. Collaborate with faculty librarians to improve students’ information literacy.

B3  Faculty Wellness: The Importance of Personal Transformation

COVID-19, instrumental in changing the teaching and learning landscape, has led to the professional transformation for faculty as they adapt. Faculty work diligently to take care of their students, but often don’t take time to take care of themselves. This interactive session will discuss the importance of personal health and wellness in higher education and identify quick and easy techniques faculty can implement for personal transformation.

Samantha Posey, Assistant Professor, Counseling
Stacey Souther, Professor, Psychology

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

1. Discuss the importance of personal health and wellness.
2. List techniques that faculty can easily implement to increase wellness.
3. Identify faculty wellness resources.
Concurrent Session B (Cont.)

11:15 a.m.-noon

**B4 Classroom of the Future**

An overview of recent research on emerging technologies and how they can be integrated into adaptable, student-centric pedagogy to deliver personal and equitable education that promotes problem-solving, critical thinking, creativity and communication. The presentation will include demonstrations of how emerging technologies—including augmented, mixed and virtual realities; high-fidelity multimedia; video-capture and streaming technologies; and artificial intelligence and machine learning — can be integrated into curriculum creation and delivery.

Raymond Kent, Adjunct Faculty, Theatre Arts

At the end of this session, attendees will be able to:
1. Integrate technologies into their curriculum delivery and potentially curriculum development.
2. Use technology to better analyze students' understanding of material in real time.
3. Evaluate emerging technology options that best support diversity, equity and inclusion efforts.

**B5 Facilitating Belonging through Inclusive Pedagogy**

According to Dewsbury, inclusive pedagogy can be thought of as a philosophy of teaching that provides equal opportunities for all students to have a successful learning experience. Belonging is defined as feeling cared about, accepted, respected, valued and important. This presentation will look at the correlation between the two concepts and how faculty can apply them to their students and their course design.

Ann Conrad, Associate Dean, Business, Mathematics and Applied Technology
Monica Starks, Adjunct Faculty, Sociology

At the end of this session, attendees will be able to:
1. Recognize the importance of belonging to motivation.
2. Learn about incorporating belonging theory into their course design.
3. Learn how inclusive pedagogy can facilitate belonging in the classroom.

**B6 Transforming and Accelerating Accessibility**

Accessibility for all students is a key part of student success. As we explore the teaching and learning landscape, we must include accessibility in our transformation. This session will cover the overall legal aspects of accessibility as well as the resources provided by Tri-C’s Student Accessibility Services (SAS) office.

Lisa Husamadeen, Student Advisor, Student Accessibility Services
David Rosenfeldt, Associate Legal Counsel, Legal Services
Etonia Todd, Student Advisor, Student Accessibility Services

At the end of this session, attendees will be able to:
1. Identify the college’s legal responsibilities for accessibility.
2. List steps faculty must take to meet accessibility requirements.
3. Discuss the role of Tri-C’s Student Accessibility Services office.
Concurrent Session C

12:15-1 p.m.

Click the hyperlinked title to join the session.

**C1  Transforming Online Student Engagement: Being Active While Asynchronous**

Students who are actively engaged in their classes are more likely to persist and complete. However, faculty often struggle to engage students in an online asynchronous teaching environment, since they do not see their students in real time. This interactive session will explore four transformational techniques faculty can use to engage students in the asynchronous online modality: embedding “Easter eggs” into the course design, brainstorming collectively using Padlet, introducing video discussion via Flipgrid, and integrating an “escape room” activity into a course module. Attendees will leave this session with concrete ideas for helping their students be “active while asynchronous.”

Melissa Resnick, Adjunct Faculty, Psychology
Stacey Souther, Professor, Psychology

At the end of this session, attendees will be able to:
1. Discuss why student engagement increases student success.
2. List activities to increase engagement in online asynchronous courses.
3. Use Padlet and Flipgrid to engage students.

**C2  Just-in-Time Support in a Mathematics Corequisite Course**

The presentation provides a definition for and the history of corequisite support, an outlook of the national corequisite landscape, and relevant best practices for student support in and out of the classroom. The presentation also involves a description of corequisite models in mathematics and some evidence-based findings about corequisite settings that are more likely to promote student success. These situations include mixing corequisite and non-corequisite students for diversity and inclusion and having the same instructor teach a set of paired corequisite and non-corequisite courses. Finally, the importance of intentional just-in-time support in corequisite environments is highlighted in this presentation.

Idrissa Aidara, Associate Professor, Mathematics

At the end of this session, attendees will be able to:
1. Recognize a corequisite learning environment.
2. Apply appropriate teaching strategies in a corequisite support course to optimize positive student outcomes.
3. Use just-in-time support techniques to intentionally target learning outcomes and enhance student success in a diverse and inclusive environment.
Concurrent Session C (Cont.)
12:15-1 p.m.

**C3 Transformational Teaching: The CCP Classroom**

College Credit Plus (CCP) programs are an integral part of higher education. Teaching CCP students in the high school environment introduces both pedagogical challenges and opportunities. This session features a panel of CCP faculty discussing their experiences teaching in the high school environment, providing their unique perspectives of the CCP teaching and learning landscape.

