

*Bringing Great Minds Together:* **Exploring Faculty Innovation**



# 20th Annual Virtual Faculty Colloquium

## Session Recordings

Tuesday, January 9, 2024

Cuyahoga  
Community  
College



Welcome to the 20th Annual Cuyahoga Community College (Tri-C®) Faculty Colloquium as we celebrate the great minds and share the innovative approaches of faculty and staff from two- and four-year colleges and universities. As concepts and technologies in education shift and evolve, learning from each other is essential. As educators, we share the desire and courage to learn, innovate and create as we prepare students for the future. By bringing our ideas together and sharing our research, classroom practices and the work we do in our communities, we celebrate the ways that faculty contribute to Tri-C and the greater community.

The 20th Faculty Colloquium was made possible by the contributions of outstanding faculty and staff, including today's presenters. Thank you to all our presenters, attendees and the many others who helped plan this event.

We wish you the best as you begin the 2024 spring semester, and we hope that you will continue to explore, create and collaborate in your classroom, research and community.

Sincerely,

Christine C. Wolken, Ph.D.  
*Associate Professor, Art History*  
*Western Campus*  
*2024 Tri-C Faculty Colloquium Committee Co-Chair*





## 2024 Colloquium Committee

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**Christine Wolken**

*Associate Professor, Art History, Western Campus,  
Colloquium Co-Chair*

**Kara DePaul**

*Director, Academic Professional Development,  
Colloquium Co-Chair*

**Rebecca Carte**

*Assistant Professor, Spanish, Metropolitan Campus*

**Mardy Chaplin**

*Assistant Professor, Paralegal Studies,  
Western Campus*

**David Crowell**

*Senior Instructional Designer*

**Sara Fuller**

*Associate 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,  
Instructional Design and Learning Excellence*

**Samantha Posey**

*Assistant Professor, Counseling, Eastern Campus*

**Stacey Souther**

*Professor, Psychology, Eastern Campus*

## Special Thanks To

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**Cuyahoga Community College, external attendees  
and presenters**

**Leanne van Beers-Wernecke and Integrated  
Communications Design**

**Online Learning and Academic Technology**

**Television and Video Production**

**Information Technology Services**

**Instructional Design and Learning Excellence**

**Adjunct Services**



## Tri-C Faculty Colloquium Civility Statement

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Tri-C requires that its employees exhibit a high degree of personal integrity at all times, which includes a sincere respect for the rights of others, civility, and refraining from any behavior or speech that might be threatening, discriminatory to a particular person or group, incites violence towards and individual or group, or contains false or defamatory statements towards other members of the College community. In order to promote a civil environment for open discourse and engagement, The Tri-C Faculty Colloquium Committee expects all presenters and attendees to adhere to the ideals of Tri-C civility statement and the Institute for Civic Discourse and Democracy's Ground Rules for Public Discussion as follows:

### Civility is behavior or speech that:

- Supports others.
- Respects others.
- Honors differences.
- Embraces a diversity of ideas.

### Participants shall apply the following civic principles:

- Expect and explore conflicting viewpoints.
- Give everyone an opportunity to speak.
- Listen respectfully and thoughtfully to understand not just to respond.
- Offer and examine support for claims made.
- Appreciate communication differences.
- Stay focused on the issues not on feelings.
- Respect time limits.
- Know when it's best for you to disengage.





## Schedule of **EVENTS**

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**8:30 – 8:45 a.m.**

**Welcome**

Michael Baston, *College President*

Karen Miller, *Provost and Executive Vice President*

Christine Wolken, *Colloquium Co-chair and Associate Professor of Art History*

**9 – 10 a.m.**

**Concurrent Session A**

**10:15 – 11:15 a.m.**

**Concurrent Session B**

**11:30 a.m. – 12:30 p.m.**

**Concurrent Session C**

**12:30 p.m.**

**End of Day for External Participants**

**12:45 – 1:45 p.m.**

**Lunch Break**

**2 – 3:30 p.m.**

**Tri-C Full-Time Faculty Counterparts Meeting**

**Tri-C Full-time Faculty Counterparts Drop In Support with Curriculum, Assessment and Transfer Offices**

**Tri-C Adjunct Faculty Engagement Session**



# SESSIONS AT A GLANCE

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Click the hyperlinked title for session description and to view the session recording.

