

22nd Annual Tri-C Faculty Colloquium

UNBOUND



A Colloquium of Limitless Learning

Where curiosity knows no boundaries.

Virtual | Tuesday, January 6, 2026

Cuyahoga
Community
College



Letter From the Faculty Chair

Welcome to the 22nd Annual Cuyahoga Community College (Tri-C®) Faculty Colloquium.

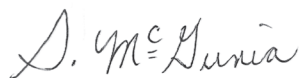
This year, we embrace the theme “Unbound: A Colloquium of Limitless Learning.” It is an invitation to expand our thinking beyond boundaries, disciplines and traditions, and to reimagine what education can become when creativity and collaboration take center stage.

As faculty, scholars and innovators, we know that the most meaningful learning happens when we move beyond convention. “Unbound” calls us to explore new teaching practices, integrate technology in transformative ways, and share the research and stories that connect our disciplines to the lived experiences of our students.

This colloquium is not only a space for professional exchange but also a celebration of imagination, courage and purpose. Together, we create conditions where new ideas take root, and collective wisdom grows. Whether through creative classroom practices, cross-disciplinary collaborations, or research that redefines teaching and learning, each contribution today reflects Tri-C’s ongoing commitment to possibility.

Thank you to everyone who helped bring this year’s event to life. May this gathering remind us that the pursuit of knowledge is limitless, and that when we teach, create and serve without bounds, we open the door to a future where education truly transforms lives.

Sincerely,



Serita McGunia, Ed.D.
Assistant Professor, Mathematics
Metropolitan Campus
2026 Tri-C Faculty Colloquium Committee Co-chair



2026 Colloquium Committee

Matthew Crowley, Assistant Professor, Computer Science, Eastern Campus

David Crowell, Senior Instructional Designer, Instructional Design and Learning Excellence

Kara DePaul, Assistant Professor, Business Management Technology, Westshore Campus

Jennifer Filipiak, Specialist, Academic Professional Development

Meagan Fowler, Associate Professor, Library, Metropolitan Campus

Sara Fuller, Associate Professor, English, Westshore Campus

James Jarc, Director, Faculty Professional Development, Colloquium Co-chair

George Kanieski, Assistant Professor, English, Western Campus

Serita McGunia, Assistant Professor, Mathematics, Metropolitan Campus, Colloquium Co-chair

David Paulik, Assistant Professor, Psychology, Westshore Campus

Delia (Dee Dee) Pfister, Associate Vice President, Academic Professional Development, Online Learning and Academic Technology, Instructional Design and Learning Excellence

Samantha Posey, Assistant Professor, Counseling, Eastern Campus

Stacey Souther, Professor, Psychology, Eastern Campus

Special Thanks

Tri-C and external attendees and presenters; Leanne van Beers-Werneke, Marketing and Communications Manager; **Online Learning and Academic Technology; Television and Video Production; Information Technology Services; Instructional Design and Learning Excellence; and Adjunct Services**



SAVE THE DATE

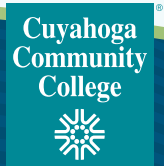
Virtual Adjunct Faculty Conference

THE ANCHOR AND THE SAIL

Stability, Direction and Growth for the Modern Adjunct Educator

Saturday, March 28, 2026 | 9 a.m. – 1 p.m. | Virtual via Webex

Questions? Contact adjunctservices@tri-c.edu



Tri-C Faculty Colloquium Civility Statement

Tri-C requires that its employees exhibit a high degree of personal integrity at all times. This includes a sincere respect for the rights of others, civility, and refraining from any behavior or speech that might be threatening or discriminatory to a particular person or group, incite violence toward an individual or group, or contain false or defamatory statements regarding other members of the College community. 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's civility statement and the ground rules for public discussion as outlined by the Institute for Civic Discourse and Democracy at Kansas State University. These rules and expectations are as follows:

Civility is a behavior or speech that:

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

Participants shall apply the following civic principles:

- Expect to 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.

The views, information and opinions expressed in conference sessions, materials or presentations are those of the individual presenters and do not necessarily reflect the official policies, positions or endorsement of Tri-C. While the College strives to foster a collegial environment for the exchange of ideas, Tri-C does not assume responsibility for the accuracy or validity of statements made by presenters.



Schedule of Events

8:30 – 8:45 a.m.	Welcome
9 – 9:50 a.m.	Concurrent Session A
10 – 10:50 a.m.	Concurrent Session B
11 – 11:50 a.m.	Concurrent Session C
Noon – 12:50 p.m.	Lunch Break
1 – 1:50 p.m.	Concurrent Session D
2 p.m.	End of Day (External Participants)
2 – 3:30 p.m.	Tri-C Full-Time Faculty Counterparts Meeting
	Tri-C Adjunct Faculty Engagement Session
	Tri-C Full-Time Faculty Counterparts Drop-In Support With Curriculum, Assessment and Transfer Offices



Sessions at a Glance

Click the titles below to view session descriptions, outcomes and to join the session.

At any point throughout the day, feel free to join the Colloquium “Great Hall” to connect with other participants or to get assistance from the event team or email webex@tri-c.edu for technical assistance.

Introduction and Welcome

[Click here to join.](#)

8:30 – 8:45 a.m.

Michael A. Baston, *President*

Lindsay English, *Executive Vice President of Academic Affairs*

Serita McGunia, *Assistant Professor of Mathematics, Colloquium co-chair*

Cuyahoga Community College

Concurrent Session A

9 – 9:50 a.m.

- A1** | [NotebookLM for Professors: From Classroom to Research](#)
 - A2** | [Using Travel as a Life-Changing Learning Experience](#)
 - A3** | [Using AI To Simulate Professional Scenarios in General Education Courses](#)
 - A4** | [Unbound Creativity: Building Co-Curricular Partnerships That Inspire Learning](#)
 - A5** | [Desmos Demystified: Free Alternative to Graphing Calculators](#)
 - A6** | [Unlimited Community: Rethinking the First Day of Class](#)
 - A7** | [Help Is Here: Mental Wellness and Suicide Prevention Resources](#)
 - A8** | [When Abortion Is Morally Required: Abortion and Young Pregnant Minors](#)
 - A9** | [Spotlight on Sabbatical: Reflections on the Power of Professional Improvement Leave](#)
 - A10** | [Unbound Teaching: Igniting Curiosity and Connection in Learning Spaces](#)
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Concurrent Session B

10 – 10:50 a.m.

