

CUYAHOGA COMMUNITY COLLEGE (TRI-C®)

19th Annual Faculty Colloquium

Tuesday, Jan. 10, 2023



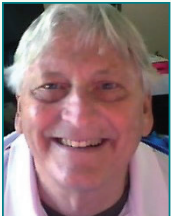
Meeting Students **Where They Are**
for **Transfer and Career Readiness**

Cuyahoga
Community
College



“Meet students where they are –
not where you want them to be.”

— MARA LEE GRAYSON, PH.D.



The 2023 Cuyahoga Community College (Tri-C®) Faculty Colloquium Committee welcomes our keynote speaker, Ohio Department of Higher Education Chancellor Randy Gardner, and faculty and staff from colleges and universities throughout Ohio who are participating in our 19th annual colloquium.

We gather each year to share best practices to continuously improve our ability to engage and teach our students and prepare them for their careers. The post-COVID-19 teaching and workplace environments have changed dramatically, and we hope today's presentations will provide you with some useful information to help you meet your students where they are for transfer and career readiness. We encourage you to actively participate in the presentations to enhance their effectiveness.

We wish to thank our keynote speaker, colloquium presenters and attendees, and all those involved with planning and running this event.

Best wishes for a happy and successful 2023, and we hope to see you again at next year's colloquium.

Sincerely,

Martin P. Walsh, MBA/CPA

Assistant Professor of Information Technology

Cuyahoga Community College IT Center of Excellence — Westshore Campus

2023 Tri-C Faculty Colloquium Committee Co-Chair



Schedule of **EVENTS**

8:45-10 a.m.

Welcome Addresses

Michael A. Baston

President, Tri-C

Karen Miller

Provost and Executive Vice President, Access, Learning and Success, Tri-C

Marty Walsh

Colloquium Co-Chair and Assistant Professor, Information Technology, Tri-C

Keynote Address

Randy Gardner

Chancellor of Ohio Department of Higher Education

10:15-11:15 a.m.

Concurrent Session A

11:30 a.m. – 12:30 p.m.

Concurrent Session B

12:30-1:30 p.m.

Lunch Break

1:30-2:30 p.m.

Concurrent Session C

2:30 p.m.

End of Day for External Attendees

2:30-4 p.m.

Tri-C Full-Time Faculty Counterparts Meetings

Tri-C Curriculum Drop-in Support for Full-time Faculty Counterparts Meetings

Tri-C Adjunct Faculty Engagement Session



2023 Faculty Colloquium Committee

Marty Walsh

Assistant Professor, Information Technology,
Westshore Campus, Colloquium Co-Chair

Kara DePaul

Director, Academic Professional Development,
Colloquium Co-Chair

Rebecca Carte

Assistant Professor, Spanish,
Metropolitan Campus

David Crowell

Specialist, Instructional Design and Training

Mardy Chaplin

Assistant Professor, Paralegal Studies,
Western Campus

Sara Fuller

Associate Professor, English,
Westshore Campus

Brian Hall

Associate Professor, English,
Metropolitan Campus

Delia Pfister

Associate Vice President, Academic Professional
Development, Online Learning and Technology,
Transfer and Articulation

Samantha Posey

Assistant Professor, Counseling,
Eastern Campus

Stacey Souther

Professor, Psychology,
Eastern Campus

Special Thanks

Casey Brown

Dennis Joyce

Leanne van Beers-Werneke

Robin Williams

Online Learning and Academic Technology (OLAT)

Television and Video Production

Information Technology Services

Centers for Learning Excellence (CLE)

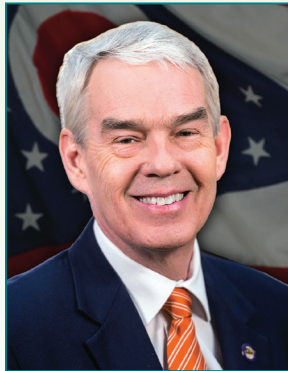
Adjunct Services

2023 Faculty Colloquium Committee



Names from L to R: Rebecca Carte, Sara Fuller, Samantha Posey, Brian Hall, David Crowell, Marty Walsh, Stacey Souther, Mardy Chaplin, Dee Dee Pfister, Kara DePaul

Keynote **SPEAKER**



Chancellor *Randy* **GARDNER**

Randy Gardner was appointed by Gov. Mike DeWine as the 10th chancellor of the Ohio Department of Higher Education in January 2019. As chancellor, Gardner oversees the state's two- and four-year colleges and universities and technical centers. The chancellor also provides policy guidance to the governor and the Ohio General Assembly and carries out state higher education policy.

Before becoming chancellor, Gardner served a combined 33 years in the Ohio Senate and House of Representatives. A well-respected leader, Gardner served in seven different elected leadership positions, including senate president pro tempore, house speaker pro tempore and senate majority leader during his final term in the Senate. He also served as chairman of both the House and Senate higher education committees.

In the General Assembly, his work ethic was exemplified by his 100% voting record over 33 years. His 10,433 consecutive roll call votes on bills, amendments and resolutions earned him the nickname "the Cal Ripken of the state Legislature."