## Welcome

**8:30 – 8:45 a.m.**

[Click here to watch the livestream.](#)

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## Concurrent Session A

- A1 | [Besse Award Roundtable: A Faculty Discussion](#)
  - A2 | [Innovative Teaching and Assessment in Honors](#)
  - A3 | [Creating the Mental Health LibGuide: One Collaborative Example, Infinite Possibilities](#)
  - A4 | [Developing a “Specifications Grading” Model for Any Course](#)
  - A5 | [“Should I or Shouldn’t I?” Artificial Intelligence in the Classroom](#)
  - A6 | [Strategies for Creating a Multimodal Campus](#)
  - A7 | [The Importance of Everyday Creativity for Students](#)
  - A8 | [Empowering Nursing Students: Integrating AI Skills for Clinical Excellence](#)
  - A9 | [Knowledge to Application: Interactive Slides Promote Engagement and Student Performance](#)
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## Concurrent Session B

**10:15 – 11:15 a.m.**

- B1 | [Improving Critical Thinking and Information Literacy in the Time of AI](#)
  - B2 | [Utilizing Simulation in Interdisciplinary Multicultural Patient Care](#)
  - B3 | [The Benefits of Using Oral Exams](#)
  - B4 | [EduTech Evolution: Harnessing AI for Learning](#)
  - B5 | [The Learning Icebreaker: Strategies for Overcoming Students’ First-Day Fears](#)
  - B6 | [Equity Awakening: An Invitation to Equity-Minded Teaching \(EMT\)](#)
  - B7 | [Bringing Innovative Faculty and Aspiring Students Together: College Credit Plus](#)
  - B8 | [Getting Students’ Attention Using Innovative Announcements](#)
  - B9 | [Testing! Testing! Is This Thing On? Using Meaningful Testing in Instruction](#)
  - B10 | [Faculty Forward: Integrating AI Into Your Teaching Toolbox](#)
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## Concurrent Session c

**11:30 a.m. – 12:30 p.m.**

- C1 | [“That’s a Good Question”: Engaging Students Through Thoughtful Discussions](#)
- C2 | [Academic Collaboration for Community Engagement \(With Animation!\)](#)
- C3 | [Stress Management Strategies for Nursing Students That Can Benefit All Students](#)
- C4 | [Preventing Technology Obstacles to Student Learning](#)
- C5 | [Justice-Oriented Sustainability Education To Connect the Classroom and Community](#)
- C6 | [Artificial Intelligence \(AI\): Enhancement or Substitute for Critical Thinking?](#)
- C7 | [AI Integration and Accessibility at Historically Black Colleges and Universities \(HBCU\) in Ohio](#)
- C8 | [Cooperating, Collaborating and Contextualizing: Enhancing Science in Science-Based Courses](#)
- C9 | [Chat GPT and AI: Navigating the Future of Industries](#)
- C10 | [Analyzing Philosophical Arguments on the Morality of Abortion: an Exercise in Intellectual Discourse and Pedagogy in the Classroom](#)

# RECORDING LINKS

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To view session recordings, click on the hyperlinked titles in the program.

To view presenter materials, [click here](#) and navigate to the session number. Please note, not all presenters uploaded materials.





# CONCURRENT SESSION A - RECORDINGS

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**9 – 10 a.m.**

Click the hyperlinked title to view the session recording.

## **A1 | Besse Award Roundtable: A Faculty Discussion**

Join the 2023 Excellence in Teaching Award in Honor of Ralph M. Besse recipients as they discuss how they support all levels of student learners and infuse innovation into their courses. Engage in a vibrant conversation about best practices in face-to-face and online teaching, student interaction and more.

*Paula Allotta, Professor, Chemistry*

*Kathy Cone, Adjunct Faculty, Mechanical Engineering Center of Excellence*

*Rocklend Davis, Assistant Professor, Physical Therapy Assisting*

*Monyulona James, Adjunct Faculty, Emergency Medical Technology*

*Jeffrey Lowell, Assistant Professor, English*

*Kathy Renfro, Assistant Professor, Mathematics*

*Jonathan Wayne, Associate Professor, Visual Communication and Design*

*Cuyahoga Community College*

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
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## **A2 | Innovative Teaching and Assessment in Honors**

Honors courses aim to provide advanced, hard-working, civically minded or creative students with an opportunity to utilize their intellect and talents. This also allows faculty more creativity in their teaching and assessment of student work, giving students a deeper understanding of course content beyond mere comprehension and test-taking. As a result, honors faculty must continually strive to create innovative, experiential activities and assessments that encourage students to use higher-order thinking skills, both in and out of the classroom. Join this session to discuss the techniques honors faculty are using (and to share your own!) and how they can be adapted for non-honors courses.