- B1** | [Join the Movement: Faculty-Led Sustainability Across the Curriculum](#)
- B2** | [Human Voices, AI Tools: Preserving Student Writing in the Digital Age](#)
- B3** | [Specifications Grading: Alternative Assessment Approaches To Foster Deeper Learning](#)
- B4** | [SESSION CANCELLED](#)
- B5** | [International Volunteer Abroad Opportunities for the Community College Student](#)
- B6** | [From Curiosity to Practice: AI Literacy in Health Professions](#)
- B7** | [Building Belonging: Program-Wide Strategies To Foster Connection, Retention and Success](#)
- B8** | [Crafting Multi-Pathway Programs That Stick, Stack and Scale](#)
- B9** | [How Social Context Affects Students' Educational Outcomes](#)
- B10** | [The Benefits of Restoring Community](#)



Concurrent Session C

11 – 11:50 a.m.

- C1** | [Compassion Isn't Extra: Humanities as Essential Nursing Practice – Mandel Faculty Fellowship](#)
 - C2** | [Proctoring Dos and Don'ts: We Made Mistakes So You Don't Have To!](#)
 - C3** | [Using Content and Language Objectives To Clarify Learning](#)
 - C4** | [Designing Fair Futures: AI, Inclusion and the Ethics of Prompt Engineering](#)
 - C5** | [Goodbye, DEI, Science Never Needed You Anyway, Right?](#)
 - C6** | [WOOP for Success: Turning Goals Into Achievements](#)
 - C7** | [Mind the Gap: Considering Motivation, Belonging and Perceptions of Presence in Online First-Year Composition Courses](#)
 - C8** | [From Passion to Academic Purpose: Inspiring Interdisciplinary Collaboration for Public Good](#)
 - C9** | [Using Retrieval Practice To Improve Motivation in College Classrooms](#)
 - C10** | [All About Bedbugs!](#)
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Lunch Break

Noon – 12:50 p.m.

Concurrent Session D

1 – 1:50 p.m.

- D1** | [Gender Makes a Difference: Math Self-Efficacy and Interest in STEM](#)
 - D2** | [Teaching With 4,000 Ocean Robots: Bringing Real-Time Climate Data into the Classroom](#)
 - D3** | [Education Industry Impacts of the 2025-2026 Tax Changes](#)
 - D4** | [Artificial Intelligence in the Classroom: Fighting Back by Looking Back](#)
 - D5** | [Redesign Unbound: Aligning A&P With TAG and OT36 in Eight Weeks](#)
 - D6** | [Unbound Classrooms: Trauma-Informed Teaching for Nontraditional Students](#)
 - D7** | [Helping Students Apply Rhetorical Analysis to Real-World Situations](#)
 - D8** | [Curiosity at Work: Making the Case for Faculty Research in the Community College Context](#)
 - D9** | [A Faculty Playbook for Finding, Winning and Managing Grants](#)
 - D10** | [Learn Like Oxford: Micro-Tutorials for Critical Thinking](#)
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Tri-C Faculty Meetings

2 – 3:30 p.m.

- [Tri-C Full-Time Faculty Counterparts Meetings: Refer to your counterpart chair for the link to join.](#)
- [Tri-C Curriculum Drop-In Support](#)
- [Tri-C Adjunct Faculty Engagement Sessions](#)



CONCURRENT SESSION A: 9 – 9:50 a.m.

Click the hyperlinked title to join the session.

A1 | NotebookLM for Professors: From Classroom to Research AI INNOVATION LEARNING

Nicholas Jarrett, Assistant Professor, Electrical Engineering Technologies

Garrett Munro, Instructional Design Specialist, Instructional Design and Learning Excellence

Cuyahoga Community College

This session will explore how NotebookLM teaches AI literacy by acting as a source-grounded model. We will then turn to practical applications, demonstrating how to use this powerful tool to enhance student learning. Learn to create interactive study guides and personalized assignments that go beyond traditional methods. Additionally, you'll discover how to leverage NotebookLM for your own professional work, from streamlining your research and writing to organizing your materials, ultimately boosting your efficiency.

After this session, attendees will be able to:

1. Explain how NotebookLM's source-grounded model ensures academic integrity and verifiable research outcomes
2. Design and implement assignments that leverage NotebookLM to teach students responsible AI use and critical thinking skills
3. Apply NotebookLM's features to streamline their personal research, writing and information organization

A2 | Using Travel as a Life-Changing Learning Experience GLOBAL APPLICATION LEARNING

Kira Seaton, Assistant Professor, Music

Patrick Carroll, Student

Louis Winter, Student

Cuyahoga Community College

This session will reflect on the planning and the experience of taking a College choir to Ireland for singing and touring. We will discuss the financing, how we evaluated reputable touring agencies, the planning of meeting times outside of the designated class schedule, and creating valuable educational and performance opportunities.

After this session, attendees will be able to:

1. Describe the breadth of planning, effort and time that goes into a group trip with college students, with an emphasis on academic goals
2. Search and navigate the institution's potential methods to request funding, the required student participation and other available avenues within the community at large
3. Develop meaningful and substantive educational objectives for both the preparation phase of the trip and the tour itself, and evaluate the accomplishments of the trip and the long-term results

A3 | Using AI To Simulate Professional Scenarios in General Education Courses AI APPLICATION INNOVATION

Joseph Baumgartner, Associate Professor, Biology, University of Cincinnati Blue Ash College

A common challenge in general education courses is connecting the basic theory students must master with the practical applications of that content. However, AI allows students to use role-play to simulate these practical situations. This gives students the opportunity to gain an appreciation for a profession outside of their academic interests while gaining mastery of the course learning objectives. In this interactive session, participants will learn about the theory of using role-play in assessment, see example assignments from a STEM course, and engage in discussions to build AI role-play assignments in their own general education courses.

This session is multidisciplinary, with a focus on faculty members who teach general education courses.

After this session, attendees will be able to:

1. Articulate the uses of GRASPS and pedagogical role-play in education
2. Apply the above principles to coursework utilizing generative AI
3. Develop assessments utilizing AI and role-play in their own general education courses

CONCURRENT SESSION A: 9 – 9:50 A.M., CONT.