Gardner received both his bachelor's degree in education and master's degree in political science from Bowling Green State University. Prior to his career in public service, he worked as a realtor and high school history and government teacher.

Gardner and his wife, Sandy, reside in Bowling Green. They have three children: Brooks, Christina and Austin; and one grandchild: Bailey Kate.

Source URL: <https://highered.ohio.gov/about/odhe-overview/chancellor-gardner/chancellor-gardner>

SESSIONS AT A GLANCE

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

Welcome and Keynote

8:45-10 a.m. [Livestream with closed captions](#)

Concurrent Session A

60 minute sessions – 10:15-11:15 a.m.

30 minute sessions – 10:15-10:45 a.m. Designated with an asterisk (*) in the program

- A1** Besse Award Roundtable: A Faculty Discussion
 - A2** Increasing Language Fluency for Career Readiness using SoftChalk
 - A3** Course-Level Assessment: A Map To Meeting Students Where They Are
 - A4** Using Story-Based Pedagogy To Create a Culturally Responsive Classroom
 - A5** Getting the Job Done: Career Exploration Enhancements to FYE Curriculum
 - A6** Actively Engaging Students in Remote, Hybrid and On-Ground Modalities*
 - A7** High-Impact Teaching Experiences: Research, Internships and Studying Abroad*
 - A8** “Paradoxing the Progress”: Has Technology Really Helped Us?
 - A9** Shape Talk
 - A10** Resume Writing Assignment and Student Feedback Guidelines*
 - A11** Equipping Students To Be Critical Thinkers and Voters
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Concurrent Session B

60 minute sessions 11:30 a.m.–12:30 p.m.

30 minutes sessions 11:30 a.m.–Noon. Designated with an asterisk (*) in the program

- B1** Undergrad-Tested, Professor-Approved: Strategies for Meaningful Transfer of Knowledge
 - B2** Making Intro to Education Classes Engaging and Interesting
 - B3** Assessments: Have you evolved?
 - B4** Are Your Interventions Improving Student Performance?
 - B5** Open Session Library Instruction for Online, Asynchronous English Composition Classes*
 - B6** Connecting With the Jack, Joseph and Morton Mandel Center for Humanities for Faculty and Student Success
 - B7** In Asynchronous Online Courses: Developing Student “Real World” Preparedness Strategies
 - B8** What Four-Year Schools Really Want in Business Transfers
 - B9** The Developmentally Attuned Educator: Rethinking the Way We Are Meeting Students Where They Are
 - B10** Experiential Learning: The Bridge Between the Classroom and Workplace
 - B11** Exploring Career Possibilities Through Micro-Internships With the Cleveland Humanities Collaborative*
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Concurrent Session C

60 minute sessions 1:30-2:30 p.m.

30 minute sessions 1:30-2 p.m. Designated with an asterisk (*) in the program

- C1** Multidisciplinary Collaboration: STEM and Writing Courses*
 - C2** Student Podcasting: Enhance Student Learning for Transfer and Career Preparation
 - C3** Designing Career Readiness in a New Two-Year Business Curriculum*
 - C4** Open for Business: Creating a Trauma-Informed Environment
 - C5** Community of Inquiry: Social Presence
 - C6** Engaging Students and Improving Learning in Online and Face-to-Face Teaching*
 - C7** Competency-Based Education: A Modality To Meet Students Where They Are*
 - C8** Planning From Day One to Keep Asynchronous Online Students Engaged*
 - C9** “You’re Closer Than You Think!” — Understanding CPL at Tri-C and Helping Students Leverage Their Experiences
 - C10** The Writing Center: A Venture Into Virtual
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Tri-C Full-Time Faculty Counterparts Meetings

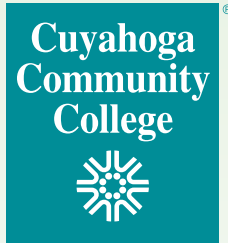
2:30-4 p.m.

Tri-C Curriculum Drop-in Support for Full-time Faculty Counterparts Meetings

2:30-4 p.m.

Tri-C Adjunct Faculty Engagement Session

2:30-4 p.m.



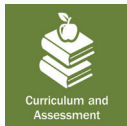
PRESENTATION PATHWAYS

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, Outcomes Assessment and Transfer

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.



Inclusive Excellence

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.

CONCURRENT SESSION A

60 minute sessions – 10:15-11:15 a.m.

30 minute sessions – 10:15-10:45 a.m. Designated with an asterisk (*) in the program

Click the hyperlinked title to join the session.

A1 | Besse Award Roundtable: A Faculty Discussion



Recipients of the 2022 Excellence in Teaching Award in Honor of Ralph M. Besse will discuss how they support all levels of student learners and prepare them for transfer and career readiness. Engage in a vibrant conversation about best practices in face-to-face and online teaching, student interaction and more.