*Rebecca Carte, Assistant Professor, Spanish*

*Luke Schlueter, Associate Professor, English*

*Erica Stevenson, Associate Professor, Biology*

*Cuyahoga Community College*

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

1. Differentiate between best practices for teaching honors and non-honors courses
  2. Apply honors practices to non-honors courses
  3. Discuss how classroom enrichment increases student learning
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## **A3 | Creating the Mental Health LibGuide: One Collaborative Example, Infinite Possibilities**

What happens when a psychology faculty member goes on Professional Improvement Leave (PIL) and asks a librarian faculty friend for help? The Mental Health LibGuide is created. This publicly accessible guide covers 11 key content areas — including, but not limited to, anxiety, bipolar, depression, schizophrenia and substance use; mental health resources for students and employees; and ways to get involved in mental health advocacy and destigmatization. This is one example of the many ways instructional faculty can collaborate with library faculty to enhance students' learning experiences. Join us to get inspired to create a guide for your classes.

*Vicki Ceci, Assistant Professor, Library*

*Michelle Nicopolis, Professor, Psychology*

*Cuyahoga Community College*

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

1. Incorporate the Mental Health LibGuide into their courses
2. Identify mental health facts and tips for interacting with others
3. Apply the many available mental health resources for educators, professionally and personally



**A4 | Developing a “Specifications Grading” Model for Any Course - Session cancelled, no recording link**

This interactive workshop will focus on developing and redesigning the attendee’s course for a “specifications grading” model. Specifications grading is an assessment in which students demonstrate proficiency on a list of defined and discreet learning objectives to pass the course. Students are given multiple attempts throughout the semester to demonstrate proficiency. This grading model emphasizes the natural learning process and enhances inclusivity by focusing on individualized learning pathways.

**Emily Westbrook**, *Assistant Professor, Chemistry*  
*University of Cincinnati Clermont College*

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

1. Describe the specifications grading model and its advantages and disadvantages
2. Apply the specifications grading design templates to their own course redesign
3. Formulate a plan to redesign their course using the specifications grading model

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**A5 | “Should I or Shouldn’t I?” Artificial Intelligence in the Classroom**

How is Artificial Intelligence (AI) affecting you and your students? This session will introduce you to Tri-C’s AI Collegewide Task Force and provide updates from each of its subgroups:

- Creating a statement of principle about AI
- Reviewing the College’s integrity/dishonesty policy and procedures
- Creating a syllabus language for faculty to use
- Providing guidance on academic misconduct
- Supporting faculty professionally through development opportunities

The task force will invite open conversation in each of these areas, with discussions on participants’ experiences with AI, their ideas for encouraging responsible use, and how they discourage cheating.

**Representatives From the AI Task Force**

*Cuyahoga Community College*

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

1. Identify the tasks of the AI Collegewide Task Force
2. Recognize and identify how AI may affect faculty in the classroom
3. Define best practices for using and limiting AI in the classroom

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**A6 | Strategies for Creating a Multimodal Campus**

A panel from the University of Cincinnati Clermont College will discuss the development of Hybrid-Flexible (Hy-Flex) Course Delivery for diverse students. UC Clermont College recently added Hy-Flex due to students’ changing needs and preferences. This innovative teaching modality allows students to attend class in person or virtually with the flexibility to make the best choices for their individual learning needs and personal schedules. Attendees of this interactive session will hear the benefits and challenges of teaching Hy-Flex and learn about the technology used for this multimodal option.

**Jeffrey Bauer**, *Dean*

**Kimberly Clifford**, *Assistant Professor, American Sign Language*

**Kristi Hall**, *Assistant Professor, Information Technology*

**Karen Lankisch**, *Chair, Technology and Health Information Systems Department, Professor of Health Information Systems Technology, Program Director, Health Information Management, Health Information Systems, Cancer Registry Management, and Medical Coding*

**Joey Marks**, *Computer and Information Analyst, Technology Services*

*University of Cincinnati Clermont College*

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

1. Define a multimodal campus
2. Discuss innovative teaching strategies to create a Hy-Flex class
3. Identify the technologies used to create a Hy-Flex classroom



### **A7 | The Importance of Everyday Creativity for Students**

Community college administration, faculty and staff have long suspected that many of our students suffer from low self-esteem and anxiety — which research supports. The pandemic only exacerbated these issues. Faculty can make engaging connections between students' hobbies and classroom learning by allowing them to practice regular creativity, increasing their self-esteem and relieving anxiety. This session will discuss a 2022-2023 Professional Improvement Leave (PIL) project, which involved extensive research on students practicing handcrafts and exhibiting improved mental health, well-being, confidence and learning skills. It will also share the resulting Blackboard faculty development site and discuss recent success with student workshops.

