FACULTY INNOVATION GRANT (FIG) 2020-2021

The Faculty Innovation Grant Program is a College-wide program that award grants to fulltime and adjunct faculty. The amount of available funding and types of work supported remains unchanged, but applicants can now focus on the development, implementation and sharing of their instructional innovation rather than managing multiple grant applications in a single academic year. The FIG will be used to provide support for faculty to design and implement new tools, resources, or techniques in their classroom (or virtual classroom) to enhance instruction and increase student learning outcomes.

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Jonathon Tarnai- Director, Learning Commons, Westshore
Deborah Vinesky- Assistant Professor, Nursing, Westshore

2020-2021 Faculty Innovation Grant (FIG) Awardees

Eastern Campus

Erin Susick- Assistant Professor, Mathematics and **Mike McCraith**- Assistant Professor, Mathematics
Michael Rowan- Associate Professor, Biology
Jim Funai- Assistant Professor, Plant Science Technology

Metropolitan Campus

Miriam Bennett- Professor, Film and Media Arts
Molly Drenen- Program Manager, Optical Technology and Ophthalmic Assisting
Brian Hall- Associate Professor, English and **Aimee Pearce**- Instructional Technologist, Center for Learning Excellence
Christopher Headrick- Preceptor, Physical Therapy Assisting
Ayman Idrees- Program Director, Medical Lab Technology
Beth Stokes - Program Director, Surgical Technology Program and **John Davis-** Preceptor, Surgical Technology Program
Derrick L. Williams - Professor, Communication Studies

Western Campus

Tim Balawender- Assistant Professor, Automotive Technology
Michelle Davis- Assistant Professor, Earth Science
Jen Krueger- Professor, Captioning and Court Reporting and **Stefanie Sweet**- Adjunct Faculty, Captioning and Court Reporting
Ted Schafer- Associate Professor, Automotive Technology

Westshore Campus

Melanie Adams- Assistant Professor, Hospitality and Management
Sarah Clark- Assistant Professor, English as a Second Language - West Campus; **Nancy Doherty-** Assistant Professor, Chemistry – West Campus; **Anne Distler-** Professor, Chemistry; **Sara Fuller**- Assistant Professor, English – Westshore Campus; **Roberta Hendrick-** Associate Professor, English as a Second Language - West Campus; **Heather Hetchler-** Adjunct Faculty, Speech Communications; **Susan Vaziri-** Adjunct Faculty, Chemistry; **Donya Waugh-** Assistant Professor, Psychology – West Campus**;** and **Christine Wolken**- Associate Professor, Art – West Campus

Eastern Campus Faculty Innovation Grant (FIG) Awardees

Erin Susick- Assistant Professor, Mathematics and Mike McCraith, Assistant Professor, Mathematics

"Chromebooks for Stats"

A set of Chromebooks and charging cart would be used for classes in a cohort- based Statistics pathway- MATH 1240, 1410, and 1420. Professors Susick and McCraith have also created a special topics course, MATH 0812 that students can take as a prerequisite for those courses. The Chromebooks will allow students to have hands- on experience in statistics and be the statisticians from the beginning- collecting data with Google forms, organizing and graphing data using Desmos and/or Google sheets, analyzing data with Desmos, and sharing their interpretation of data using Google docs and Flipgrid.

Michael Rowan- Associate Professor, Biology

"Compound Scope and Camera"

Microscopy is an essential skill for biology majors. Since most lab sections are now completely online, it is difficult to teach the hands-on skills needed to work a microscope. YouTube videos and lab simulations are useful but are not an adequate replacement for live demonstrations. This grant will fund the purchase of a compound light microscope and video camera, allowing me to teach microscopy skills in a live WebEx or Zoom session. Students will be able to see me provide instruction on how to use a microscope and will also be able to see a live video feed from the microscope to view both living and nonliving cells and tissues.

Jim Funai- Assistant Professor, Plant Science Technology

"Tech for Plant Walks"

This year is revolutionizing the way I teach in ways I wouldn't have thought possible. With the sudden need to teach very hands-on topics remotely, I had to learn how to utilize video recordings and editing to build custom training videos. I have utilized my personal GoPro along with a purchased lavalier mic to make over 250 videos this summer and fall. The shortfall of this equipment is the mic doesn't provide high-quality audio and the GoPro doesn't have the ability to focus on details on leaves and plants for ID. The equipment purchased in this grant would allow for significantly improved quality for ID courses which will be utilized for 4 different courses in our program. Students' ability to see the details we are describing in the video will vastly improve their learning of the key ID features and build their skillset at ID.

Michael Rowan- Associate Professor, Biology

"Stereoscope"

This grant will fund the purchase of a stereo (dissecting) microscope with camera port, which is compatible with the video camera in the other FIG application. This will allow me to teach stereomicroscope skills in a live WebEx or Zoom session. Students will be able to see me provide instruction on how to use a stereomicroscope and will also be able to see a live video feed from the microscope to view live organisms, preserved specimens, and plant and animal dissections.