A4 | Unbound Creativity: Building Co-Curricular Partnerships That Inspire Learning

PARTNERSHIPS CREATIVITY INNOVATION

Chava Witt, Adjunct Faculty, General Studies, and Director, Student Life and Academic Success

Taylor Woolwine, Assistant Professor of Art, and Director, Gallery West, Creative Arts

Hayley McGuirk, Assistant Professor, Art

Cuyahoga Community College

How can classroom learning come alive beyond the walls of instruction? This session explores how faculty and Student Life can collaborate to design vibrant, cocurricular experiences that engage students across disciplines. Using the Creative Arts Day event as a model, presenters will share how art faculty and Student Life co-created an interactive showcase featuring live portrait drawing, virtual reality art history, ceramics and student-led stations, which invited students campuswide to create and connect. Participants will discover practical ways to partner across departments to foster learning, strengthen community, and encourage exploration and participation among students of all majors.

After this session, attendees will be able to:

1. Identify opportunities for cocurricular collaboration that extend learning beyond the classroom
2. Apply a planning process that promotes shared ownership between academic and student life partners
3. Design cocurricular experiences that cultivate creativity, connection and institutional mission alignment

A5 | Desmos Demystified: Free Alternative to Graphing Calculators

INNOVATION AI CREATIVITY

Amanda Hanley, Assistant Professor, Mathematics

Jackie Dynda, Assistant Professor, Mathematics

Erin Susick, Assistant Professor, Mathematics

Cuyahoga Community College

Join us for an introductory demonstration of Desmos, a free online graphing and teaching tool. While the primary focus is on its applications in statistics instruction, the session will also highlight how Desmos supports teaching functions, matrices, geometry and 3D calculus. Although it's designed with math faculty in mind, this presentation welcomes educators from all disciplines interested in using visual, interactive tools to enrich student engagement across the curriculum.

After this session, attendees will be able to:

1. Identify and apply key Desmos features that support statistical instruction and extend to functions, matrices, geometry and 3D calculus
2. Engage in discussion and ask questions about using Desmos in their own teaching contexts
3. Access and adapt shared Desmos tutorials for use in their courses

A6 | Unlimited Community: Rethinking the First Day of Class

FACULTY PARTNERSHIPS BELONGING

Valerie Cumming, Lecturer, English, Columbus State Community College

We all know that students who feel more connected and build strong relationships within their college community perform better and are more likely to succeed. But this is a challenge for community colleges, where most students are commuters. In this session, learn how to turn your classroom into a community, starting on the very first day of class. Discover how to think outside the “limits” of the traditional first-day experience and create a space where students build authentic connections with each other (and you!) Start the course off on the right foot and keep them coming back all semester!

After this session, attendees will be able to:

1. Discuss how to use “reverse attendance” as a strategy to foster student belonging on the first day of class
2. Identify how “truth circles” can engage students and provide a sense of community-building, starting on the first day of class
3. Create classroom contracts that help instill the students with a sense of “buy-in” to the classroom environment

CONCURRENT SESSION A: 9 – 9:50 a.m., cont.

A7 | Help Is Here: Mental Wellness and Suicide Prevention Resources WELLNESS BELONGING INCLUSION

Sue Dieterich, Assistant Professor, Counseling

Shali Caver, Lecturer, Counseling

Kerri Carmichael, Assistant Professor, Counseling

Cuyahoga Community College

College students face a number of challenges related to their mental wellness, including anxiety, depression, loneliness and suicidal thoughts, according to statistics by the American College Health Association (ACHA) 2022 National College Health Assessment report and the Healthy Minds Network's 2022 report. There is a growing need for institutions to recognize students' needs, respond promptly and provide the necessary resources to promote student well-being. Join us to learn about Help Is Here. We'll discuss destigmatizing mental health disorders and what you can share with your students, including online resources, a mobile app and helpful handouts. Learn how you can inform students with our publicly accessible information and create a positive ripple effect on mental wellness. Building awareness of students' mental health needs and connecting students to the right services builds resilience for their academic success in the classroom and beyond.

After this session, attendees will be able to:

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

A8 | When Abortion Is Morally Required: Abortion and Young Pregnant Minors APPLICATION LEARNING WELLNESS

Sam LiPuma, Professor, Philosophy, Cuyahoga Community College

Most papers written on the issue of abortion attempt to determine if and when it is morally permissible. In this presentation, I argue that there is at least one specific type of case in which abortion is not only morally permissible but actually morally required: namely, cases involving pregnancy in young minors, as well as cases that involve mentally challenged, incompetent adults. In these cases, I argue that the only morally right thing to do would be for the pregnant child to have an abortion as soon as possible after the pregnancy is discovered.

After this session, attendees will be able to:

1. Describe the distinction between duty and supererogatory acts
2. Discuss the risks and burdens pregnancy imposes on young minors
3. List the kinds of arguments that are used in the abortion debate on each side of the issue in general and in this particular circumstance regarding young pregnant minors



CONCURRENT SESSION A: 9 – 9:50 a.m., cont.

A9 | Spotlight on Sabbatical: Reflections on the Power of Professional Improvement Leave

FACULTY INNOVATION LEARNING

Kate Catanese, Professor, Psychology

Amy Cruickshank, Assistant Professor, English

Margot Freer-Prokop, Associate Professor, Biology

Arelia Dalton, Assistant Professor/Counselor

Jared LeMaster, Assistant Professor, Biology

Melanie Shearer, Associate Professor, Medical Assisting

Cuyahoga Community College

Unlock the secrets of the sabbatical by learning about the experiences of faculty recently returning to the classroom after Professional Improvement Leave (PIL). Despite radically different projects across disciplines, these faculty members will highlight the collective power of pausing. This session is all about sharing real-life stories of how rest and renewal strengthen personal and professional purpose. Learn tips and insights from across all stages of the PIL journey, including conception, application, implementation, redirection, relaxation and reintegration! Join us to be inspired and to celebrate the rediscovery of the passion for learning, teaching, scholarship, service and creativity.

After this session, attendees will be able to:

1. Describe the general process for applying for PIL and access resources to support their applications
2. Analyze the potential personal and professional benefits of taking a PIL
3. Generate at least one creative possibility (or dream) for their own sabbatical project

A10 | Unbound Teaching: Igniting Curiosity and Connection in Learning Spaces

FACULTY INNOVATION LEARNING

Miriam Bennett, Professor, Film

Elaine Brunschwig, Professor, Biology

Mardy Chaplin, Assistant Professor, Paralegal Studies

Alan Gerding, Assistant Professor, Psychology

Judith Allen, Lecturer, Business Administration

Amelia Caldwell, Adjunct Faculty, Business Administration

Robert Gala, Adjunct Faculty, Philosophy

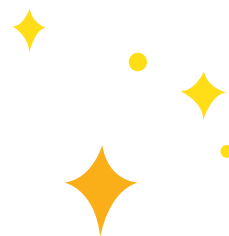
Gayatry Jacob-Mosier, Assistant Professor, Chemistry

Cuyahoga Community College

Join the 2025 Excellence in Teaching Award recipients, honored in memory of Ralph M. Besse, for a lively exploration of teaching and learning where curiosity knows no bounds. In the spirit of “Unbound: A Colloquium of Limitless Learning,” the presenters will share practical strategies and creative approaches that inspire curiosity, deepen engagement and foster meaningful learning experiences across disciplines. Whether teaching in person or online, participants will discover how curiosity connects learners and educators, driving innovation, exploration and a shared passion for discovery.