**Suzanne Reyes**, *Assistant Professor, English*  
*Cuyahoga Community College*

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

1. Use a faculty development site to find in-depth research on this topic
  2. Apply one or more resources or assignment ideas in their classrooms
  3. Discuss how students can engage in activities and a community project related to the topic
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### **A8 | Empowering Nursing Students: Integrating AI Skills for Clinical Excellence**

Explore ways to use AI in assignments to elevate student practices in the clinical setting. Nursing students have demonstrated the ability to create quality improvement projects, craft therapeutic communication questions, analyze community statistics and enhance patient education using advanced technology. Many curricula can integrate AI to empower the greater skills needed in today's evolving clinical landscape.

**Desiree Sanders**, *Associate Professor, Nursing*  
*Cuyahoga Community College*

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

1. Identify how AI and technical advancements affect the health care sector
  2. Incorporate AI into projects and assignments in the clinical setting
  3. Discuss ways students can use AI as a tool to enhance their learning
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### **A9 | Knowledge to Application: Interactive Slides Promote Engagement and Student Performance**

Google Workspace for Education Fundamentals (a free version of Google Classroom) has become an integral tool in tertiary education. It has been shown to increase student participation and learning when used with other Learning Management Systems (LMS) such as Blackboard or Canvas. This workshop focuses on the benefits of Google Education Fundamentals in higher education and the process of incorporating learning activities, such as interactive slides, into a blended learning environment — promoting student engagement through active learning by using Google slides, forms, documents and sheets as a complement to classroom lectures and lab.

**Ashlynn Mentz**, *Assistant Professor, Nursing*  
**Kalaine Weatherly**, *Associate Professor, Nursing*  
*University of Cincinnati Blue Ash College*

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

1. Discuss the use of Google Workspace for Education Fundamentals as a pedagogical framework in higher education
2. Identify ways to use interactive slides to promote student engagement, learning and performance
3. Analyze the process of creating interactive slides in Google Workspace for Education Fundamentals



# CONCURRENT SESSION B - RECORDING LINKS

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**10:15 – 11:15 a.m.**

Click the hyperlinked title to view the session recording.

## **B1 | Improving Critical Thinking and Information Literacy in the Time of AI**

Artificial Intelligence (AI) platforms like ChatGPT have the potential to generate essay outlines, summarize sources and even produce annotated bibliographies and research papers. As a result, faculty have legitimate concerns about these tools' impact on students' information literacy and critical thinking abilities. How can we uphold academic standards while effectively addressing these new challenges? Discover how instructional faculty can collaborate with library faculty to introduce additional levels of oversight and support into their classes and learn about strategies to create assignments that are more resistant to AI.

**Meagan Fowler**, Associate Professor, Library

**John Rasel**, Assistant Professor, Library

*Cuyahoga Community College*

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

1. Design or adapt research assignments that are more AI-resistant
2. Identify the benefits of collaborating with faculty librarians
3. Reframe research instruction to emphasize process over product

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## **B2 | Utilizing Simulation in Interdisciplinary Multicultural Patient Care**

In this presentation, we will discuss Rhodes State College's multiyear plan to address the core value of Cultural Competence. Year one's activity is called the Cultural Awareness Retreat, introducing students to the definition of cultural differences and their influence on career paths. Year two's activity is called the Cultural Competence Retreat, where students put their knowledge and training into simulated patient care situations that present them with cultural barriers in treating those patients. This plan involves all programs in the Division of Health Sciences and Public Service by placing students into interdisciplinary groups and using various methods of instruction and assessment.

**Joel Harris**, Associate Professor, Health Sciences and Public Service/Simulation

**Beth White**, Associate Professor, Health Sciences and Public Service/Respiratory Care

*Rhodes State College*

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

1. Describe how to organize and implement an interdisciplinary event aligned with their college's core values
2. Discuss how to implement a multiyear Cultural Competence program
3. Utilize multiple technologies and assessment strategies to ensure maximal learning

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## **B3 | The Benefits of Using Oral Exams**

Many of us intuitively use the Socratic tradition in class discussions. But typically, only a few students regularly participate. Talk with them one-on-one, however, and you will dislodge a font of intelligent and thoughtful scholarship. Oral exams can be a genuinely satisfying experience for the instructor and the student, giving them the opportunity to demonstrate their true mastery of the course's material. Oral exams also give professors personal contact with students that is often missing, especially in online sections. They also help our students grow their social skills and can effectively mitigate plagiarism or inappropriate AI use. If the oral exam was good enough for the Lyceum, isn't it good enough for Tri-C?