William Cunion, Dean, Learning and Engagement
Sara Ehret, Adjunct Faculty, English
Michelle Kachler, CCP Faculty, Mathematics, Euclid High School
Siraj Singh, Adjunct Faculty, Mathematics
Culler Stuart, Adjunct Faculty, English

At the end of this session, attendees will be able to:
1. Identify pedagogical challenges with teaching CCP in the high school environment.
2. List pedagogical opportunities that arise from teaching CCP in the high school environment.
3. Determine their own interest in teaching CCP courses in the high school environment.

**C4 Accessibility at Tri-C**

Wondering where you can go to make sure that your course meets accessibility standards? Come to this session to learn about the accessibility support that is available to Tri-C faculty through the college-wide Office of Online Learning and Academic Technology (OLAT) and the campus-based Centers for Learning Excellence (CLEs).

Crystal Hester, Specialist, Digital Instructional Accessibility
Kyle Malmberg, Director, Online Learning and Academic Technology
Rebecca Wiggins, Instructional Technologist, Center for Learning Excellence

At the end of this session, attendees will be able to:
1. Understand the digital accessibility responsibilities of faculty.
2. Identify where to get accessibility support.
3. Determine when to contact the CLEs and/or OLAT.

**C5 Diversity in the Classroom**

Supporting all students in our diverse classrooms is essential as we transform our teaching. This session will first define diversity, inclusion, equity and equality. Then, attendees will explore unconscious bias and micro-aggressions that can affect the teaching and learning landscape of the classroom.

Magda Gomez, Executive Director, Diversity & Inclusion

At the end of this session, attendees will be able to:
1. Define equity, diversity and inclusion.
2. Recognize the dimensions of diversity and the associated protected classes.
3. Discuss privilege, unconscious bias and micro-aggressions.
C6  Help Is Here: Mental Wellness and Suicide Prevention Resources

There have likely been many times you wished you had resources for you and your students related to mental wellness and suicide prevention. Good news: Help Is Here! Join us for a discussion on destigmatizing mental health disorders and a take a tour of what you can share with your students: online resources, a mobile app and helpful handouts. There are even premade HIH activities you can use in class to ensure students become more familiar with the resources. Learn how you can inform students with our publicly accessible information and create a positive ripple effect on mental wellness.

Sue Dieterich, Lecturer, Counseling
Michelle Nicopolis, Professor, Psychology

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

1. Explain what the Help Is Here program is and where to find the website, app and resource guides.
2. Approach students more confidently who are suspected of, or who share they are, struggling with mental health by learning what to say or not say.
3. Become aware of resources for student referral.
Information and Upcoming Events

Tri-C Adjunct Services Virtual Office Hours and Contact Information

- Eastern Campus: Fridays, noon-1 p.m. Sonja Elekhtaby, Manager
- Metropolitan Campus: Fridays, 10:30-11:30 a.m. Karen Cross-Hatten, Manager
- Western Campus: Wednesdays, noon-1 p.m. Angela Baker, Manager
- Westshore Campus: Thursdays, noon-1 p.m. Dennis Joyce, Manager

Adjunct Faculty Appreciation: Making a Difference Every Day
College-wide virtual event in recognition of Tri-C's adjunct faculty's consistent dedication and teaching excellence for the 2021-2022 academic year. Launch immediately following today's conference.

Faculty Development Calendar
Tri-C is committed to helping faculty grow and develop at every stage of their career. The Office of Academic Professional Development (also known as Faculty Development) collaborates with several College-wide and campus-based departments to support ongoing training and development needs for all full-time and adjunct faculty. Find upcoming faculty development opportunities here!

Adjunct Faculty Stipend Program
The Adjunct Faculty Stipend Program provides an opportunity for Tri-C adjunct faculty to enhance their success in the classroom and promote engagement in the Tri-C community, while also providing a financial incentive of $500. These stipend-eligible categories are designed to focus on interdisciplinary, pedagogy and technology competencies and explore new teaching strategies, pedagogies and emerging technologies. Click here to find out more about the program.

Reminder: There are two final deadlines for stipend submissions this year: March 25 and April 22.

AdjunctNation.com
Adjunct Services has subscribed to this professional development resource. Contact your respective Adjunct Services office for details.

Ohio Association of Two-Year Colleges (OATYC) Conference
Friday, Oct. 7, at Tri-C Eastern Campus
The 2022 Ohio Association of Two-Year Colleges (OATYC) Annual Conference will “Rock the Future” as it promotes student learning and the effectiveness of higher education in Ohio. As two-year college faculty, we must work together to learn new techniques and pedagogy so we can adapt to the continuous changes in our student populations and teach effectively to increase student success. The OATYC Conference Planning Committee invites you to submit presentation, project and best-practice proposals that align with this year’s theme — Rock the Future: Learn, Adapt, Teach — for inclusion in the October 2022 conference by Sunday, April 17. Visit the conference website for more information.
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 collegewide for their commitment to academic integrity, stimulation of intellectual development and investment in students within and beyond the classroom. Congratulations to the 2021 award winners!

2021 Adjunct Faculty Winners:

Yiyun Chen  
Adjunct Faculty, Visual Communication, Western Campus

Joyce Laggan  
Adjunct Faculty, Communication Studies, Western Campus

John Latimer  
Adjunct Faculty, Music, Metropolitan Campus

Danielle Seighman  
Adjunct Faculty, Occupational Therapy, Metropolitan Campus