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

1. Incorporate curiosity-driven strategies to enhance engagement and active learning in diverse classroom settings
2. Design experiences that encourage exploration, creativity and meaningful connections among learners
3. Cultivate a learning environment where curiosity fuels discovery and limitless growth



CONCURRENT SESSION B: 10 – 10:50 a.m.

B1 | Join the Movement: Faculty-Led Sustainability Across the Curriculum FACULTY PARTNERSHIPS CREATIVITY

Casandra Coin-Sweeney, Associate Professor, English

David November, Manager, Sustainability

Cuyahoga Community College

Discover how Tri-C's inaugural Sustainability Faculty Learning Community (FLC) is transforming teaching across disciplines through the UN Sustainable Development Goals (SDGs) and relevant local examples. In the first cohort, faculty from diverse fields learned from their peers and community partners, explored nature-based pedagogy and tested gamified strategies to engage students. This session highlights key outcomes, classroom innovations and future plans to expand the FLC. Hear directly from cohort members and learn how you can join the next wave of sustainability-focused educators committed to embedding SDGs into every discipline.

After this session, attendees will be able to:

1. Identify effective strategies for integrating the UN Sustainable Development Goals (SDGs) into multidisciplinary curricula through faculty collaboration and experiential learning
2. Describe the structure and impact of Tri-C's inaugural Sustainability Faculty Learning Community, including its use of nature-based pedagogy, gamification and community partnerships
3. Evaluate opportunities to join or support future FLC cohorts aimed at advancing sustainability education across the College

B2 | Human Voices, AI Tools: Preserving Student Writing in the Digital Age AI INNOVATION INCLUSION

Donna Hunt, Program Manager, Arts and Humanities, Lorain County Community College

Strong student writing begins with a confident, authentic voice, regardless of the discipline. In this session, faculty across all fields will explore exercises and strategies to help students develop and strengthen their unique writing style, from brainstorming and drafting to reflection and revision. Once students' voices are centered, AI can be introduced as a supportive tool for editing, research and idea generation — enhancing, rather than replacing student creativity and agency. Participants will discuss practical approaches for integrating AI while maintaining academic integrity, fostering originality and guiding students to make intentional choices in their writing across diverse courses.

After this session, attendees will be able to:

1. Cultivate students' ability to develop and refine their unique writing voice across disciplines
2. Apply AI tools strategically to enhance writing while maintaining creativity and critical thinking
3. Guide students to demonstrate intentional, integrity-driven decision-making when integrating AI into their work

B3 | Specifications Grading: Alternative Assessment Approaches To Foster Deeper Learning

INNOVATION INCLUSION LEARNING

Dilge Dilsiz, Assistant Professor, Art, Miami University

This presentation will explore the development and implementation of presenter specifications grading to address students' focus on grades rather than the quality of their work. They will discuss the implementation process and lessons learned. Findings showed that this approach increased students' receptiveness to feedback, lowered stress levels and gave them agency in their courses.

After this session, attendees will be able to:

1. Describe the alternative grading method and its differences
2. Evaluate the assessments utilized in their own courses
3. Restructure an assignment in their own course utilizing specifications grading

CONCURRENT SESSION B: 10 – 10:50 a.m., cont.

B4 | SESSION CANCELLED

B5 | International Volunteer Abroad Opportunities for the Community College Student

APPLICATION EQUITY GLOBAL

Diana Kovacic, Assistant Professor, Nursing

Shelly Malberti, Associate Professor, Nursing

Cuyahoga Community College

This session will explore the Global Brigades organization and the opportunities available for community college students in a variety of disciplines to volunteer abroad, including dental, business, information technology and nursing. Two past faculty-led medical brigades to Belize and Greece will be highlighted, including the behind-the-scenes planning efforts, fundraising initiatives, highs and lows of each brigade and community impact.

After this session, attendees will be able to:

1. Identify international organizations, such as Global Brigades, that provide volunteer abroad opportunities for community college students
 2. Analyze steps required to create a volunteer abroad experience for students, including recruitment, fundraising and travel logistics
 3. Evaluate how students in your discipline could benefit from an international volunteer abroad experience
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B6 | From Curiosity to Practice: AI Literacy in Health Professions

AI APPLICATION EQUITY

Rocklend Davis, Assistant Professor, Physical Therapist Assistant Technology

Jen Bradac, Lecturer, Occupational Therapy Assistant Technology

Cuyahoga Community College

The presentation will explore how faculty can evolve from curiosity to practice, moving beyond initial interest in AI to structured curricular strategies that build meaningful literacy. Attendees will gain insight into how interprofessional collaboration, program-level initiatives and adaptable frameworks can strengthen AI literacy in health professions education, supporting workforce readiness, aligning path with purpose and institutional innovation.

After this session, attendees will be able to:

1. Explain key elements of the AI Literacy Framework (ALiF) and Translational Evaluation of Healthcare AI (TEHAI) to establish a shared foundation for AI competencies in health professions education
2. Integrate AI-aligned frameworks into assignment and curriculum design to enhance clinical reasoning, ethical awareness and reflective learning
3. Apply generative AI tools — such as Custom GPT simulations and NotebookLM — to support responsible, bias-aware and purpose-driven learning experiences across OTA and PTA programs

CONCURRENT SESSION B: 10 – 10:50 a.m., cont.

B7 | Building Belonging: Program-Wide Strategies To Foster Connection, Retention and Success

BELONGING EQUITY WELLNESS

Kolleen Barnes, Associate Professor, Captioning and Court Reporting

Kelly Moranz, Assistant Professor, Captioning and Court Reporting

Cuyahoga Community College

Discover how program-wide initiatives can foster connection, community and engagement while supporting student retention and success. Faculty from the Captioning and Court Reporting program will share strategies for designing coordinated activities that educate, inspire and connect students across courses and cohorts. Learn how to use Padlet as a hub for reflection and interaction, giving students a space to share insights, collaborate with peers and engage with faculty. Participants will leave with actionable ideas for creating meaningful, program-wide experiences that build belonging and strengthen student satisfaction, persistence and success.