**Shawn Easley**, Associate Professor, Political Science/Social Sciences

*Cuyahoga Community College*

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

1. Explore an opportunity to glean the fullest extent of their student's mastery of the material
2. Develop an oral testing method to increase communication and foster better relationships with their students — especially online students — to build rapport and improve retention
3. Utilize oral exams as an effective plagiarism/AI mitigation tool



**B4 | EduTech Evolution: Harnessing AI for Learning**

This workshop presentation delves into the dynamic fusion of AI and Bloom’s Taxonomy in higher education. Discover how AI — specifically ChatGPT — can revolutionize how educators design and deliver courses. We explore how AI assists in every level of Bloom’s Taxonomy, from remembering and understanding to applying, analyzing, evaluating and creating. Witness how AI-powered adaptive learning platforms personalize content, enabling students to grasp foundational concepts while challenging them to synthesize knowledge and solve complex problems. Join us to explore real-world examples of AI-enhanced courses and understand how educators can harness these innovations to cultivate critical thinking, creativity and deeper learning experiences for students.

**Jane Beese**, Professor, Program Coordinator for the Educational Administration and Leadership Programs

**Lauren Cummins**, Professor, Teacher Education and Leadership Studies

Youngstown State University

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

1. Identify ways AI technology is being integrated into higher education
  2. Apply Bloom’s Taxonomy to educational goal setting
  3. Describe how AI can enhance pedagogical strategies and innovation by fostering critical thinking and creativity among students
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**B5 | The Learning Icebreaker: Strategies for Overcoming Students’ First-Day Fears**

Icebreaker activities are often nerve-wracking, especially for students who are shy, do not speak English well, are first-generation college students or come from marginalized communities. What if there was a better way than “Two Truths and a Lie” to introduce students to each other and break through first-day jitters? Come to this workshop to learn how to create an activity that builds community from the first day without making students feel nervous or singled out.

**Katherine Gould**, Assistant Professor, Biology

Cuyahoga Community College

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

1. Explain why traditional icebreaker activities are not beneficial to students from marginalized communities
  2. Create community and rapport within the classroom from the first day of class
  3. Develop an in-class icebreaker activity that teaches material and introduces the students to each other
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**B6 | Equity Awakening: An Invitation to Equity-Minded Teaching (EMT)**

This presentation explores the transformative impact of the Norton Guide to Equity-Minded Teaching (EMT) on students in equity-focused courses. We unravel the process of integrating equity-minded practices and delve into the journeys of faculty who adopted EMT principles in their courses by fostering an environment of inclusivity and understanding. Our faculty have witnessed a significant uptick in students’ sense of belonging. This session provides a nuanced look at the practical implementation of Norton EMT, shedding light on its pivotal role in cultivating a supportive educational space.

**Madeline Ndambakuwa**, Adjunct Faculty, Communication

**Carolyn Shisler**, Assistant Professor, Physical Therapy

University of Cincinnati Clermont College

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

1. Define EMT
2. Assess their teaching and recognize common misconceptions and pitfalls when EMT is not used
3. Apply the principles of EMT to at least one aspect of their teaching

**B7 | Bringing Innovative Faculty and Aspiring Students Together: College Credit Plus**

This informative session will explore the history of Ohio's College Credit Plus (CCP) program, launched in 2015, and discuss the faculty innovations that support this initiative. Using the 2019 Ohio Department of Education and Ohio Department of Higher Education's *College Credit Plus Results and Cost-Effectiveness* report and the State Auditor's 2020 findings to open the conversation, attendees will share best practices for faculty teaching either college courses in the high school classroom or CCP students in the college classroom. This participatory discussion will end with a discussion of CCP's future and its impact on educators and their charges.

**Sarah Pogell**, *Adjunct Faculty, English*  
*Cuyahoga Community College*

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

1. Describe the basic history and mission of the CCP program
  2. List best practices for faculty teaching CCP in high schools or traditional college classrooms
  3. Use an instructional and logistical checklist for teaching CCP in high schools or traditional college classrooms
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**B8 | Getting Students' Attention Using Innovative Announcements**

Learn how one professor uses Bitmojis, motivational quotes and other design ideas to communicate announcements as part of her regular interactions with the students. We will show you how you can use Bitmojis and other accessible design elements to draw students' attention.

**Cathleen Rossman**, *Associate Professor, Mathematics*  
**Heather Young Mandujano**, *Senior Instructional Designer, Instructional Design and Learning Excellence*  
*Cuyahoga Community College*

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

1. List several design and technology tools they can use for their announcements in their learning management system (LMS)
  2. Identify the benefits of creating regular, accessible announcements to share with their students
  3. Engage the students with Bitmojis, motivational quotes and other creative details on a regular basis
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**B9 | Testing! Testing! Is This Thing On? Using Meaningful Testing in Instruction**

This interactive session will provide an overview of research documenting the promise of retrieval-based learning and how it leads to more durable memory networks. Most of the session will focus on promoting a healthy learning environment by reducing student anxiety around testing and leveraging the benefits of testing as a formative measure of learning.