Sue Dieterich, Adjunct Faculty, General Studies/Counseling, Tri-C

Holly Gast, Adjunct Faculty, Communication Studies, Tri-C

Alan Green, Adjunct Faculty, Humanities, Tri-C

Daniel Levin, Associate Professor, Visual Communications and Design, Tri-C

Oksana Melnychenko, Adjunct Faculty, Music, Tri-C

Erin Susick, Assistant Professor, Mathematics, Tri-C

Casandra Coin-Sweeney, Associate Professor, English, Tri-C

Ky-Wai Wong, Assistant Professor, Hospitality Management, Tri-C

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

1. List ways to engage students in the classroom
2. Discuss best practices for meeting students where they are
3. Identify one or more strategies to prepare students for transfer or career readiness

A2 | Increasing Language Fluency for Career Readiness using SoftChalk



English as a Second Language students come into the classroom with varying degrees of English fluency and technology accessibility. The incorporation of SoftChalk lessons has created content that can be delivered on any device to meet learners where they are. Through the use of embedded video and interactive content created in SoftChalk, Lecturer Jennie Kaffen has helped her students build a deeper understanding of themes presented in the textbook and build their language fluency, preparing them for career readiness by being able to listen and respond with natural speech in a variety of settings outside of the classroom.

Aimee Pearce, Senior Instructional Designer, Center for Learning Excellence, Tri-C

Jennie Kaffen, Lecturer, English as a Second Language, Tri-C

Will Sumerall, SoftChalk

Tasheka Stevenson, SoftChalk

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

1. Describe career-readiness challenges faced by ESL students
2. Explore the role of interactive content in subject mastery
3. Discuss the benefits of SoftChalk implementation

A3 | Course-Level Assessment: A Map To Meeting Students Where They Are



Effective classroom assessment shows faculty where students are in the process of completing a course or a program. Course-level assessment provides the most relevant and meaningful data for faculty and is a tool to achieve equity for students of varying racial, economic, social and educational backgrounds. During this session, a variety of course-level assessment methods and data collection techniques will be presented.

Bridget Kriner, Associate Professor, English, Tri-C

Anne Distler, Professor, Chemistry, Tri-C

Amanda Nolan, Program Manager, Learning Outcomes and Assessment, Tri-C

Holly Craider, Executive Director, Curriculum Development and Assessment, Tri-C

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

1. Describe course-level assessment and its value in teaching and learning
2. Explain the role of course-level assessment in curricular revisions
3. Describe a variety of approaches and tools to conduct course-level outcomes assessment

A4 | Using Story-Based Pedagogy To Create a Culturally Responsive Classroom



In this roundtable conversation, three doctoral candidates will explain their research in story-based pedagogy and how it can be used to create a culturally responsive classroom. They will offer examples of archival research, drama-based activities and multimodal projects that support inclusion in English composition, literature, drama and creative writing classrooms. The presenters will draw from various theories and strategies to support their insights, including culturally responsive teaching, critical storytelling and the anti-racist writing workshop approaches.

Mary Leoson, Adjunct Faculty, English, Lakeland Community College

Finnian Burnett, Adjunct Faculty, English, Johnston Community College

Jeffery Bucker-Rodas, Teacher, Drama and Spanish, El Monte Union High School

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

1. Define culturally responsive teaching
2. Identify story-based strategies to support culturally responsive teaching
3. Identify practical activities for developing more inclusive classrooms

A5 | Getting the Job Done: Career Exploration Enhancements to FYE Curriculum



The First Year Experience (GEN 1070) curriculum was recently redesigned with the goal of providing more career focused activities and assignments. In this presentation, FYE faculty and members of the FYE Curriculum and Training Committee will shine a spotlight on some of those assignments, as well as highlight teaching strategies that can help students explore their career interests. These learning experiences offer opportunities for students to reflect and align academic pursuits with career goals. Making students mindful about their career goals should start with FYE.

Samantha Posey, Assistant Professor, Counseling, Tri-C

Ryan Rodriguez, Associate Professor, English, Tri-C

Lisa Belcher-Nelson, Associate Professor, Counseling, Tri-C

Anna Lauer, Assistant Professor, Library, Tri-C

Toni Pickens, Associate Professor, Counseling, Tri-C

Kevin Dranuski, Senior Instructional Designer, Tri-C

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

1. Describe curriculum changes and textbook updates
2. Identify specific career focused assignments
3. Draw connections between the new course content and the student academic plan

A6 | Actively Engaging Students in Remote, Hybrid and On-Ground Modalities*

10:15-10:45 a.m.



In this interactive presentation, we will discuss how to actively involve students regardless of modality and delivery. We will talk about the importance of creating daily announcements, weekly videos and posting daily in discussion forums. We will also discuss substantive posting and how to facilitate and lead discussion forums that include the ABCs.

- A. Actively involve every student
- B. Build on the previous learning of each student
- C. Engender creative thinking and other levels of vertical and horizontal thinking

Byron Phillips, Assistant Professor, Business and Management, Eastern Gateway Community College

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

1. Create more substantive posts in discussion forums in all modalities of teaching and learning
2. Create differentiated posts and creative videos to meet students on their current level of learning
3. Engage students with creative posts, videos and other methods accessible to students

A7 | High-Impact Teaching Experiences: Research, Internships and Studying Abroad*

10:15-10:45 a.m.