After this session, attendees will be able to:

1. Identify program-wide strategies that enhance student engagement, connection and motivation across courses
2. Interact with Padlet to share ideas and collaborate with peers during the session
3. Recognize opportunities to implement program-wide initiatives in their own programs to strengthen belonging, persistence and student success

B8 | Crafting Multi-Pathway Programs That Stick, Stack and Scale

CREATIVITY

APPLICATION

INNOVATION

Matthew Crowley, Assistant Professor, Computer Science

Enoch Damson, Associate Dean, Computer Science

Bill Wichert, Assistant Professor, Computer Science

Cuyahoga Community College

This session explores how Tri-C used National Science Foundation grant funding and workforce innovation to launch a scalable aviation cybersecurity program, the first of its kind in the country. Presenters will share how they leveraged a noncredit offering to rapidly prototype, refine and scale a stackable credential that transitions into a credit-bearing pathway aligned with student, institutional and industry goals.

After this session, attendees will be able to:

1. Describe how noncredit courses can be used as part of a multi-pathway experience
2. Summarize the importance of co-creating programs with the industry
3. Explain how rapid prototyping can be used as part of course creation



CONCURRENT SESSION B: 10 – 10:50 a.m., cont.

B9 | How Social Context Affects Students' Educational Outcomes EQUITY BELONGING INCLUSION

Julia Krevans, Associate Professor, Psychology

Courtney Clark, Associate Dean, Social Sciences

Joy Watts, Benefits Navigator

Cuyahoga Community College

Many students struggle outside our campuses with poverty and isolation, and they struggle on our campuses with confusion about where to get help. A team of Tri-C faculty, staff and administrators used student records, surveys and focus groups to identify the limitations in material and interpersonal resources experienced by students from families of lower socioeconomic status and to determine the consequences of these challenges for the students' self-efficacy, grades, persistence and degree attainment. Results from this grant-funded multiyear research will be presented, followed by a discussion of practical, easy-to-implement steps that faculty can take to help vulnerable students achieve their educational goals.

After this session, attendees will be able to:

1. Explain the many ways that poverty and first-generation student status interfere with their academic success and progress toward their degrees
2. Recognize and anticipate the needs of students in their classes who are under-resourced or have limited support networks
3. Create simple, small, practical interventions, such as referrals and accommodations, to support vulnerable students

B10 | The Benefits of Restoring Community BELONGING WELLNESS EQUITY

Ben Morgenstein, Assistant Professor, English, Cuyahoga Community College

This presentation will outline evidence gathered during Morgenstein's sabbatical that we are in a major historical downturn in community and how there is hope that we may be swinging back upward as we did in the 1930s. He will present evidence of the debilitating harms of our current predicament and how strengthening community results in psychological, social and political improvements. Finally, Morgenstein will discuss how we might strengthen community in the College, classrooms and region. These include volunteering, College initiatives, community-focused pedagogy and rethinking our attitudes toward social problems.

After this session, attendees will be able to:

1. Discuss the critical importance of a strong community in a functioning society
2. Describe the successes, struggles and goals of various nongovernmental community organizations in Cuyahoga County
3. List ways to decrease loneliness and encourage community engagement in faculty, staff and students



CONCURRENT SESSION C: 11 – 11:50 a.m.

C1 | Compassion Isn't Extra: Humanities as Essential Nursing Practice – Mandel Faculty Fellowship FACULTY INCLUSION PARTNERSHIPS

Desiree Sanders, Associate Professor, Nursing, Cuyahoga Community College

This presentation introduces “Compassion Isn't Extra: Humanities as Essential Nursing Practice,” a project designed to help beginning nursing students cultivate compassion and presence through guided interviews with long-term care residents. The fellow will discuss the project's development, implementation and outcomes, including feedback from both students and faculty. The session will highlight how humanistic reflection was integrated into foundational nursing courses without altering existing curriculum requirements.

After this session, attendees will be able to:

1. Recognize how humanistic inquiry can deepen student engagement, reflection and meaning-making across diverse disciplines
2. Identify strategies for integrating compassion, presence and empathy into experiential or service-learning settings, regardless of their field
3. Adapt reflective and narrative-based teaching tools, such as guided interviews and journaling, to promote personal growth, civic awareness and emotional intelligence in students

C2 | Proctoring Dos and Don'ts: We Made Mistakes So You Don't Have To! INNOVATION APPLICATION

David Paulik, Assistant Professor, Psychology

Jessica McLaughlin, Associate Professor, Psychology

Cuyahoga Community College

Have you thought about proctoring but don't know where to start? Or are you already using proctoring but think there must be a smoother approach? Lucky for you, we've learned some lessons the hard way so you can avoid our mistakes! We'll give a brief overview of Tri-C's current proctoring service, ProctorU, and then focus our discussion on common pitfalls, best practices and communication tips. We'll also highlight the advantages and disadvantages of ProctorU and proctoring in general. You'll leave with a clearer sense of what works, what doesn't and how to keep yourself from chucking your computer out a window.

After this session, attendees will be able to:

1. Identify common mistakes in online proctoring and strategies to avoid them
2. Apply best practices and communication techniques to create a smoother proctoring experience for themselves and their students
3. To evaluate the advantages and disadvantages of ProctorU and online proctoring in general

C3 | Using Content and Language Objectives To Clarify Learning FACULTY INNOVATION INCLUSION

Tyrell Collins, Assistant Professor, English, Cuyahoga Community College

This interactive session explores the importance of designing content and language objectives (CLOs) that go beyond a generic statement of “purpose.” While many instructors articulate what students should do, they often overlook what they need to learn and express linguistically so they can demonstrate their competence. Participants will gain a deeper understanding of how to develop specific, measurable CLOs that promote equitable, transparent learning environments. As a result of this workshop, participants will leave with strategies for articulating outcomes clearly and accurately, aligning assessments, and supporting academic success, particularly for multilingual and first-generation students.

After this session, attendees will be able to:

1. Differentiate between purpose, content and language objectives in their course and assignment design
2. Write measurable content and language objectives that clarify expectations and support linguistic equity
3. Apply CLO frameworks to enhance assessment transparency and student comprehension in their own courses

CONCURRENT SESSION C: 11 – 11:50 a.m., cont.

