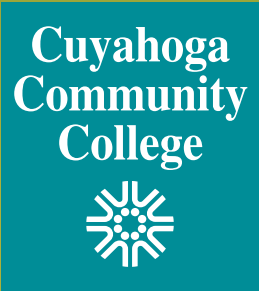




**Building Persistence and Resilience for Faculty, Staff and Students**

# **21<sup>ST</sup> Annual Faculty Colloquium**

**Virtual | Tuesday, January 7, 2025**



Welcome to the 21<sup>st</sup> Annual Cuyahoga Community College (Tri-C®) Faculty Colloquium! This year, we recognize the importance of students, faculty and staff working collectively to build persistence and resilience in our academic community. As educators, mentors and leaders, we aim to support our community so each and every member can thrive in school and the world. Together, we provide collective wisdom that is critically important to understanding the needs of our community and how we can best serve in this role.

This year's colloquium gives us an opportunity to share our lived experiences in lifting up and strengthening our community. We come together as a diverse group of educators from Tri-C, peer institutions and industry sectors to provide each other with insights, approaches and initiatives that will help us reflect on our commitment to helping all members of our community thrive together. Thank you to all involved this year in making this event a reality. We look forward to an enriching experience for all attendees and hope that you may have a productive year filled with growth, resilience and collaboration!

Sincerely,



Matthew Crowley  
*Assistant Professor, Computer Science*  
*Eastern Campus*  
*2025 Tri-C Faculty Colloquium Committee Co-Chair*



## 2025 Colloquium Committee

**Matthew Crowley**

Assistant Professor, Computer Science,  
Eastern Campus, Colloquium Co-chair

**Mardy Chaplin**

Assistant Professor, Paralegal Studies,  
Western Campus

**David Crowell**

Sr. Instructional Designer,  
Instructional Design and Learning Excellence

**Kara DePaul**

Director, Academic Professional Development,  
Colloquium Co-chair

**Jennifer Filipiak**

Specialist, Academic Professional Development

**Meagan Fowler**

Associate Professor, Library, Metropolitan Campus

**Sara Fuller**

Associate Professor, English, Westshore Campus

**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 To

**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

Adjunct Services

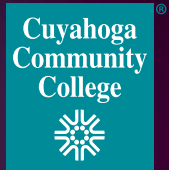
Virtual Adjunct Faculty Conference

RESILIENCE AND RENEWAL:

**Adapting to Inspire Success**

**SAVE THE DATE**

**Saturday, March 29 | 9 a.m. – 1 p.m.**





## Tri-C Faculty Colloquium Civility Statement

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 toward an individual or group, or contains false or defamatory statements toward 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 Institute for Civic Discourse and Democracy's ground rules for public discussion 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.





## **SCHEDULE OF EVENTS** (All times listed are Eastern Time)

<b>8:30 – 8:45 a.m.</b>	<b>Welcome</b>
<b>9 – 10 a.m.</b>	<b>Concurrent Session A</b>
<b>10:15 – 11:15 a.m.</b>	<b>Concurrent Session B</b>
<b>11:30 a.m. – 12:30 p.m.</b>	<b>Concurrent Session C</b>
<b>12:30 p.m.</b>	<b>End of Day for External Participants</b>
<b>12:30 – 1:30 p.m.</b>	<b>Lunch Break</b>
<b>1:30 – 3 p.m.</b>	<b>Tri-C Full-Time Faculty Counterparts Meetings</b>
	<b>Tri-C Curriculum Drop-in Support for Full-time Faculty Counterparts</b>
	<b>Tri-C Adjunct Faculty Engagement Session</b>



# SESSIONS AT A GLANCE

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

## Welcome

**8:30 – 8:45 a.m.**

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

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## **Concurrent Session A**

**9 – 10 a.m.**

- A1** | [Besse Award Roundtable: A Faculty Discussion](#)
  - A2** | [A Trauma-Informed Campus for All](#)
  - A3** | [Fostering Inclusion: Practical Tools for Supporting Hearing-Impaired Students](#)
  - A4** | [Brightspace Course Architecture: Building a Strong Foundation](#)
  - A5** | [Personal Technology Options To Support Student Success](#)
  - A6** | [Detecting AI: Why You Should and \(Maybe\) Why You Shouldn't](#)
  - A7** | [Revising for Success: Using Metacognition and Feedback To Enhance Student Learning](#)
  - A8** | [Persistence and Progress: The Future of Outcomes Assessment at Tri-C](#)
  - A9** | [Universal Design: A Catalyst for Connection](#)
- 