Preparing students for their future careers or further education is not a one-size-fits-all endeavor. High-Impact Teaching Experiences (HITE) such as research opportunities, internships and study abroad help faculty meet students where they are as they prepare for those next big steps. These experiences provide opportunities for students to engage with their professors outside of the classroom while also gaining experience that will help them in their future careers or education. Research, however, continues to show that not all students have equal access to these opportunities. In fact, our most vulnerable students, and those who may need these opportunities the most, are the least likely to have access to HITE. Join us for a conversation on how we help all students within the Psychology and Criminology Department at Heidelberg University experience these unique opportunities.

Sarah Lazzari, Assistant Professor, Psychology and Criminology, Heidelberg University

Ginny Gregg, Professor, Psychology & Criminology, Heidelberg University

Traci Stark, Professor, Psychology and Criminology, Heidelberg University

Neil Sass, Assistant Professor, Psychology and Criminology, Heidelberg University

Aaron Sell, Assistant Professor, Psychology and Criminology, Heidelberg University

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

1. Understand what is meant by HITE
2. Understand which students need HITE and who has access to them
3. Understand how a multidisciplinary department has incorporated these practices into their department

A8 | “Paradoxing the Progress”: Has Technology Really Helped Us?



How much has society changed in the past 20 years? We’re the children of amazing technological progress. Modern technology has provided many opportunities to save time, become more efficient and, allegedly, spend more quality time with our inner circles. However, in reality, our schedules are packed with new appointments, we struggle to disconnect from work and responsibilities, and our stress level keeps rising. Surveys indicate that people would rather have more time than money. In this session, we will review technological changes, what research says about the positive and negative elements of technology, and the impact this has on ourselves and our current students.

Kevin Berg, Associate Professor, Counseling, Tri-C

David Nardecchia, Associate Professor, Counseling, Tri-C

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

1. Understand current research outcomes on mental health, including anxiety and depression
2. Understand what their current students experienced growing up and where they are now
3. Share ideas of how Tri-C faculty and staff can connect with students

A9 | Shape Talk



Psychogeometrics is based on a scientific approach to understanding people and the art of communication based on shapes. It has been tested, shared and proven for many years. This engaging talk can apply to all types of work areas as part of career development and team building. It helps people understand how to work with others in many settings, such as projects, instructor and student interactions, etc.

Lina Agha, Adjunct Faculty, Nuclear Medicine, Tri-C

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

1. Identify what personality shape they belong to
2. Understand their own method of communication in the workplace and thus “shape” their careers
3. Relate to others by understanding their communication shape and applying it in their careers

A10 | Resume Writing Assignment and Student Feedback Guidelines*

10:15-10:45 a.m.



The Northeastern Ohio Local Section of the American Chemical Society has a long-standing tradition of helping students with resume reviews and mock interviews. Pre-pandemic, students took their resumes to a National Chemistry Week event each October where five to 10 professionals from various fields reviewed the resumes, gave advice and performed mock interviews. This year, a modified assignment encourages students to reach out to someone they trust to “critically” review their corrected resume and then submit a final draft. Learn how to utilize resume writing assignments in any discipline to help students go beyond course content and prepare for future jobs and internships.

Ann Abraham, Associate Professor, Chemistry, Kent State University at Ashtabula

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

1. Consider adding a resume writing assignment to their course structure
2. Support students with resume writing tips and explain why writing a resume is important
3. Review and critique student resumes for future jobs and internships

A11 | Equipping Students To Be Critical Thinkers and Voters



This session is focused on meeting students where they are in terms of their role as information consumers and responsible voters. The presentation will examine how to help students become smart, critical consumers of information in the classroom, at work and particularly during elections. Attendees will be given resources for teaching information literacy skills across disciplines with a special focus on voting. They will also be encouraged to share how information literacy is relevant to their disciplines and how they have incorporated it into their classrooms. As students make important decisions about college, career fields and specific jobs, they need to feel equipped to critically evaluate information. As voters, this skill is also crucial to being responsible members of civic life. We can offer students resources and practice information literacy skills in the classroom that will help in all facets of their lives.

Megan Lubbers, Lecturer, English, Tri-C

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

1. Identify information literacy resources for the classroom
2. Apply information literacy skills to their own discipline
3. Assess and guide student evaluation of information sources, particularly regarding elections



CONCURRENT SESSION B

60 minute sessions 11:30 a.m. – 12:30 p.m.

30 minutes sessions 11:30 a.m. – Noon. Designated with an asterisk (*) in the program

Click the hyperlinked title to join the session.

B1 | Undergrad-Tested, Professor-Approved: Strategies for Meaningful Transfer of Knowledge



Students learn more deeply when educators use the right strategies that build upon their prior knowledge, are accessible across aptitudes, demonstrate the relevance of the information, and encourage learners to evaluate their own understanding. Deeper learning leads to meaningful transfer. Many might be surprised to learn that many of the strategies that foster deeper learning come from K-12 education. Some in higher education might assume many of these research-based strategies are “too juvenile.” However, these engagement strategies are effective regardless of the learner’s age. Sometimes we need help to enhance what we already do while developing new methods that move our teaching and students’ learning forward. In this session, a former K-12 educator will share undergrad-tested, professor-approved strategies such as Socratic Seminar, social annotations and 4-corner to create learning environments that extend, challenge, support and engage diverse learners across disciplines.