Metropolitan Campus Faculty Innovation Grant (FIG) Awardees

Miriam Bennett - Professor, Film and Media Arts

"Adopting the tools used in Professional Color Correction Workflow"

Davinci Resolve editing software is the industry standard post-production color grading software. It used at every high-end editing house. Remarkably, this software is free for an individual license. This opens the doors for all our students to learn this craft and master the technologies. While software is free and fully functional, most studios use color panels and other tools to more easily execute fine adjustments to their films. The hardware accessories in this grant request will allow instructors to develop the practice and techniques used in post-production facilities and then incorporate this knowledge into our curriculum updates. The goal is to be able to build a portable post-production color grading toolkit that can be put to use by instructors and advanced students.

Molly Drenen - Program Manager, Optical Technology and Ophthalmic Assisting

"Optical Technology Connected Classroom"

The Optical Technology Connected classroom enables Optical Technology instructors to livestream in person classes to students who opt to engage with class remotely. Students taking class remotely can see those in the classroom clearly and feel more engaged in the classroom experience. We respect our students for their commitment to their education but understand that they also have family commitments. In order to keep our students and their families safe, the Optical Technology program would like to offer classes that students can attend in person or remotely. The Optical Technology Connected Classroom enables Tri-C instructors to livestream in person classes to students who are unable to attend class because of family commitments. Students would be able to attend in person classes when they were able but attend remotely if they decide that they must. We believe that this will increase attendance, student engagement, and ultimately, student success.

Brian Hall- Associate Professor, English;
Aimee Pearce- Instructional Technologist, Center for Learning Excellence

"Developing a Hyflex Pedagogy"

HyFlex is a course design model that presents the components of hybrid learning in a flexible course structure. In typical hybrid courses, the course instructor is the driver for the course; making decisions such as when the class will meet in-person or online as well as the proportion of each format over the term (e.g., 50/50, two-thirds online, one-third face-to-face). In the HyFlex course model, students decide when and how they participate for each and every class meeting. Students can choose to sit in the classroom or to join via videoconference (WebEx or Blackboard Collaborate Ultra) in real-time, or they can watch the recording and complete online activities as their schedule permits. During these uncertain times, this format provides the opportunity for the traditional in-class learning experience for those who need it most while offering a flexible learning option for those who must remain socially distanced.

Christopher Headrick- Preceptor, Physical Therapy Assisting

"Physical Therapist Assisting Laboratory Techniques Video Recording"

This project will allow laboratory video recording; allowing students to view critical instruction, procedures, and techniques remotely and asynchronously; thus, improving student success in the course, program, and professional licensure.

Ayman Idrees - Program Director, Medical Lab Technology

"Artificial Phlebotomy Arms"

Having several artificial phlebotomy arms available for Laboratory Phlebotomy (LP) and Medical Laboratory Technology (MLT) students to check out, will make it possible for them to practice phlebotomy skills at home, and come prepared to campus. It is necessary for LP and MLT students to have enough practice and be ready for their clinical practice. Additional practice with the arms will likely result in a better performance and will make them well prepared for employment.

Beth Stokes- Program Director, Surgical Technology Program;
John Davis- Preceptor, Surgical Technology Program

"Surgical Technology - Journal of Medical Insight (JOMI) Video Service"

The FIG grant will give the Surgical Technology Program the opportunity to provide the students a video service that offers traditional and cutting-edge surgical procedures that will enhance their knowledge of surgery. Our current DVD collection is dated and the students only have one opportunity to view the videos, which is during class time. The students will have unlimited access to this service. Students will be able to view videos of surgeries not yet experienced, which will increase their confidence levels in future procedures. The JOMI library contains 190 videos! This will provide extra learning opportunities for students to explore focused surgical services related surgeries for additional knowledge. Lectures and textbook photos can only provide a static, limited caption of a surgical procedure while videos bring it life and give students the dynamic, exciting viewpoint they need to have for a full understanding of the surgical procedure.

Derrick L. Williams - Professor, Communication Studies

"Online Communication Lab Project (OCL)"

An online communication lab (OCL) extends the reach of traditional classroom instructions and, in some cases, is developed independently of onsite classrooms. An OCL can be considered an outgrowth of onsite classrooms in that it offers similar pedagogical services and support but in an online forum. The potential of an OCL can attract students from multiple Communication 1010 sections who seek tips and strategies for presenting online.

Western Campus Faculty Innovation Grant (FIG) Awardees

Tim Balawender- Assistant Professor, Automotive Technology

"Portable Display Monitor"

A portable 65" monitor would be used in the lab to enhance student visibility and provide flexible instruction. This is an addition to last year's application in which we received a GoPro, GoPro accessories, and wireless HDMI transmitter. It appeared the monitor was omitted from the approval.

Michelle Davis-Assistant Professor, Earth Science

"Weather Balloons, Geospatial data and More!"