## **Concurrent Session B**

**10:15 – 11:15 a.m.**

- B1** | [Raising the Bar: Strategies To Inspire Academic Excellence Without Compromise](#)
  - B2** | [The Cornerstone of Student and Faculty Resilience: Building Intentional Connections](#)
  - B3** | [Methods for Meeting English Learners as Whole Students](#)
  - B4** | [Shining Light on the Brightspace Grade Book](#)
  - B5** | [Using Virtualization/Open-Source Software for Online Teaching](#)
  - B6** | [Converging Concerns on Artificial Intelligences — Exploring the Multi-Disciplined Adjunct Faculty Experience](#)
  - B7** | [Nurturing Persistence: Supporting Our First-Gen Students](#)
  - B8** | [The Benefits of Presenting Lectures in Podcast Form](#)
  - B9** | [Fueling Passion for Educators and Students: The Nursing Grants Committee](#)
  - B10** | [Fire! and Human Evolutionary History](#)
- 

## **Concurrent Session C**

**11:30 a.m. – 12:30 p.m.**

- C1** | [Integrating the Library Into Your Course With Embedded Librarians](#)
  - C2** | [Suicide Prevention and Mental Wellness at Community Colleges](#)
  - C3** | [Supporting Immigrant Students: Challenges and Mitigating Strategies](#)
  - C4** | [Building Dynamic Courses With Advanced Brightspace Features](#)
  - C5** | [Breaking Barriers With Digital Technology and Techniques](#)
  - C6** | [Building Foundations for Success: Updates and Best Practices for First-Year Experience Courses](#)
  - C7** | [Achieving the Dream Through Persistence and Resilience — Thriving Together](#)
  - C8** | [Assessments: A Retrospective View of a New Venture](#)
  - C9** | [The SDG Framework: Creating a Better College, Community and World](#)
- 

## **Tri-C Faculty Meetings 1:30 – 3 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: [Click here](#) to join drop in support meeting.
- Tri-C Adjunct Faculty Engagement Sessions: [Click here](#) to join the Engagement Session.

# CONCURRENT SESSION A

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**9 – 10 a.m.**

Click the hyperlinked title to join the session.

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

Join the 2024 Excellence in Teaching Award recipients, honored in memory of Ralph M. Besse, for a meaningful conversation on building resilience and persistence across campus. They'll share real-world strategies that help students, faculty and staff support each other and thrive together. From engaging students in both face-to-face and online spaces to creating a lasting sense of community, this session is all about practical ideas that make a difference. Join us to learn, share and inspire each other to keep moving forward together.

**Amy Chan**, *Adjunct Faculty, Mathematics*

**Jim Funai**, *Assistant Professor, Plant Science and Landscape Technology*

**Diane Nickoson**, *Adjunct Faculty, Mathematics*

**Michelle Nicopolis**, *Professor, Psychology*

**Eric Olson**, *Lecturer, Anthropology*

**Kristen Reiter**, *Lecturer, Biology*

**Ryan Rodriguez**, *Assistant Professor, English*

**Kirsten Yates-Konzen**, *Assistant Professor, English*

*Cuyahoga Community College*

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

1. Use strategies to build resilience and support for students, faculty and staff
  2. Engage students effectively in both in-person and online settings
  3. Foster a sense of community that encourages collaboration and shared growth
- 

## **A2 | A Trauma-Informed Campus for All**

Learn about the impact of childhood trauma on the lives of adults by exploring how adverse childhood experiences (ACEs) may manifest in our students and negatively impact their academic performance, attendance and overall success. We will shift from asking, "What's wrong with you?" or "Why are you behaving that way?" to asking, "What happened to you?" This session will feature some topics from the book "What Happened to You?" by Bruce Perry, Ph.D., and Oprah Winfrey and discuss how our curiosity and empathy — inside and outside of the classroom — may foster resilience and perseverance in our students.