Nichole Griffin, Assistant Professor, Education, Heidelberg University

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

1. Articulate strategies that engage a myriad of learners and support their sense of agency
2. Employ strategies that foster deeper thinking and cognition in learners
3. Evaluate their extant teaching practices in terms of student engagement and modify them to bolster more meaningful student understanding.

B2 | Making Intro to Education Classes Engaging and Interesting



How do we engage our freshmen — especially in an introductory course? This presentation will highlight strategies and technology tools to help students interact and succeed in their first semester of college/university.

Theresa Paterra, Education Program Assistant, Ohio University Zanesville

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

1. Teach their college/university students to utilize Web 2.0 tools
2. Implement strategies for engagement and differentiated learning
3. Identify specific activities that align with introductory education courses

B3 | Assessments: Have you evolved?



The era of the “sage on the stage” has evolved into new presentation styles based on disciplines, changing student body demographics, instructional modalities, and occasionally, the desire of individual instructors to change themselves. The problem is, the assessment piece of our courses may not have changed accordingly. Why not? Are you fearful of evolving? Should you assess your present and future students the same or differently than those of your past? Is it possible to build equity into your assessments? Are you ready to meet your students where they are by evolving and diversifying your assessment practices?

Michael Wilkins, Associate Professor, Mathematics, Tri-C

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

1. List their current assessment tools and identify why they still use them
2. Identify if their current assessment tools account for equitable grading
3. Identify if any of their current assessment tools can be removed, enhanced or supplanted

B4 | Are Your Interventions Improving Student Performance?



Presenters will share data on midterm grading — the number of midterm grades awarded, the percentage of satisfactory versus unsatisfactory grades and the percentage of unsatisfactory grades that later convert to successes. Findings from a recent faculty survey on academic interventions will be discussed, and attendees will share their own best practices. Academic interventions include “U” midterm grades, the Early Alert system, the Remind app, Blackboard tools and other methods used by instructors. Interventions identify the challenges faced by students and help them gain the skills and knowledge to become valuable employees in the modern workplace.

John Bongorno, *Assistant Professor, Accounting, Tri-C*

Krystn Hood, *Executive Director, Evidence, Inquiry and Retention, Tri-C*

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

1. Identify various intervention tools and strategies and choose the one that is most likely to result in student success
2. See the valuable learning and development that occurs when a student takes part in a micro-internship
3. Identify how they can engage with students through micro-internships

B5 | Open Session Library Instruction for Online, Asynchronous English Composition Classes*



11:30 a.m. – Noon

Lakeland Community College moved to remote instruction during the pandemic. This pivot prevented the library from delivering traditional, face-to-face information literacy (IL) instruction for English classes. Librarians partnered with faculty from the English department to develop an IL instruction model that would support students in online, asynchronous English composition classes. This presentation will describe the process of planning and providing remote IL instruction.

Thomas Hyland, *Professor, Library, Lakeland Community College*

Megan Mamolen, *Associate Professor, Library, Lakeland Community College*

Meryl Soto-Schwartz, *Professor, Composition and Literature, Lakeland Community College*

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

1. Identify opportunities for Open Session IL instruction with online, asynchronous classes
2. Design an Open Session IL instruction program for online, asynchronous classes
3. Collaborate with departmental colleagues and campus partners to implement Open Session IL instruction sessions for remote learners

B6 | Connecting With the Jack, Joseph and Morton Mandel Center for Humanities for Faculty and Student Success



Meeting students where they are is key to the Jack, Joseph and Morton Mandel Humanities Center as we seek to engage students with transferable courses in the humanities. This session will combine faculty and administrator perspectives from the center. We offer many opportunities for faculty and students, providing the latter with connections both to College activities and those in the surrounding communities. In addition to leadership training and opportunities to exercise these skills, the center provides chances for travel and funding for qualifying students. Learn how you can help make a difference by partnering with the Mandel Humanities Center.

Casandra Coin-Sweeney, *Associate Professor, English, Tri-C*

Kimberly Hill, *Assistant Professor, English, Tri-C*

Matthew Jordan, *Dean, Mandel Humanities, Tri-C*

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

1. Engage students with real-world issues related to the humanities, while meeting civic responsibility and critical and creative thinking expanded learning opportunities
2. Consider existing programs and how they can become involved to help move the work forward
3. Understand how Mandel meets students where they are and connects students with unique and exciting opportunities to challenge themselves and earn funding for their four-year college experience

B7 | In Asynchronous Online Courses: Developing Student “Real World” Preparedness Strategies



When teaching a fully online synchronous course, how can we as instructors develop options for students that prepare them for a future outside of college? Discussions will include ways to use real life scenarios for student discourse, giving students options to increase their communication and other social skills, making assignments more meaningful, incorporating technologies that students might use outside of college and more.

Karen Gray, *Adjunct Faculty, Education and Administrator, Online Learning and Academic Technology, Tri-C*

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

1. Select from a variety of ideas to assist students with learning and increasing communication and other social skills that they can use outside of an educational environment
2. Select from a variety of ideas to help students relate their existing learning with real world issues
3. Select from a variety of ideas to help students increase their technology skills that can be used outside of an educational environment

B8 | What Four-Year Schools Really Want in Business Transfers



A panel of business faculty from Cleveland State University, Baldwin Wallace University and Franklin University will share their perspectives on how community college students can best prepare for transfer into their business degree programs. The moderated discussion will cover academic preparation and cocurricular experiences as they relate to the technical and interpersonal skills needed for transfer success. The Tri-C moderators will discuss the importance and intersection of academic, career and transfer planning. The panelists will take questions from the audience at the end of the session.