C4 | Designing Fair Futures: AI, Inclusion and the Ethics of Prompt Engineering AI EQUITY INCLUSION

Clifton Mason, Assistant Professor, Ohio University

This interdisciplinary session invites faculty, administrators and staff to critically examine fairness and inclusion through both historical and technological lenses. By tracing systemic bias in U.S. history and exploring how prompt engineering can mitigate bias in AI systems, participants will engage with emerging ethical challenges in digital learning environments. The workshop encourages reflection on how educators across disciplines can foster equitable practices in an increasingly AI-integrated academic landscape. Attendees will leave with tools to interrogate bias, promote inclusion and contribute to a limitless learning future grounded in ethical awareness.

After this session, attendees will be able to:

1. Analyze historical and contemporary dimensions of bias and inclusion in educational and technological contexts
2. Evaluate the role of prompt engineering in shaping ethical AI applications within academic settings
3. Apply critical reflection strategies to promote fairness and inclusion in interdisciplinary teaching and learning

C5 | Goodbye, DEI, Science Never Needed You Anyway, Right? EQUITY CREATIVITY GLOBAL

Katherine Gould, Assistant Professor, Biology, Cuyahoga Community College

Scientists sometimes say that political issues don't affect science — scientific laws are laws regardless. But does the data support that assertion? We'll look at what science is and isn't, and whether social forces impact scientific discoveries. And we'll talk about whether it matters in the long run and in today's classroom.

Discipline-Specific: Sciences

After this session, attendees will be able to:

1. Describe the effect social forces have on science and scientific discoveries
2. Incorporate more diverse examples to help students see themselves as scientists
3. Explain why racism and sexism are bad for science as a whole

C6 | WOOP for Success: Turning Goals Into Achievements BELONGING WELLNESS LEARNING

Sayyora Ibadullaeva, Graduate Student, College of Education and Human Development, Bowling Green State University

Transform aspirations into achievements with WOOP (Wish, Outcome, Obstacle, Plan), a science-backed strategy for goal-setting and self-regulation. In this interactive session, participants will explore how to apply WOOP to personal, professional and classroom goals. Activities include a brief instructional video, hands-on practice and scenario-based discussions that illustrate how WOOP can support motivation, persistence and purposeful action. Participants will leave with practical tools to help students and themselves set meaningful goals, anticipate challenges and create actionable plans for success. Engage in reflection, collaboration and skill-building to foster goal-oriented mindsets and promote achievement.

After this session, attendees will be able to:

1. Describe the WOOP (Wish, Outcome, Obstacle, Plan) framework and explain its relevance to student self-regulation and goal achievement
2. Apply the WOOP strategy to a personal or professional goal to practice goal-setting and planning for potential obstacles
3. Design a classroom activity, advising approach or workflow that incorporates WOOP to support student motivation, persistence and goal attainment

CONCURRENT SESSION C: 11 – 11:50 a.m., cont.

C7 | Mind the Gap: Considering Motivation, Belonging and Perceptions of Presence in Online First-Year Composition Courses **BELONGING** **INCLUSION** **EQUITY**

Sara Fuller, Associate Professor, English, Cuyahoga Community College

Black and minority students face many challenges and barriers to success in online learning. Gardner and Leary (2023) identified many barriers for underrepresented students in online courses. Motivation, instructor and peer interaction, and a sense of belonging are three potential barriers to online success (Gardner & Leary, 2023). Merrill's (2010) research found that African American students prefer oral communication with their classmates and professors in online courses. Studies, including Hart (2018), found that Black students had a more significant gap between success in online and face-to-face classes than other racial groups, which reinforced previous findings (Figlio et al., 2014). In this session, findings will be shared about the relationship between motivation, belonging and perceptions of presence for Black students and others in online first-year composition courses. Practical implications will be discussed.

Discipline-Specific: English

After this session, attendees will be able to:

1. Identify potential barriers to success for online students
2. Implement strategies to improve students' motivation, sense of belonging and perceptions of presence
3. Understand the correlation between motivation, sense of belonging and perceptions of teaching and social presence

C8 | From Passion to Academic Purpose: Inspiring Interdisciplinary Collaboration for Public Good **FACULTY** **LEARNING** **CREATIVITY**

Lara Wilken, Associate Clinical Professor, Nursing

Tracy McGinley, Teaching Professor, Criminal Justice

Bowling Green State University

This presentation will inspire participants to tap into their own interests and passions and explore potential interdisciplinary partnerships to serve an academic purpose. During this session, attendees will learn how a nursing professor and a criminal justice professor collaborated and used their experience, research and knowledge to create a human trafficking initiative that has not only served the academic setting but has also been a catalyst for creating community-based public good.

After this session, attendees will be able to:

1. Analyze human trafficking as a criminal justice, human rights and public health issue
2. Evaluate the value and importance of interdisciplinary collaboration
3. Design strategies to transform their own passions into purposeful academic and community initiatives

CONCURRENT SESSION C: 11 – 11:50 a.m., cont.

C9 | Using Retrieval Practice To Improve Motivation in College Classrooms

INNOVATION BELONGING LEARNING

Duane Stutzman, *Interim Dean, Health Services, Zane State College*

This session introduces faculty to retrieval practice as a powerful tool for improving student motivation and learning. Participants will explore how structured reading guides and AI chatbots can support active recall, self-efficacy and task value in college classrooms.

After this session, attendees will be able to:

1. Describe how retrieval practice enhances learning and supports student motivation through increased self-efficacy and task value
2. Apply high-structure course design principles to create reading guides that promote retrieval practice and active engagement
3. Examine AI chatbot tools that facilitate personalized retrieval practice and reinforce key concepts outside of class

C10 | All About Bedbugs! APPLICATION LEARNING CREATIVITY

Margaret (Mergie) MacDonald, *Assistant Professor, Biology, Cuyahoga Community College*

Ever wondered what a bedbug looks like? What they eat? (Hint: it's you!) How they survive in our dwellings? Their unusual reproduction strategy and how it affects our attempts to control infestations? How to search for them if you travel? Learn everything you have ever wanted to know (and not know) about bedbugs in this crash course on the human parasite.

After this session, attendees will be able to:

1. Identify a bedbug and the most common locations you might find an infestation
2. Discuss current hypotheses on how and why bedbugs move within a population or out of a population to potentially establish a new one
3. Perform your own bedbug detection in home dwellings or when traveling, and be knowledgeable about control methods



CONCURRENT SESSION D: 1 – 1:50 p.m.