**Sue Dieterich**, *Adjunct Faculty, Counseling*

**Renee Kolecki**, *Adjunct Faculty, Counseling*

*Cuyahoga Community College*

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

1. Acknowledge the story behind the behavior through ACEs
  2. Reflect on building resilience via empathic communication and the power of connection
  3. Develop an understanding of a trauma-safe environment by establishing trust
- 

## **A3 | Fostering Inclusion: Practical Tools for Supporting Hearing-Impaired Students**

This presentation offers practical tools and strategies to support students with hearing impairments, fostering an inclusive classroom experience. It covers essential topics such as presentation aids, collaboration with Student Accessibility Services and classroom technology.

**Tina Saldana**, *Adjunct Faculty, Medical Assisting*

*Cuyahoga Community College*

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

1. List the best practices for interacting with and educating students who are hearing impaired
2. Describe the role of the professor in working with students with hearing impairment
3. Assist students who are hearing impaired



#### **A4 | Brightspace Course Architecture: Building a Strong Foundation**

A panel of veteran learning management system (LMS) faculty champions and ambassadors will discuss ways to avoid difficulties in Brightspace and build architecture to promote student success. These foundational, interlocking topics include reviewing the essentials of importing content and cleaning up after migration; using Course Builder to work efficiently and avoid trauma; reducing frustration when navigating Brightspace; and setting GradeBookWizard basics to avoid midsemester problems. Presenters will point faculty at all levels of expertise toward additional resources for success in their journey.

**George Kanieski**, Assistant Professor, English

**Amy Keller**, Assistant Professor, Communication Studies

**Emily Weglian**, Professor, Anthropology

**Andrea Anderson**, Assistant Professor, Early Childhood Education

**Dan Overfield**, Assistant Professor, Library

*Cuyahoga Community College*

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

1. Use the Brightspace Course Builder to design courses efficiently — whether from scratch or with the selective import of components
  2. Discuss options to avoid feeling trapped exclusively in K16 migration or Blackboard's Export tool
  3. Identify and avoid common missteps and frustrations in course design
- 

#### **A5 | Personal Technology Options To Support Student Success**

With so many technology products and ever-evolving tools on the market, it is important to educate faculty on the options available to them across the hardware and software spectrum. This session will focus on the various options in the market, no matter what topic you teach.

**Bill Wichert**, Assistant Professor, Information Technology

*Cuyahoga Community College*

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

1. Leverage new technology options to improve teaching and student outcomes
  2. Evaluate the options in the marketplace that they may not be aware of and learn how to apply specific tools in class
  3. Make educated purchasing decisions that directly impact and improve student success
- 

#### **A6 | Detecting AI: Why You Should and (Maybe) Why You Shouldn't**

This session will demonstrate the effectiveness of the ensemble AI detection method using collected data. Faculty will also learn how to design assignments to detect AI and the ramifications of AI detection.

**Brian Johnson**, Associate Professor, Humanities

*Cuyahoga Community College*

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

1. Use the ensemble AI detection method to detect AI in student work
2. Evaluate their own assignments in relation to how easily a student could use AI to complete them
3. Employ different strategies to design assignments that are less vulnerable to AI usage

**A7 | Revising for Success: Using Metacognition and Feedback To Enhance Student Learning**

This session will demonstrate how faculty can help college students develop essential metacognitive skills to improve their learning. The presenters will share an assignment they revised multiple times, demonstrating how direct instructions, clear examples and detailed formative feedback can enhance student learning. Attendees will learn how to apply these strategies to their own assignments, fostering student self-reflection and increasing opportunities for feedback. The goal is to help students become more aware of their learning process, leading to enhanced success rates. Faculty will leave with practical tools to incorporate metacognitive practices and constructive feedback into their teaching for greater student achievement.

**Melanie Benington**, *Adjunct Faculty, Nursing and Medical Terminology*

**Jessica Krowka**, *Associate Professor, Nursing*

*Cuyahoga Community College*

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

1. Use metacognitive strategies to help students improve their learning
  2. Revise assignments to provide clear instructions and helpful feedback
  3. Provide formative feedback that encourages student success and growth
- 

**A8 | Persistence and Progress: The Future of Outcomes Assessment at Tri-C**

Heraclitus once said, “All is flux, nothing stays still,” and Tri-C faculty know this well as our outcomes assessment processes evolve. In this session, we’ll explore how course-level assessments help determine student success and how the tools available — such as Tri-C’s new SPOL software — can empower faculty to collect and analyze data on their own courses.