Jennifer Hrovat, *Assistant Professor, Counseling, Tri-C*

Melissa Swafford, *Director, Transfer Center, Tri-C*

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

1. Identify the technical and interpersonal skills business faculty at four-year schools expect from transfer students
2. Recognize current gaps in the technical and interpersonal skills of community college students
3. Relate community college curricular and cocurricular experiences to needed technical and interpersonal skills

B9 | The Developmentally Attuned Educator: Rethinking the Way We Are Meeting Students Where They Are



Empathy may be the most essential element when meeting a student where they are. Most educators will not dispute this. However, the concept of empathy and its vital role in working with students, while recognized as important, is often misunderstood and unintentionally misused when working directly with a student. This session will explore the concept of empathy and present a nuanced framework for understanding empathy. An overview of a few adult development theories will be presented to provide additional insight into what it means and looks like to “meet students where they are.”

Ty Olson, *Interim Associate Dean and Adjunct Faculty, Liberal Arts, Tri-C*

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

1. Differentiate between affective and cognitive empathy
2. Articulate the value of each form of empathy when working with students
3. Understand how a student’s developmental mindset influences how an educator can best meet a student where they are

B10 | Experiential Learning: The Bridge Between the Classroom and Workplace



Presenters will discuss various types of experiential learning and how they enhance classroom teaching to better prepare students for career success. Experiential learning provides students with an opportunity to “learn by doing.” Students are placed in situations where they must apply their classroom knowledge to complete tasks and solve problems. Students learn to use critical thinking and soft skills to become effective team members. Attendees will be expected to participate in a discussion of best practices at the end of the presentation.

Marty Walsh, *Assistant Professor, Information Technology, Tri-C*

Maya Walsh, *Specialist, Tri-C Career Center, Tri-C*

Maria Selos, *Specialist, Tri-C Career Center, Tri-C*

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

1. Understand the similarities and differences between the various types of experiential learning
2. Understand how experiential learning gives students opportunities to learn from their mistakes and successes in real world situations
3. Determine how student experiential learning can be supported and improved

B11 | Exploring Career Possibilities Through Micro-Internships With the Cleveland Humanities Collaborative*



11:30 a.m. – Noon

The presentation will include an overview of the Cleveland Humanities Collaborative’s (CHC) micro-internship programming, which helps Tri-C students explore humanities-focused, short-term paid careers. Presenters will discuss the importance of making career exploration accessible to non-traditional students who often face barriers of time and money when it comes to partaking in internships. Further, attendees will hear examples of meaningful micro-internship experiences CHC students have completed and will learn how they can engage with the micro-internship process.

Alexandria Romanovich, *Assistant to the Provost, Tri-C*

David Bernatowicz, *Associate Professor, History, Tri-C*

Andy Sokolich, *Program Manager, Online Associate of Arts, Tri-C*

At the end of the presentation, attendees will be able to:

1. Understand the importance of short-term, convenient and informal exploratory career experiences for non-traditional students
2. See the valuable learning and development that occurs when a student takes part in a micro-internship
3. Identify how they can engage with students through micro-internships



CONCURRENT SESSION C

60 minute sessions 1:30-2:30 p.m.

30 minute sessions 1:30-2 p.m. Designated with an asterisk (*) in the program

Click the hyperlinked title to join the session.

C1 | Multidisciplinary Collaboration: STEM and Writing Courses*

1:30-2 p.m.



Manufacturing Engineering Technology and English faculty collaborate to improve student performance in preparing and presenting their engineering capstone documentation. By integrating hands-on, authentic writing and presentation assignments in STEM classrooms, students learn both the theory and application of their discipline, how to interpret that knowledge and share information with different audiences. Panelist will describe their collaborating experiences to teach STEM students oral, written and visual communication skills within the context of the Manufacturing Engineering Technology program capstone course/project.

Jo Ann Thompson, Associate Professor, Engineering, University of Cincinnati, Clermont College

Chris Goodman, Associate Professor, Manufacturing Engineering Technology, University of Cincinnati, Clermont College

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

1. Identify potential strategies to increase student performance across disciplines
2. Develop ideas to ensure successful collaboration between multiple disciplines and faculty members
3. Discuss the importance of communication skills, technical skills and career readiness within the manufacturing sector

C2 | Student Podcasting: Enhance Student Learning for Transfer and Career Preparation



This interactive presentation introduces a new innovative podcasting feature to enhance student learning for transfer and career preparation using the Flip software. Through research, Monica Starks created a sociological research project for her Introduction to Sociology course by having students study a social problem specific to their community. Students learned critical thinking skills as they effectively researched, conducted interviews and produced podcasts to present to stakeholders. Starks collaborated with the Tri-C librarians and the Tri-C Center for Learning Excellence to improve teaching effectiveness. A simulation of Flip will also be demonstrated.