**David Paulik**, *Assistant Professor, Psychology*  
*Cuyahoga Community College*

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

1. Describe the benefits of formative testing in the learning process
  2. Identify common student concerns about testing in academic environments
  3. Generate plans to promote formative testing in a nonthreatening, noncompetitive learning environment
- 

**B10 | Faculty Forward: Integrating AI Into Your Teaching Toolbox**

This deep-dive, interactive session explores the transformative power of AI in the community college environment. See real examples of how students leverage AI and uncover ways to integrate it into the classroom setting. Learn how to use AI to enrich course development and how to guide students toward using AI as a study aid rather than a shortcut to plagiarism. This workshop helps educators use AI as a positive tool to enhance pedagogy and prepare students for using this technology in their careers.

**Matt Crowley**, *Assistant Professor, Information Technology*  
**Bill Wichert**, *Assistant Professor, Information Technology*  
*Cuyahoga Community College*

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

1. Explore how students currently use AI in their learning processes and assessments
2. Incorporate real-world AI applications into the classroom to bridge theory and practice
3. Guide students toward adopting AI in an ethical and future-forward manner

# CONCURRENT SESSION C - RECORDING LINKS

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**11:30 a.m. – 12:30 p.m.**

Click the hyperlinked title to view the session recording.

## **C1 | “That’s a Good Question”: Engaging Students Through Thoughtful Discussions**

This presentation will highlight the importance of incorporating intentional, thought-provoking discussion questions into classroom lectures. It will also address problems with current approaches to student engagement while providing insights into how every student can benefit from and comfortably participate in classroom discussions.

**Jason Moore**, *Lecturer, Philosophy*  
*Cuyahoga Community College*

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

1. Identify potentially unhelpful approaches to student engagement
  2. Discover methods for making course material more relevant and engaging for students
  3. Begin the process of creatively implementing thoughtful discussion questions into classroom lectures
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## **C2 | Academic Collaboration for Community Engagement (With Animation!)**

This interactive workshop will begin with a narrative about a collaborative nonprofit animation project and fundraiser from 2021, titled “What It’s Like Being Santa’s Reindeer.” It was created and developed as an independent project by students in Owens Community College’s theatre department and two faculty members of animation and music. This project provides an intrinsic narrative about collaboration, inclusion, processes and strategies, good and bad outcomes, and creative and critical decision-making. We will give a summary of the positive outcomes of the project. Group participants will also be invited to share examples of academic collaborations and community engagement they have experienced and propose ideas for future collaborative projects. Finally, participants will be asked to brainstorm and share innovative ideas for collaboration and community engagement.

**Casey Cook**, *Assistant Professor, Animation*  
*Owens Community College*

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

1. Describe the “What It’s Like Being Santa’s Reindeer” project and provide examples of academic collaborations for community engagement shared by the group participants
  2. Assess their own academic work for possibilities and projects that include collaboration with local community partners
  3. Identify and develop collaborative efforts that have a ripple effect of positive outcomes for all involved
- 

## **C3 | Stress Management Strategies for Nursing Students That Can Benefit All Students**

Nursing students experience elevated stress levels during their educational journey. Strategies can be used to mitigate the effects of stress and help students become more successful — but students may not know where to start. This presentation will discuss the effectiveness of strategies like therapeutic breathwork. Such strategies can help students not only complete their nursing educational program but also navigate their future careers. These techniques are applicable to students in all disciplines. This presentation will include a 45-minute interactive workshop with a 15-minute Q&A.

**Jennifer Sulzer**, *Assistant Professor, Nursing*  
*Cuyahoga Community College*

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

1. Identify at least three strategies to help students manage stress
2. List methods of implementing stress management strategies into their course
3. Demonstrate the use of therapeutic breathwork in the form of box breathing



#### **C4 | Preventing Technology Obstacles to Student Learning**

Readiness Assessment Activities (RAAs) are crucial to the success of our courses. Students are often unprepared for the assignment types that are expected of them. Having students practice all assignment types before the actual assignments are due will decrease the panic often accompanying assignment submissions. By assigning RAAs, students are presented with the skills expected of them when completing any assignment type or activity. In this session, examples of RAAs will be shared, and participants will learn how to prepare students for all technology that is used as part of the course.