**Patrick Stansberry**, *Assistant Professor, English*

**Anne Distler**, *Professor, Chemistry*

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

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

*Cuyahoga Community College*

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

1. Identify how course-level assessments contribute to measuring and improving student success across different disciplines
  2. Demonstrate the use of tools like SPOL to collect, analyze and interpret course-level assessment data to enhance teaching and learning
  3. Apply strategies for using assessment data to refine course design, pedagogy and curriculum to better support student achievement
- 

**A9 | Universal Design: A Catalyst for Connection**

This workshop will demonstrate the methodology, practice and curriculum development that encourages a deeper connection with course content, campus culture and collaboration with peers. This session will also show the strategies, activities and methods of engagement that enhance student participation in the learning process. Finally, the presenters will discuss diverse methodologies to engage learners of all cultural backgrounds, learning preferences and ethnicities.

**Linda Lanier**, *Assistant Professor, Counseling, Cuyahoga Community College*

**Andratesha Fritzgerald**, *Author, International Speaker, Curriculum Specialist, Building Blocks of Brilliance LLC*

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

1. Incorporate one universal design method that increases class engagement
2. Develop a content curriculum that engages diverse learners and meets course standards and objectives
3. Engage students in activities that will increase peer collaboration and connection with the college community

## CONCURRENT SESSION B

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**10:15 – 11:15 a.m.**

Click the hyperlinked title to join the session.

### **B1 | Raising the Bar: Strategies To Inspire Academic Excellence Without Compromise**

Instructors strive to help their students achieve peak performance, yet well-meaning compromises can sometimes hinder this goal. These compromises may even lead to a decline in academic standards. This session will explore the reasons behind this issue and provide strategies to help students reach their highest potential. Participants will be inspired to not only uphold academic standards but also to elevate them, creating an environment that challenges students to grow and reach academic maturity.

**Jason Moore**, *Adjunct Faculty, Philosophy, Humanities and Religious Studies*  
*Cuyahoga Community College*

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

1. List practical strategies for raising standards of performance for their students
  2. Describe various factors that may be contributing to low performance among students
  3. Develop an enhanced teaching approach with strategies that balance empathy with the promotion of a growth mindset
- 

### **B2 | The Cornerstone of Student and Faculty Resilience: Building Intentional Connections**

This presentation explores strategies for building connections to improve students' well-being, belonging and resilience. Presenters will share a multi-module professional development course they developed for math and English faculty as part of an equity initiative. The course stresses the importance of intentionality with regard to building connections with students, encouraging connections among students, and fostering a deeper connection between students and course content. Presenters will discuss how the course has evolved with Title III funding to offer stipends for faculty teaching low-success courses.

**Elizabeth Modarelli**, *Associate Professor, English*  
**Khadija Khazafi**, *Associate Professor, Mathematics*  
*Stark State College*

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

1. Implement strategies for intentionally building connections with students, among students and between students, and course content to enhance well-being, belonging and resilience
2. Integrate self-reflection, metacognition and growth mindset principles into their teaching practices to support student development
3. Collaborate with cross-disciplinary faculty to share successful approaches for addressing challenges like impostor syndrome and improving work-life balance





**B3 | Methods for Meeting English Learners as Whole Students**

As the diversity of Cuyahoga County and Tri-C’s student population continues to grow, content-area professors increasingly encounter students who are English Language Learners (ELLs). While these students have a strong control of the English language, the way they approach language and course content is often distinct from that of a native speaker. Join us as we present practical strategies for supporting ELLs in content-area classes to promote persistence, resilience and academic success among this student population. We believe you will find these practical approaches will help support the success of all students, regardless of language or language proficiency.

**Rebecca Aronhalt Yokum**, *Assistant Professor, English as a Second Language*

**David Napuk**, *Assistant Professor, English as a Second Language*

**Alayna Klco**, *Lecturer, English as a Second Language*

**Nick Prokup**, *Assistant Professor, English as a Second Language*

*Cuyahoga Community College*

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

1. Identify the unique needs of ELLs in their classrooms
  2. Employ strategies to support ELLs and benefit all students
  3. Access resources to support their instruction of ELLs
- 

**B4 | Shining Light on the Brightspace Grade Book**

Be prepared to use the Brightspace Grade Book with increased confidence and knowledge. Join us to be empowered with essential skills for mastering D2L Brightspace’s Grade Book. Review a few basics with us — overall setup, assessment creation and alignment to the Grade Book. Learn some more advanced skills — strategies for including extra credit, using Quick Eval for efficient grading, and adjusting settings to control student access to feedback and grades. This session will highlight small but impactful tips and address common lessons learned when establishing your Grade Book. Enhance your grading practices and support your teaching with these valuable insights.