Monica Starks, Adjunct Faculty, Sociology, Tri-C

Casey Brown, Senior Instructional Designer, Center for Learning Excellence, Tri-C

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

1. Use new interactive communication technology to adapt in the classroom for all learning modalities
2. Provide students with the skills and knowledge to become valuable employees in the modern workplace and transfer-ready
3. Support students by determining where they are and how to help overcome obstacles through personalized activities

C3 | Designing Career Readiness in a New Two-Year Business Curriculum*

1:30-2 p.m.



We are constantly updating our programs to provide students with up-to-date workplace skills. This is a brief overview of the challenges and other considerations of formally designing career readiness in Supply Chain Management Technology, a new two-year business curriculum. This presentation provides an overview of some of the issues associated with the limitations of the curriculum design process while simultaneously giving students the opportunity to develop fundamental career readiness skills expected by employers.

Bill Wise, Associate Professor, Business, University of Cincinnati, Clermont College

At the end of the presentation, attendees will be able to:

1. Identify the crucial role of employers and the program advisory committee in the curriculum development process
2. Describe the challenges of balancing multiple academic priorities, including general education, core discipline requirements and course transferability, in the curriculum development process
3. Discuss curriculum integrity and learning outcomes in light of shifting student demographics

C4 | Open for Business: Creating a Trauma-Informed Environment



Meeting students where they are regarding readiness for transfer and careers includes considering them holistically — being attuned with them academically and emotionally. Student retention requires them to be present, engaged and open for the business of learning, but some students may appear disengaged, disrespectful, defensive or antagonistic. These behaviors may be the result of trauma triggers due to a history often unknown to them and to faculty and staff. This can lead to communication barriers, poor academic performance and/or dropping out. How are we impacted by students' behavior? We will explore understanding and developing a trauma-informed environment for all.

Renee Kolecki, *Adjunct Faculty and Part-time Counselor, Tri-C*

Sue Dieterich, *Adjunct Faculty and Part-time Counselor, Tri-C*

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

1. Describe the impact of trauma on students' emotional, physical and cognitive presence inside and outside the classroom and their ability to access the parts of the brain needed to engage and learn
2. Understand the difference between trauma and trauma-informed care and the important role faculty and staff play in implementing a trauma-informed approach
3. Reflect on the impact of student behavior on faculty and staff

C5 | Community of Inquiry: Social Presence



This presentation focuses on the principles of community of inquiry (COI), or how collaboratively engaging in critical discourse and reflection helps to build personalized meaning and confirm understanding for students and faculty. The presenters will discuss the principles of COI, Lev Vygotsky's Sociocultural Theory of Cognitive Development — specifically, the Zone of Proximal Development — and Maslow's Hierarchy of Needs. The session will focus on successfully mapping each of these pedagogical approaches and instructional methodologies.

Mary Leoson, *Adjunct Faculty, Psychology, Tri-C*

Ralph Pennel, *Adjunct Faculty, English, Eastern Gateway Community College*

Jim Hilton, *Associate Professor/Program Director, Teacher Education, Eastern Gateway Community College*

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

1. Assess student readiness and determine why gaps in learning might occur and how to address them strategically
2. Use insights to inform lesson plan development that will help students apply the information from a certain class to new situations
3. Promote and facilitate students' abilities to differentiate, relate and question in order to draw connections among ideas, defend and build on those ideas and create new works

C6 | Engaging Students and Improving Learning in Online and Face-to-Face Teaching*

1:30-2 p.m.



In this session, strategies and tactics for engaging students and creating better student learning in various teaching and learning modalities will be presented. Participants will learn how to be more effective in teaching online, face-to-face, on zoom and in synchronous and asynchronous classroom environments. The presentation will be interactive and provide tangible strategies and tactics that transcend any discipline and classroom setting.

Bryon Phillips, *Assistant Professor, Business and Management, Eastern Gateway Community College*

Johnna Provenzano, *Assistant Professor, Business and Management, Eastern Gateway Community College*

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

1. Understand how effective teaching strategies apply to face-to-face instruction, online instruction, hybrid instruction and zoom instruction in asynchronous and synchronous settings
2. Use the teaching strategies and tactics described and discussed
3. Use these new skillsets that transcend any particular modality of teaching and learning

C7 | Competency-Based Education: A Modality To Meet Students Where They Are*

1:30-2 p.m.



Competency-Based Education (CBE) is an alternative course delivery modality that measures learning progress based on achieving course competencies without the traditional time restriction. The CBE program at Tri-C, launching in fall 2023, will be a post-degree certificate in the high-demand field of cybersecurity. This presentation will focus on explaining what CBE is and is not and why Tri-C is launching this program. CBE provides an additional learning modality that allows students to move through the program more quickly, especially if they already have some of the skills related to course outcomes.

Dee Dee Pfister, Associate Vice President, Academic Professional Development, Online Learning and Academic Technology, Transfer and Articulation, Tri-C

Keith Lyons, Professor, Information Technology, Tri-C

Kathleen Tamerlano, Associate Professor, Information Technology, Tri-C

Samantha Posey, Assistant Professor, Counseling, Tri-C

Marty Walsh, Assistant Professor, Information Technology, Tri-C

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

1. Define CBE and how it is used in post-secondary education
2. Explain how course competencies and outcomes are aligned in CBE's unique teaching modality and how students benefit
3. Explain the organizational and teaching changes required by CBE

C8 | Planning From Day One to Keep Asynchronous Online Students Engaged*

1:30-2 p.m.