D1 | Gender Makes a Difference: Math Self-efficacy and Interest in STEM LEARNING EQUITY INCLUSION

Lisa Scavone, Associate Professor, Mathematics, Cuyahoga Community College

Math self-efficacy (the belief in one's own ability to succeed in math) has been shown to predict math achievement and interest in STEM. Additionally, women consistently report lower math self-efficacy than men. When Lisa Scavone began her doctoral dissertation research, she hypothesized a strong link between this gender disparity in math self-efficacy and the underrepresentation of women in STEM. A literature review and empirical study involving Tri-C students revealed surprising and significant gender differences in how math self-efficacy is formed and its connection to interest in STEM. Scavone will share these findings and discuss strategies to foster math self-efficacy development.

Discipline-Specific: Mathematics, STEM

After this session, attendees will be able to:

1. Identify the four sources of math self-efficacy
2. Discuss math self-efficacy research and how it relates to the underrepresentation of women in STEM
3. Implement strategies to help foster their own students' development of math self-efficacy and interest in STEM

D2 | Teaching With 4,000 Ocean Robots: Bringing Real-Time Climate Data Into the Classroom

GLOBAL APPLICATION CREATIVITY

Michelle Davis, Assistant Professor, Earth Science, Cuyahoga Community College

This presentation introduces ARGO floats — autonomous instruments revolutionizing ocean observation worldwide. Discover how our College sponsors three ARGO floats across different ocean basins, connecting students directly to live oceanographic data. Learn about the technology behind these profiling robots and explore their applications in earth science education, climate research and interdisciplinary learning. From tracking temperature and salinity changes to understanding global ocean circulation, ARGO data offers students hands-on experience with real scientific datasets. See how this cutting-edge resource enhances classroom engagement and opens doors to authentic research opportunities.

After this session, attendees will be able to:

1. Explain how ARGO floats function and describe the types of oceanographic data they collect globally
2. Access and interpret real-time data from our College's three sponsored ARGO floats for potential use in their own courses
3. Identify at least two ways ARGO data could be integrated into their discipline to enhance student engagement with authentic scientific datasets

CONCURRENT SESSION D: 1 – 1:50 p.m., cont.

D3 | Education Industry Impacts of the 2025-2026 Tax Changes APPLICATION GLOBAL CREATIVITY

Tom Reynolds, Assistant Professor, Accounting, Cuyahoga Community College

Important highlights of the 2025-2026 federal tax changes impacting the education industry will be explained from an experienced tax accountant's point of view. Do not miss out on common tax deductions! Commonly missed and misunderstood tax deductions and credits will be shared. Frequent and common tax return errors and omissions will be explained. Significant tax law changes were made that can help and harm educators, students, student loan borrowers, education donors, education nonprofits and education consultants, impacting 2025 and 2026 and beyond. The opportunities for ongoing strategic tax planning for educators, donors, borrowers, educational consultants and students will be emphasized.

Discipline-Specific: Accounting and Taxation

After this session, attendees will be able to:

1. List key impacts that the 2025-2026 tax law changes will have on the education industry
2. Discuss commonly missed tax deductions for students, borrowers, teachers, consultants and donors
3. Identify key tax return errors/omissions that teachers, students, borrowers, consultants and donors commonly make on their tax returns

D4 | Artificial Intelligence in the Classroom: Fighting Back by Looking Back AI INNOVATION LEARNING

Alex Ashbrook, Assistant Professor, English

David Crowell, Senior Instructional Designer

Cuyahoga Community College

English faculty increasingly feel pressured to partner with technologies that promote efficiency over creativity and risk encouraging dishonesty. This presentation argues that the key to addressing AI's disruptive influence is not embracing it but evading it. The presenter will highlight traditional teaching strategies — deliberative drafting, in-class revisions, group reading, peer feedback, classroom discourse and engaging lectures — that rehumanize education and restore authentic learning. By prioritizing process, critical thinking, social interaction and philosophical inquiry over standardized assessments, faculty can reclaim purpose-driven pedagogy that nurtures integrity, creativity and genuine student growth in an age of automation.

Discipline-Specific: English and Humanities

After this session, attendees will be able to:

1. Evaluate traditional and AI-enhanced teaching approaches to identify opportunities for curriculum improvement and avoid common implementation pitfalls
2. Analyze current research from the AAUP and other higher education organizations to assess how AI tools may reinforce or challenge social and learning norms
3. Articulate informed perspectives on technology's role in teaching and engage colleagues in constructive dialogue about the future of AI in education

CONCURRENT SESSION D: 1 – 1:50 p.m., cont.

D5 | Redesign Unbound: Aligning A&P With TAG and OT36 in Eight Weeks FACULTY INNOVATION APPLICATION

Sonja French, *Instructor, Biology*

Lindsey Knapp, *Associate Professor of Anatomy, Physiology, and Director, Natural and Physical Sciences*

Marion Technical College

We are committed to increasing student success by ensuring coursework transfers to four-year institutions through OT36 and TAG approvals. Additionally, national and institutional data show that the compressed eight-week format increases student success and retention, as well as decreases time to degree. We will present our process and experiences in redesigning anatomy and physiology courses to meet TAG and OT36 requirements within the compressed eight-week format. Preliminary data from the first two eight-week sessions after the redesign will be shared, along with student perceptions and plans to continually improve course content and practices to meet student needs.

Discipline-Specific: Anatomy and Physiology or Life Sciences

After this session, attendees will be able to:

1. Utilize backward design and course mapping to facilitate TAG and OT36 implementation
2. Identify strategies to maintain quality instruction and active student engagement in a compressed time course format
3. List methods to improve skills in data collection, interpretation, analysis and critical thinking within content-heavy courses

D6 | Unbound Classrooms: Trauma-Informed Teaching for Nontraditional Students

BELONGING WELLNESS EQUITY

Lauren Lund, *Adjunct Faculty, English, and Student Liaison, TRIO SSS, Cuyahoga Community College*

Nontraditional students bring diverse experiences, strengths and challenges to our classrooms. This session explores how trauma-informed pedagogy and flexible course design can create inclusive, “unbound” learning environments that honor those differences while maintaining academic rigor. Participants will examine how trauma, neurodiversity and life circumstances impact learning and gain practical strategies for supporting students with moderate to high support needs. Using real examples from TRIO programs and classroom practice, this presentation offers tools for creating modifiable syllabi, flexible assessments and psychologically safe learning spaces that help all students succeed.

After this session, attendees will be able to:

1. Identify the key characteristics and learning needs of nontraditional and trauma-affected students
2. Apply trauma-informed principles to course design and classroom interactions to promote psychological safety and engagement
3. Design a flexible, student-centered syllabus that maintains academic rigor while accommodating diverse learning needs

CONCURRENT SESSION D: 1 – 1:50 p.m., cont.