**Kirsten Yates-Konzen**, *Assistant Professor, English*

**Kathy Renfro**, *Assistant Professor, Mathematics*

**Nathan Taylor**, *Senior Instructional Designer, Instructional Design and Learning Excellence*

**Kari Vara**, *Senior Instructional Designer, Instructional Design and Learning Excellence*

*Cuyahoga Community College*

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

1. Efficiently establish their Grade Book within D2L’s Brightspace in a manner consistent with their classroom pedagogy
2. Utilize the features of D2L’s Brightspace to ensure more effective grading practices
3. Make selections in their Grade Book settings that yield impactful results for the student and the faculty member



**B5 | Using Virtualization/Open-Source Software for Online Teaching**

Discover how open-source software can revolutionize teaching methodologies, offering cost-effective, flexible and collaborative tools for educators. This presentation will highlight practical implementations and strategies for integrating open-source solutions like Linux, Moodle and R into academic curricula. Learn how these tools not only enhance digital literacy but also prepare students for a tech-driven future, fostering critical thinking and hands-on learning experiences.

**Chuck Owens**, *Assistant Professor, Technology and Health Information Systems*

**Kristi Hall**, *Associate Professor, Technology and Health Information Systems*

*University of Cincinnati, Clermont Campus*

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

1. Effectively integrate open-source software into their academic curricula by enhancing students' digital literacy and practical skills through hands-on learning experiences
  2. Identify and leverage cost-effective open-source solutions, reducing educational expenses and expanding access to high-quality resources for students
  3. Navigate the challenges of implementing open-source tools, developing strategies for overcoming potential obstacles, and maximizing the benefits of these solutions in educational settings
- 

**B6 | Converging Concerns on Artificial Intelligences — Exploring the Multi-Disciplined Adjunct Faculty Experience**

The advancing utilization of artificial intelligence in academics is a known concern among faculty, students and administrators. There is not a single “AI” factor of artificial intelligence — it is more likely there are multiple facets that are experienced differently within academic disciplines. This roundtable discussion will explore these concerns of adjunct faculty members across disciplines. These discoveries will be shared to elicit further information and to address concerns. A mitigation process might emerge for those aspects of artificial intelligence that adjunct faculty may not be exposed to due to limited access.

**Sandra Caramela-Miller**, *Adjunct Faculty, Psychology*

*Cuyahoga Community College*

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

1. Consider the multiple aspects contributing to the concerns of adjunct faculty members regarding the use of artificial intelligence across disciplines
  2. Identify and mitigate concerns with artificial intelligence through this shared experience with adjunct faculty members across disciplines
  3. Discover various concerns regarding artificial intelligence that impact adjunct faculty
- 

**B7 | Nurturing Persistence: Supporting Our First Generation Students**

At Tri-C, first-generation students make up nearly 70% of the entire student enrollment. This hidden population encompasses a multitude of intersecting identities that can remain hidden unless self-identified. Tri-C defines First Generation College Students (FGCS) as the first in their family to attend college and complete an associate degree. This means that these trailblazers can face institutional, external and internal barriers, ranging from educational jargon and the hidden curriculum of college to imposter syndrome in class. This workshop will provide tools to better understand and support our FGCS and give them the best chance of success.

**Lisa Belcher-Nelson**, *Assistant Professor, Counseling*

**Marjorie Morrison**, *Director, Veteran and Military Connected Services*

**Danielle Schwager**, *Director of Retention*

*Cuyahoga Community College*

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

1. Identify first-generation students
2. Discuss how and why our students matter
3. Describe struggles first-gen students face and ways to intervene and support their needs

**B8 | The Benefits of Presenting Lectures in Podcast Form**

This presentation will highlight the benefits of adopting the podcast format to present audio lectures for online and in-person courses as well as a brief tutorial on how to create them. These benefits include enhanced student engagement, stronger student and instructor connection, prospective interoffice collaboration, and the assurance that the curriculum is fresh, compelling and modern. Since the global lockdown in 2020, the podcast medium has seen a rise in popularity, and 34% of the student-aged population are weekly listeners, according to Edison Research. Additionally, this practice allows for flexible learning and has the potential to help students overcome learning challenges.