This instructional technology requested will fulfill the need to enhance the online experiences in my Earth Science Courses. In the web- based classes, recording lectures for content delivery is an integral part of my instruction. With the requested camera and accessories, I can provide my students experiences from the field that they might not have the chance to experience otherwise. By capturing images and videos of landscape, the processes and phenomena, l integrate real life material into my course content. I am also requesting a Weather Balloon kit for experiential opportunities in order to observe, create and manage scientific data. This request will contribute to student success by giving them example of real- world earth science processes, and data which will be integrated into assessments, correlating with the course outcomes and objectives. This would also be a wonderful opportunity to create some positive media for Tri-C!

Jen Krueger- Professor, Captioning and Court Reporting;
Stefanie Sweet- Adjunct Faculty, Captioning and Court Reporting

"CCR Speedbuilding Classes Weekly Course Guides"

Course guides containing specific instructional materials designed to improve students' skill development in CCR courses will be created and loaded into existing course sites. The instructional materials will include specific practice structure and activities with extensive vocabulary development correlated to audio files with steno keystrokes and voice writing voice codes. Students in these courses practice at speeds of 100, 120, 140, 160, 180, 200, and 225 words per minute in categories of literary, jury charge, and question-and-answer dialogue. Students utilize at least six different audio files each week in each course. Each semester's course audio files at those speeds are different from the other semesters. The instructions integrated into the course guides provide directed, deliberate, repetitive practice activities that will expand and enhance students' ability to capture words and transfer them from their stenotype or voicewriting technology into English successfully.

Ted Schafer- Associate Professor, Automotive Technology

"Utilizing a wireless media presentation to engage learners in automotive diagnostics."

Utilizing a large screen monitor in the automotive lab setting is a natural progression in presentation methods to engage larger groups of learners on various topics in our automotive curriculum. In our renovated lab space, it has proven to be more engaging to utilize a live vehicle or set up an engine on a stand to demonstrate proper industry repair procedures. Affordability, size and excellent resolution of large screen monitors and camera equipment, provides opportunities to engage learners in the classroom to ensure their success when they are performing these tasks in lab and where they are working.

Westshore Campus Faculty Innovation Grant (FIG) Awardees

Melanie Adams- Assistant Professor, Hospitality Management

"Hotel Property Management System Cloud Software for Hospitality Student Training"

I am implementing a cloud software program that is a property management system used in hotels, tourism and event management that will benefit our hospitality students for workforce training. This system can be used online anywhere by students to supplement their hospitality management training. The outcome for the students is to give them software training they can take with them to the hospitality industry and the experience they need to be successful and confident upon working in this field. We will be able to measure their success through exams, online assessments, focus groups and surveys. This program will be sustainable through a lab/book fee if necessary, to continue forward.

Sarah Clark- Assistant Professor, English as a Second Language - West Campus; **Sara Fuller**- Assistant Professor, English – Westshore Campus; **Nancy Doherty**- Assistant Professor, Chemistry – West Campus; **Donya Waugh**- Assistant Professor, Psychology – West Campus; **Christine Wolken**- Associate Professor, Art – West Campus; and **Roberta Hendrick-** Associate Professor, English as a Second Language - West Campus

"FLC on Ethnicity and Culture: Improving Student Outcomes vis the PERTS Ascend Project"

The FLC on Ethnicity and culture is using Copilot-Ascend which is a free, data-driven professional learning program to determine how their students are experiencing tri-c courses and what they, as professors, can do to make their classes more equitable, engaging, and supportive of student success. We are exploring best practices for faculty to provide students a more equitable, engaging, and encouraging classroom experience at Tri-C. The PERTS Ascend Project is an important approach that we can take to measure our current classroom environment through student surveys, receive feedback from those surveys, and implement evidence-based strategies.

Anne Distler- Professor, Chemistry and **Susan Vaziri-** Adjunct Faculty, Chemistry

"Creating an Engaging Online Student Experience through Technology"

In light of the recent modality changes due to the pandemic, faculty have shifted to the online environment for the delivery of courses that traditionally ran in a face-to-face format. The STEM department at Westshore Campus has successfully utilized iPads to create a number of learning objects and resources for students. The resources are available to the students at no cost. The faculty have also used the iPads to hold virtual office hours during the pandemic with the functionality of the iPad allowing for interactive whiteboard usage within video conferencing applications. This proposal seeks to purchase 3 additional iPads that would be available to adjunct faculty in the department for use for each semester, allowing for a more engaging experience for students in the online environment.

Heather Hetchler- Adjunct Faculty, Speech Communications

"STOMP Public Speaking Tech Toolkits"

This project will ensure students have equal access to technology to record and submit quality produced speeches and participate in the virtual WebEx Interview assignment with confidence. As we shifted from in-person to asynchronous teaching of COMM1010, the discrepancy in technology used by students (at home) and its impact on the quality of their recorded submissions and on their confidence is evident. When we went to virtual learning, I swapped out the impromptu speech with a WebEx interview. I was surprised to find it was the "least favorite assignment" for many. Some students are working off their phones or tablets with bad cameras. In addition, I receive many "apologies" from students on the quality of their submission because of the poor quality of their camera. This project ensures all assignments can be completed with confidence. This technology keeps student focus on the learning by giving all students the same access to produce quality recordings.