D7 | Helping Students Apply Rhetorical Analysis to Real-World Situations FACULTY APPLICATION CREATIVITY

Sue Hollingsworth, *Adjunct Faculty, English, Cuyahoga Community College*

In Sue Hollingsworth's decade and a half at Tri-C, she has found helping students apply what they learn at the College to their outside lives and careers most rewarding. All disciplines help students advance their careers, and English is no exception. Rhetorical analysis, in particular, helps students understand how they may or may not present their best selves to prospective employers. Her presentation will show that teaching students rhetoric helps them avoid serious pitfalls in the real world.

After this session, attendees will be able to:

1. Coach students to present themselves to employers using rhetorically effective communication strategies
2. Evaluate rhetorical situations and guide students in adapting their communication appropriately
3. Apply rhetorical principles to respond effectively to students who communicate in unprofessional or rhetorically inappropriate ways (e.g., texts such as "Hey, I'm gonna be late")

D8 | Curiosity at Work: Making the Case for Faculty Research in the Community College Context FACULTY PARTNERSHIPS LEARNING

James Jarc, *Director, Faculty Development*

Meagan Fowler, *Associate Professor/Librarian*

Samantha Posey, *Assistant Professor/Counselor*

Cuyahoga Community College

Community college faculty engage in meaningful research that enriches teaching and learning, yet their scholarly work is often overlooked. This session challenges misconceptions about research at the community college level and reframes it as a powerful form of professional development that enhances creativity, reflection and classroom impact.

After this session, attendees will be able to:

1. Articulate how faculty research contributes to professional growth, teaching excellence and institutional innovation within the community college setting
2. Identify key steps and considerations for designing and pursuing a manageable research or scholarly project
3. Define strategies and support that make faculty research achievable and meaningful in a teaching-focused environment



CONCURRENT SESSION D: 1 – 1:50 p.m., cont.

D9 | A Faculty Playbook for Finding, Winning and Managing Grants FACULTY PARTNERSHIPS INNOVATION

Matt Crowley, Assistant Professor, Computer Science

Bill Wichert, Assistant Professor, Computer Science

Cat Ciha, Director, Proposal Development and Strategic Communications

Kari Elsila, Executive Director, Development

Cuyahoga Community College

This session looks to remove the shroud of mystery from the grant-seeking process for faculty. Presented by those who have survived this process, the talk will explore why faculty should harness the power of grants to build programs, support students and align with professional and strategic goals. Attendees will learn where to find grants and how to write winning proposals. The talk will also provide a practical “how-to” for navigating internal college processes, working with the Cuyahoga Community College Foundation, and leveraging internal and external collaboration to get projects funded.

After this session, attendees will be able to:

1. Identify key types of grantmakers and funding opportunities
2. Analyze the essential components of a winning grant proposal
3. Develop a strategy for leveraging internal and external collaborations to strengthen proposals

D10 | Learn Like Oxford: Micro-Tutorials for Critical Thinking INNOVATION CREATIVITY LEARNING

Issam Boukabou, Assistant Professor, Electrical Engineering Technology, Cuyahoga Community College

This session demonstrates how to adapt the Oxford tutorial to design a 10- to 15-minute critical thinking micro-tutorial suitable for any course. Students work in groups of three: author, critic and scribe. Each student brings a brief claim drawn from a small set of sources, supports it with evidence, answers focused questions, and then revises once. The routine targets four learning moves: attention, active engagement, feedback and consolidation. It builds critical thinking instead of memorization. A Novice Mode primer makes it work even when students are new to the topic. Attendees receive prompts, role cards, timing guides, a one-page Claim Evidence Reasoning rubric and simple options for online or hybrid delivery.

After this session, attendees will be able to:

1. Design a 10- to 15-minute critical thinking micro-tutorial that includes a prompt, roles and timing
2. Facilitate a critique using a Claim Evidence Reasoning rubric and provide rapid feedback
3. Run a Novice Mode version that lets students reason from provided sources and complete one revision





Tri-C Full-Time Faculty Counterparts Meetings | 2 – 3:30 p.m.

Refer to your counterpart chair for the Webex link to join.

Tri-C Curriculum Support Drop-In for Counterparts Meetings | 2 – 3:30 p.m.

Click link to join drop-in session.

Tri-C Adjunct Faculty Engagement Session | 2 – 3:30 P.M.

The Reflective Teacher: Moving from Routine to Resonant Teaching

Click hyperlinked title to join session

Join this interactive virtual session to explore the transformative process of reflective teaching. We will move beyond the “what” and “how” of our teaching to ask “why.” Discover practical models (like Kolb’s Cycle) and simple techniques (like the “Muddiest Point”) to critically examine your practices, gather student feedback, and make purposeful changes. This workshop will use breakout rooms, polls, and group discussion to help you develop a personal framework for continuous improvement and more resonant student engagement.

Excellence in Teaching Award in Honor of Ralph M. Besse

The annual Excellence in Teaching Award in Honor of Ralph M. Besse recognizes Tri-C faculty Collegewide for their commitment to academic integrity, stimulation of intellectual development and investment in students within and beyond the classroom. ***Congratulations to the 2025 award winners!***

2025 Full-Time Faculty Winners

Miriam Bennett

Professor, Film, Metropolitan Campus

Elaine Brunschwig

Professor, Biology, Western Campus

Mardy Chaplin

Assistant Professor, Paralegal Studies, Western Campus

Alan Gerding

Assistant Professor, Psychology, Metropolitan Campus

2025 Adjunct Faculty/Lecturer Winners

Judith Allen

Lecturer, Business Administration, Western Campus

Amelia Caldwell

Adjunct Faculty, Business Administration, Metropolitan Campus

Robert Gala

Adjunct Faculty, Philosophy, Metropolitan Campus

Gayatri Jacob-Mosier

Assistant Professor, Chemistry, Metropolitan Campus



Back row from left: Michael A. Baston, Judith Allen, Robert Gala, Gayatri Jacob-Mosier, Amelia Caldwell, Lindsay English

Front row from left: Mardy Chaplin, Elaine Brunschwig, Miriam Bennett, Alan Gerding



Robert L. Lewis Memorial Fund

As the founding chair of the Cuyahoga Community College Board of Trustees, Robert L. Lewis helped to establish Tri-C as the first community college in Ohio in 1963. During his 17 years as a trustee, 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 on Greek mythology, demonstrating its 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 student scholars Collegewide 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 the Rev. 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 the administration, as well as community supporters, family and friends.



Faculty Development