**Alex Ashbrook**, *Lecturer, English*

*Cuyahoga Community College*

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

1. Identify the ways in which students benefit from engaging with lectures in the podcast format
  2. Discuss how recording lectures as podcasts improves organization, focus and curricula overall
  3. Describe the basic technical podcasting process
- 

**B9 | Fueling Passion for Educators and Students: The Nursing Grants Committee**

This panel discussion will focus on a group of nursing faculty members who formed a committee to address the specific learning, financial and supportive needs of a division. The development of this committee structure has led to not only supporting student success but has also allowed for the further broadening and development of the nursing division's community relationship, enriching student experiences and supporting the various instrument needs for educating Associates Degree in Nursing students.

**Deborah Crider**, *Professor, Nursing*

**Deniece Jukiewicz**, *Assistant Professor, Nursing*

**Cat Ciha**, *Director, Proposal Development and Strategic Communications*

**Pamela Ngangana**, *Assistant Professor, Nursing*

**Maureen Flanick**, *Assistant Professor, Nursing*

*Cuyahoga Community College*

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

1. Describe the ways that the grants committee has prepared students to meet the diverse needs of a college division
  2. Discuss student needs and possible opportunities for solutions
  3. Develop creative ways to become a strong partner in seeking, evaluating and securing funding opportunities
- 

**B10 | Fire! and Human Evolutionary History**

Learn about the varying hypotheses about fire in our ancient history. When did we learn to control fire? When did we begin cooking? What else is fire good for? Come find out!

**Emily Weglian**, *Professor, Anthropology*

*Cuyahoga Community College*

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

1. List several hypotheses about the origins of fire control
2. Describe different important uses of fire in the human lineage
3. Analyze past perspectives to challenge modern-day biases and interpretations.



## CONCURRENT SESSION C

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**11:30 a.m. – 12:30 p.m.**

Click the hyperlinked title to join the session.

### **C1 | Integrating the Library Into Your Course With Embedded Librarians**

In today's multimodal learning environment, embedding librarians in courses is vital for student success. This presentation will highlight the benefits of adopting an embedded librarian model, including on-demand research support, the evaluation of source credibility and guidance in navigating diverse resources. By embedding librarians, we foster the development of transferable research skills essential for academic and professional achievement. Attendees will learn how this collaboration between teaching faculty and library faculty not only enhances the quality of student research but also class engagement. We'll share firsthand examples of the positive impact on student outcomes, including increased satisfaction and academic performance — two benefits that ultimately enrich the learning experience and promote lifelong critical thinking skills.

**John Rasel**, *Assistant Professor, Library*

**Lorrie DiGiampietro**, *Assistant Professor, English*

*Cuyahoga Community College*

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

1. Request an embedded librarian for their course and grant TA access to a Brightspace site
  2. Adopt best practices for successfully embedding a librarian in a course
  3. Articulate the advantages of the embedded librarian model
- 

### **C2 | Suicide Prevention and Mental Wellness at Community Colleges**

This presentation will examine the unique qualities of community college students and their mental wellness. A general overview of depression and suicide symptoms will be presented along with the multiple factors of community college students that put them at an elevated risk of suicide. This presentation will also review suicide as a health epidemic and how a multicampus referral system led by a multidisciplinary team (Help Is Here) may be beneficial to community colleges and their students.

**Kevin Kuntz**, *Professor, Counseling*

**David Nardecchia**, *Assistant Professor, Counseling*

**Michelle Nicopolis**, *Professor, Psychology*

**Kevin Berg**, *Associate Professor, Counseling*

*Cuyahoga Community College*

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

1. Improve their general understanding of depression and suicide behavioral symptoms
  2. Recognize the unique factors that elevate the risk of suicide for community college students
  3. Utilize college resources and expertise to develop a comprehensive mental health and wellness referral and resource program
- 

### **C3 | Supporting Immigrant Students: Challenges and Mitigating Strategies**

This presentation will address the challenges that immigrant students face in their educational pursuits and mitigating strategies that may be used by faculty.