**Sheri Barksdale**, Associate Professor, American Sign Language

**Brian Hunter**, Associate Professor, Spanish

University of Cincinnati Blue Ash College

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

1. Describe how their students would benefit from providing RAAs
  2. Identify the required hardware, software and digital platforms for the most beneficial RAAs for their classrooms
  3. Develop an RAA as an initial point of contact with the students
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#### **C5 | Justice-Oriented Sustainability Education To Connect the Classroom and Community**

Join several Tri-C Faculty Leadership in Sustainability Award winners and Tri-C's sustainability manager for a multidisciplinary panel discussion on the importance of diversity in sustainability education (SE), as well as examples of innovative classroom practices, pedagogy and community engagement involving SE. This session will provide a deeper understanding of environmental justice, including how diverse populations benefit from SE and practical applications and testimonials on how SE has engaged students and connected them with their communities. Specific examples of cocurricular activities and events will also be shared.

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

**Margaret Lehnert**, Assistant Professor, Biology

**David November**, Manager, Sustainability

**Derrick Williams**, Professor, Communication Studies

Cuyahoga Community College

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

1. Understand the value of diverse cross-disciplinary connections to sustainability in the classroom and community
  2. Evaluate opportunities to use sustainability education to connect students with their communities
  3. Create course-specific assignments related to sustainability and environmental justice to engage students with real-world concerns impacting their communities
- 

#### **C6 | Artificial Intelligence (AI): Enhancement or Substitute for Critical Thinking?**

Artificial Intelligence (AI) is one of the fastest-growing technologies — but with little or no safeguards. AI adoption presents a dilemma for educators. The productivity benefits of AI adoption are offset by security concerns, scholarly cheating and difficulty documenting output. Educators need to understand the technology and its many applications and then decide if AI benefits can be achieved while mitigating the problems.

**John Kerezy**, Associate Professor, Media and Journalism Studies

**Ryan Rodriguez**, Assistant Professor, English

**Marty Walsh**, Assistant Professor, IT Center of Excellence

Cuyahoga Community College

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

1. Describe the general features of AI
2. Apply AI technology in their courses
3. Identify potential AI challenges and how to mitigate them

**C7 | AI Integration and Accessibility at Historically Black Colleges and Universities (HBCU) in Ohio**

Much like the inventions of the past, concerns about new technologies — specifically, AI — continue to persist. This presentation looks at the pros and cons of AI in the classroom, from timely feedback on written assignments and student accessibility to the lack of human interaction and thorough comprehension of the material from two perspectives — a fully remote non-tenure track professor and an on-campus tenure-track professor. Participants will learn how to overcome the challenges that come with implementing AI and how to teach students to use it properly. Participants will share personal experiences of AI use in their virtual or on-campus classroom.

**Bradley Buckmeier**, *Assistant Professor, Department of Behavioral and Social Sciences*

**Allison Fernandez**, *Assistant Professor, Department of Behavioral and Social Sciences  
Central State University*

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

1. Identify the pros and cons of using AI in the classroom
  2. Explore methods to overcome the challenges of using AI in the classroom
  3. Discuss individual experiences of using AI in the classroom
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**C8 | Cooperating, Collaborating and Contextualizing: Enhancing Science in Science-Based Courses**

This session will introduce three perspectives on the importance and practicality of using teaching methods focused on cooperative, collaborative and contextual strategies in science-based courses. Presenters will also discuss the methods, feedback from students and instructors, and examples of assignments such as story problems, algorithms and design problems to foster problem-solving and critical thinking. Other approaches include the jigsaw method in human anatomy, which develops cooperative learning skills and interdependence among the students for success.

**Frederick Andres**, *Adjunct Faculty, Health Information Technology, Owens Community College*

**William Saltarelli**, *Professor Emeritus, College of Health Professions, Central Michigan University*

**Jami Williamson**, *Professor, Health and Exercise Science, Owens Community College*

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

1. Explain the importance of cooperative, collaborative and contextual methods for enhancing science in undergraduate and professional science-based courses
  2. Summarize the feedback the presenters have received from students and instructors regarding the implementation of the three methods in several science-based courses
  3. Identify examples of cooperative, collaborative and contextual assignments used in science-based courses
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**C9 | Chat GPT and AI: Navigating the Future of Industries**

Join us for an engaging presentation as we explore the transformative power of Chat Bots and AI are reshaping various industries. Delve into the positive and negative impacts that this technological force may bring and gain insights into how it will revolutionize the landscape. Are Chat Bots and AI Jedi, heralding positive change, or Sith, presenting potential challenges? Let's unravel the potential of Chat Bots and AI to transform industries and discuss the implications for education.