Helping students means being able to reach them where they are from beginning to end. During the course of the semester, pressures from other classes, normal life, and dire circumstances can create distance between the student and the learning process. Being prepared and engaged with learning management systems and other applications can help make the difference to keep students connected and engaged, particularly when teaching asynchronous courses.

George Kanieski, Assistant Professor, English, Tri-C

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

1. Identify online tools to gather contact information and essential background
2. List available tools that can be used to communicate with students at critical moments
3. Discuss course policies, including deadlines and extensions, that help students remain connected and engaged

C9 | “You’re Closer Than You Think!” — Understanding CPL at Tri-C and Helping Students Leverage Their Experiences



Many students are closer than they think to graduation and more career ready due to prior experiences. Did you know that accessing Credit for Prior Learning (CPL) has never been easier for Tri-C students? Do you want to know how faculty can promote awareness of CPL options? Do you want more information on how students can leverage their significant vocational and educational experiences? This session will guide faculty through the updates to CPL at Tri-C, including important changes to the process. Through real student stories and examples, participants will see how CPL can be a cornerstone of a student's academic plan and save them time and money. Faculty will learn how they can advocate for CPL as they interact and engage with their students.

Suzanne Cox, Associate Professor, Counseling, Tri-C

Becky Barnes, Director, Articulation, Transfer and Prior Learning, Tri-C

Kevin Berg, Associate Professor, Counseling, Tri-C

Cassandra Harris-Williams, Associate Professor, Counseling, Tri-C

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

1. Understand the CPL options available at Tri-C and why CPL matters
2. Apply strategies for encouraging student engagement in the CPL process
3. Identify other resources at the College around CPL

C10 | The Writing Center: A Venture Into Virtual



This presentation will explain how meeting students where they are — on more than one front, through the use of technology in the Eastern Campus Writing Center — promotes more favorable outcomes in composition and other classes and degree completion. New scheduling software was adopted this fall, and it has allowed us to help students schedule their consultation appointments at the click of a button and accommodate their busy schedules with later virtual hours. Students are met wherever they are in their writing process, from pre-writing to the final draft. As a result, the Writing Center has grown significantly and is thriving.

Paula Iken, *Lecturer, English, Tri-C*

Sara Ehret, *Adjunct Faculty, English, Tri-C*

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

1. Understand how wrap-around services like the Writing Center can engage students in the writing process and in their learning
2. Show students how to navigate the scheduling portal of the Writing Center
3. Identify ways to incorporate the Writing Center into their course materials
4. Analyze the data relating to use of the Writing Center and course completion outcomes

TRI-C FULL-TIME FACULTY COUNTERPARTS MEETINGS

2:30-4 p.m.

Refer to your counterparts' chair for Webex link to join.

TRI-C CURRICULUM DROP-IN SUPPORT FOR FULL-TIME FACULTY COUNTERPARTS MEETINGS

2:30-4 p.m.

Click the hyperlinked title to join.

TRI-C ADJUNCT FACULTY ENGAGEMENT SESSION

2:30-4 p.m.

Click the hyperlinked title to join.

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

Karen Cross-Hatten, *Manager, Adjunct Services, Metro Campus*

Sonja Elekhtaby, *Manager, Adjunct Services, Eastern Campus*

Dennis Joyce, *Manager, Adjunct Services, Westshore Campus*

The Adjunct Services Managers continuously look for professional development and other learning opportunities in which to support Cuyahoga Community College's community of adjunct faculty scholars. We are committed to seeking innovative ways to engage our esteemed adjunct faculty so they can enhance their teaching and learning toolkit. In this session, we will use the Spring 2023 semester's "Read and Rap" text, Handbook II: Advanced Teaching Strategies for Adjunct and Part-Time Faculty, as the foundation for our session's discussion of the teaching theories of andragogy and pedagogy, as they relate to teaching the adult student. Also, we will share some teaching strategies and assessment options for adjunct faculty to consider.



(Pictured from Left to Right): Karen Miller, Erin Susick, Daniel Levin, Sue Dieterich, Holly Gast, Oksana Melnychenko, Alan Green, Casandra Coin-Sweeney, Ky-Wai Wong, Michael Baston

Excellence in Teaching in Honor of Ralph M. Besse Award

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 2022 winners!***

2022 Full-time Winners:

Daniel Levin

*Associate Professor, Visual Communications and Design,
Western Campus*

Erin Susick

Assistant Professor, Mathematics, Eastern Campus

Casandra Coin-Sweeney

Associate Professor, English, Eastern Campus

Ky-Wai Wong

*Assistant Professor,
Hospitality Management Center of Excellence*

2022 Adjunct Faculty Winners:

Sue Dieterich

General Studies/Counseling, Metro Campus

Holly Gast

Communication Studies, Eastern Campus

Alan Green

Humanities, Western Campus

Oksana Melnychenko

Music, Eastern Campus



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 14th 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.



**Academic
Professional
Development**