**Pamela Ngangana**, *Assistant Professor, Nursing*

*Cuyahoga Community College*

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

1. Discuss the emotional and psychological challenges immigrant students experience in the pursuit of their career goals
2. Develop strategies to help immigrant students feel welcome and comfortable in the educational environment
3. Exhibit empathy and tolerance for immigrant students during interactions

#### **C4 | Building Dynamic Courses With Advanced Brightspace Features**

Explore the advanced features of D2L's Brightspace in this workshop designed to support faculty in enhancing course delivery and student engagement. Learn to leverage the Learning Object Repository, boost engagement through tools like badges, checklists and Intelligent Agents, and discover the advantages of using module templates to make content more interactive. Not sure what these features even are? Join us to find out!

*David Paulik, Assistant Professor, Psychology*

*Elizabeth Vaidya, Professor, Biology*

*Jessica McLaughlin, Associate Professor, Psychology*

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

*Arlo Graham, Senior Instructional Designer, Instructional Design and Learning Excellence*  
*Cuyahoga Community College*

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

1. Use the Brightspace Learning Object Repository to store, share and easily reuse learning objects like assignments and quizzes across course sites
  2. Increase student engagement in their Brightspace courses by implementing features like badges, Intelligent Agents and checklists
  3. Incorporate module templates to create engaging and interactive content layouts within Brightspace
- 

#### **C5 | Breaking Barriers With Digital Technology and Techniques**

This interactive workshop introduces innovative digital pedagogy techniques such as Text-to-Speech (TTS) and Speech-to-Text (STT) technologies to enhance student success and engagement. Faculty will learn how to integrate accessible tools into their teaching practices to break down barriers for students with diverse backgrounds and abilities. Through hands-on demonstrations and real-life case studies, attendees will explore the transformative potential of these digital tools. This workshop aims to provide faculty with practical strategies to create a more inclusive and supportive learning environment.

*Crystal Hester, Specialist, Accessibility, Instructional Design and Learning Excellence*

*Eric Olson, Lecturer, Anthropology*

*Cuyahoga Community College*

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

1. Integrate Text-to-Speech (TTS) and Speech-to-Text (STT) technology into their teaching practices to support diverse learners
  2. Design accessible learning experiences that promote inclusivity and engagement
  3. Demonstrate and apply strategies to enhance student interaction and resilience using digital tools
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#### **C6 | Building Foundations for Success: Updates and Best Practices for First-Year Experience Courses**

First Year Experience (FYE) courses are designed specifically for student success and development. The effective delivery of this course provides support that serves as the foundation for college success, knowledge of resources and overall retention. This session will review Tri-C's Trek Guide for its FYE course, highlighting career-specific changes and user-friendly updates that will allow students and instructors to access the Trek Guide and activities, one chapter at a time. A review of how to utilize the guide in a course's LMS (e.g., Brightspace) and best practices for teaching FYE courses online and on-site will also be covered.

*Toni Pickens, Associate Professor, Counseling*

*Samantha Posey, Assistant Professor, Counseling*

*Ryan Rodriguez, Assistant Professor, English*

*Kari Vara, Senior Instructional Designer, Instructional Design and Learning Excellence*  
*Cuyahoga Community College*

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

1. Identify how to utilize career-specific sections in the Tri-C Trek Guide with students
2. Apply user-friendly tools from the Trek Guide into an FYE course's LMS (e.g., Brightspace)
3. List best practices for teaching FYE courses online and on-site

### **C7 | Achieving the Dream Through Persistence and Resilience — Thriving Together**

In education, disparities often impede the completion of degrees for marginalized students. This is crucial as federal authorities project a critical shortage of over 78,000 full-time RNs by 2025 (Rosseter, 2024). The goal of the Accelerating and Diversifying Nursing Pathways at Community Colleges Initiative is to create, test and record sustainable practices to enhance the retention and success (progression, completion and licensure) of BIPOC nursing students at Tri-C. The approach includes a four-pronged evidence-based design that comprises structured tutoring, coaching, mentoring and personalized support. This presentation will outline the implemented approach, share lessons learned, and offer recommendations for duplication in other disciplines.