**Nicholas Jarrett**, *Assistant Professor, Electrical Engineering*

*Cuyahoga Community College*

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

1. Explore how Chat Bots and AI are poised to revolutionize industries, fostering innovation and efficiency.
2. Discuss the challenges that industries might face in integrating AI and how to proactively address them.
3. Recognize the benefits and disruptions AI brings to our students and how we can prepare our students for work during this digital work transformation.

**C10 | Analyzing Philosophical Arguments on the Morality of Abortion: an Exercise in Intellectual Discourse and Pedagogy in the Classroom**

Arguments on either side of the abortion issue have been appearing in philosophical journals for more than 50 years. Each side presents compelling points causing what has amounted to an intellectual stalemate. In this presentation, the most common arguments used by each side of the issue will be shared. Attendees will be challenged to see how finding common ground on both the moral and legal aspects of this divisive issue can be pursued. Lastly, guidelines will be provided for how controversial topics can be discussed in a pedagogically effective manner allowing for intellectual discourse to occur that remains civil and that respects the views of all participants in the discussion.

**Samuel LiPuma**, Associate Professor, Philosophy  
Cuyahoga Community College

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

1. Develop a meaningful understanding of the main arguments used by philosophers on both sides of the abortion issue
2. Gain a deeper appreciation for the moral complexity of the issue
3. Provide guidelines for how to approach this and other controversial issues in a higher education setting that is pedagogically effective and engaging while being sensitive to the views of all participants

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**TRI-C FULL-TIME FACULTY COUNTERPARTS MEETINGS | 2 – 3:30 P.M.**

**TRI-C CURRICULUM, ASSESSMENT AND TRANSFER SUPPORT FOR FULL-TIME FACULTY COUNTERPARTS | 2 - 3:30 P.M.**

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**TRI-C ADJUNCT FACULTY SESSION | 2 – 3:30 P.M.**

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Tri-C Employees: [Click here](#) to view the session recording. Sign in with Tri-C credentials to view.

In addition to being a part of the faculty responsibilities, effective assessment of learning outcomes provides faculty with valuable insights into students' advancements within a course or program, fostering adaptive faculty innovation in response to the acquired data. This session will explore two methodologies for collecting such data: Essential Learning Outcomes (ELO) and Course Outcomes Assessment. It's likely that some of your courses are associated with one or both. It is required that all courses mapped to an ELO align an assignment in Blackboard. We will detail tools designed to assist you through every stage of this process, from assignment selection to alignment in Blackboard through a few simple clicks. Additionally, we will delve into Course Outcomes assessment expectations, value, and procedures.

**Holly Craider**, Associate Vice President, Curriculum, Assessment, and Accreditation Activities

**Anne Distler**, Professor, Chemistry

**Amanda Nolan**, Program Manager, Learning Outcomes and Assessment

**Pat Stansberry**, Assistant Professor, English

Cuyahoga Community College

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

1. Find out if your course contains an ELO
2. Describe how to choose an ELO assignment
3. Align an assignment in Blackboard
4. Describe course-level assessment and its value in teaching and learning
5. Explain the expectations for course-level assessment





(Pictured from Left to Right): Karen Miller, Kathy Cone, Kathy Renfro, Jeffrey Lowell, Michael A. Baston, Paula Allotta, Jonathan Wayne, Monyulona James and Rocklend Davis

## 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 2023 award winners!**

### 2023 Full-Time Faculty Winners:

**Paula Allotta**  
Professor, Chemistry, Westshore Campus

**Jeffrey Lowell**  
Assistant Professor, English, Western Campus

**Kathy Renfro**  
Assistant Professor, Mathematics, Metropolitan Campus

**Jonathan Wayne**  
Associate Professor, Visual Communication and Design,  
Western Campus

### 2023 Adjunct Faculty Winners:

**Kathy Cone**  
Adjunct, Mechanical Engineering Center of Excellence,  
Metropolitan Campus

**Rocklend Davis**  
Physical Therapy Assisting, Metropolitan Campus

**Monyulona James**  
Adjunct, Emergency Medical Technology, Metropolitan  
Campus



## *Robert L. Lewis* **Memorial Fund**

As the founding chair of the College's Board of Trustees, Robert L. Lewis helped establish Tri-C as the first community college in Ohio in 1963. He served for 17 years as a trustee, creating the unique Scholar-in-Residence program (and served for many years as the scholar); instituted the Conversations at Gwin; 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 15th year, the academy encourages students Collegewide to follow their passions and produce projects related to diverse issues of social justice and civil society in the 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 Martin Luther King Jr.

During the 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, and community supporters, family and friends.



**Academic  
Professional  
Development**