**Deniece Jukiewicz**, *Assistant Professor, Nursing*

**Talisha Cottingham**, *Associate Dean, Nursing*

*Cuyahoga Community College*

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

1. Share lessons learned and experiences for implementation at a larger scale to enhance student outcomes in other disciplines
  2. Describe the College of Nursing's approach to implementing a four-pronged, evidence-based student retention and success program
  3. Discuss outcomes to date, including challenges and barriers to retention and success
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### **C8 | Assessments: A Retrospective View of a New Venture**

A post-pandemic introspection led to a venture using alternative assessment strategies that increased student retention and fostered improved study habits. This presentation will share success stories as well as some lessons learned along the journey.

**Michael Wilkins**, *Associate Professor, Mathematics*

*Cuyahoga Community College*

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

1. Identify current assessment strategies that may be altered
  2. List alternative ways to assess students while building equity into their assessments
  3. Describe how artificial intelligence may be incorporated into their assessments
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### **C9 | The SDG Framework: Creating a Better College, Community and World**

This workshop will share Cleveland and Tri-C's involvement in a groundbreaking case study with the Organization for Economic Cooperation and Development (Paris, France). In conjunction with this research, Tri-C will offer 10 to 15 faculty members the opportunity to join a faculty learning community (FLC) using the United Nations' Sustainable Development Goals (SDGs) to frame pedagogy and engage with local and global social justice and quality of life issues. This session will inform faculty about the FLC and invite them to join. Participants will come together to brainstorm how Tri-C can co-create learning and engagement around the SDGs on campuses and in surrounding communities.

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

**David November**, *Manager, Sustainability*

*Cuyahoga Community College*

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

1. Identify the SDGs and discuss how they can be applied to any curriculum
2. Evaluate methods to connect curricula to local and global challenges and opportunities
3. Design new curricula to engage students in personal growth and build more resilient communities

## TRI-C FULL-TIME FACULTY COUNTERPARTS MEETINGS | 1:30 – 3 p.m.

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

## TRI-C CURRICULUM SUPPORT DROP-IN FOR COUNTERPARTS MEETINGS | 1:30 - 3 p.m.

## TRI-C ADJUNCT FACULTY ENGAGEMENT SESSION | 1:30 – 3 p.m.

### **Debunking Myths About Workforce Education**

Join the Workforce Partnerships team for an engaging and interactive workshop for adjunct faculty, where they'll demystify Tri-C's Workforce division and explain how workforce education aims to deal with the challenges faced by Northeast Ohio's employers. This session will include:

- An overview of Tri-C's Workforce division and key programs
- A snapshot of in-demand industries and career opportunities in our region
- The unique challenges facing workforce education providers
- How adjunct faculty can become advocates for workforce education

Facilitated by the Adjunct Service Managers

**Angela Finding**, Executive Director, Workforce Partnerships

**Kim Johnson**, Collegewide Director, Employer and Student Support Services

Cuyahoga Community College

## 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 2024 award winners!**

### **2024 Full-Time Winners:**

**Jim Funai**

*Plant Science and Landscape Technology, Eastern Campus*

**Michelle Nicopolis**

*Professor, Psychology, Western Campus*

**Ryan Rodriguez**

*Assistant Professor, English, Western Campus*

**Kirsten Yates-Konzen**

*Assistant Professor, English, Western Campus*

### **2024 Adjunct Faculty Winners:**

**Amy Chan**

*Adjunct Faculty, Mathematics, Metropolitan Campus*

**Diane Nickoson**

*Lecturer, Mathematics, Eastern Campus*

**Eric Olson**

*Lecturer, Anthropology, Western Campus*

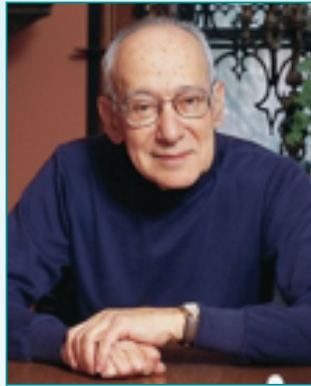
**Kristen Reiter**

*Adjunct Faculty, Biology, Western Campus*



From Left: Karen Miller, Kristen Reiter, Ryan Rodriguez, Jim Funai, Michael A. Baston, Kirsten Yates-Konzen, Michelle Nicopolis, Amy Chan and Eric Olson (not pictured: Diane Nickoson)





## *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 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 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.



**Academic  
Professional  
Development**