

CONCURRENT SESSION A | 10:10–11 a.m.

A1: How to Compose a Success Coaching Program: It Takes an Ensemble

EEC 103

University of Cincinnati, Blue Ash College

Missy Graf, Success Coach

Alice Hicks, Success Coach

Josh Monson, Program Manager, Student Life

Shalon Salters, Success Coach

Hannah Thompson, Program Manager, Student Success

Sarah Wolfe, Assistant Dean, Student Success

This presentation illustrates a unique teaching pedagogy that incorporates support services and holistic student development into the classroom model. The history of a success coach model will be discussed, with focus on how supports are integrated into a student success seminar to provide students explicit space — both in their course schedules and in their weeks — to engage with support services via their learning community and success coach. Student success metrics such as GPA and course completion, and how they have improved with integration of the success coach seminar model, will also be shared.

Outcomes

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

- Identify innovative approaches to classroom teaching that include holistic support services.
- Adapt success coaching elements into the classroom and reflect on processes to incorporate elements of this model at their own institution.
- Refer to assessment of the co-curricular success coaching model as evidence for improved student success metrics.

A2: Keeping Them in the Game: Supporting Student-Athletes at Ohio's Two-Year Colleges

EEC 106

Lorain County Community College

Vincent Granito, Jr., Professor, Psychology

Several of Ohio's two-year colleges offer a range of athletic opportunities for students. This presentation provides several strategies schools can employ to help support student-athletes, including preseason orientations, academic study tables, athletic department engagement classes, student success classes for athletes, athletic learning communities and student-athlete advisory committees. The goal of these strategies is to enhance the students' educational experiences while adapting to their role in athletics. Audience members will be invited to contribute to the list of ideas to help these students succeed on the court and in the classroom.

Outcomes

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

- Provide strategies for supporting student-athletes in the classroom.
- Develop ideas for enhancing student-athletes' educational experiences.
- Identify ways to keep student-athletes motivated toward their academic goals.

A3: Assessments: Have You Evolved?

EEC 109

Cuyahoga Community College

Michael Wilkins, Associate Professor, Mathematics

The era of the “sage on the stage” has evolved into new presentation styles based on discipline, student demographics, instructional modalities and, occasionally, an individual instructor’s desire to change themselves. The problem is that the assessment piece may not change accordingly. Equity in assessment is not commonly known or practiced — but maybe now is the time to explore and incorporate equity into our assessments. Are you willing to rock your world by diversifying your assessment practices?

Outcomes

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

- List their current assessment practices and tools.
- Discuss and share some assessment tools that account for equitable grading.
- Create a new assessment game plan.

A4: Take Learning Everywhere: Our Future Is With OER

EEC 110

Owens Community College

Jen Hazel, Professor, English

Cory Hoover, Professor, English

With the pivot to online learning at the beginning of the pandemic, the English department at Owens Community College embraced a more equitable model for delivering course content. The college’s LMS and Articulate Rise, open educational resources (OERs) and faculty materials were used to develop new online content for students. While the project continues to evolve and change, both in content and form, students can take their learning anywhere. During early development, the project invited debates about personal pedagogies and student learning and led toward campuswide OER development via a mini-grant. Equitable content delivery is a move toward increased student success.

Outcomes

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

- Discuss how OERs support equity in learning.
- Identify the ongoing process associated with developing and using OERs.
- List basic resources and information to get started using OERs at their institution.



A5: Enhancing Laboratory Practices for Students

EEC 111

Cuyahoga Community College

Margaret Lehnert, Assistant Professor, Biology

Scientific research produces novel discoveries structured by the scientific process. Educational laboratory courses mimic this learning environment but can fall short by inhibiting critical thinking skills when activities have known or expected outcomes. An inquiry- or course-based undergraduate research experience (CURE) approach allows students to execute the scientific method within a framework that more closely replicates the academic or industrial laboratory environment, providing them with skills needed to succeed in any STEM career. The presenter will discuss the development of a CURE laboratory course, chronicling its challenges, successes and future direction.

Outcomes

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

- Identify and compare the positive and negative aspects of a traditional approach to educational laboratory courses vs. a CURE approach.
- Examine the successes and obstacles faced during the first semester of a CURE lab course.
- Determine whether aspects of CURE courses could be integrated into their own lab courses.

A6: ACUE for You!

EEC 112

Stark State College

Carol Halmasy, Reading Coordinator and Professor, Developmental Reading

Wendi Keller, Chair, Developmental Reading

Linda Remark, Assistant Professor, Developmental Reading

Therese Revlock, Associate Professor, Developmental Reading

With colleges transitioning to online modalities during the pandemic and many remaining there today, it is vital that online educators continue to adapt their teaching methods. Some Stark State faculty recently participated in the Effective Online Teaching Practices course administered by the Association of College and University Educators (ACUE). Presenters will share best practices, strategies and general pedagogical approaches learned from this course, including the redesign of courses, syllabi and class sessions. Participants will leave with ideas to implement immediately to enhance teaching and learning in the online environment.

Outcomes

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

- Redesign courses, syllabi and class sessions to better define and establish practical learning outcomes.
- Align activities and assessments with course outcomes.
- Prepare an effective syllabus.



A7: Teaching About Disinformation Campaigns

EEC 113

Cuyahoga Community College

John Kerezy, Associate Professor, Media and Journalism Studies

Beyond “fake news” is coordinated inauthentic behavior, designed and carried out on social media to disinform the public. For example, both the People’s Republic of China and the Russian Federation employ millions of people to carry out disinformation campaigns all over the globe. Though these two nations have varying purposes in their efforts, both have made the United States a principal target. This session explains what disinformation campaigns are and how to spot them and suggests ways in which faculty and students can counter them. It uses a combination of hands-on examples (such as “Spot the Troll”) and handouts for instructors, including a list of websites that actively counteract disinformation campaigns.

Outcomes

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

- Identify disinformation and coordinated inauthentic behavior.
- Teach students how to spot and respond to disinformation campaigns.
- Help students become more social media savvy with respect to what they post and share.

A8: Improving Success in Math Gateway Courses for STEM Technicians

EEC 114

Zane State College

John Graham, Assistant Professor, Mathematics

Mysti Hobson, Professor, Mathematics

Elizabeth Kline, Dean, Arts and Sciences

Presenters will share practices instituted to improve success in math gateway courses at Zane State College. Developing a Curriculum (DACUM) and Systematic Curriculum and Instructional Design (SCID) were facilitated by The Ohio State University’s Center for Education and Training for Employment to help develop co-requisites for STEM gateway math courses. Other supplemental instructional supports include an embedded tutor and math boot camps.

Outcomes

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

- Describe the logistics of developing a co-requisite course.
- Discuss the importance of embedding a tutor within a course.
- Identify the necessary steps to conduct math boot camps.



CONCURRENT SESSION B | 11:10 a.m. – noon

B1: Rocking Partnerships for Student Success

EEC 103

Cuyahoga Community College

Leon Contreras, Health Sciences Tutor and Mentor, TRIO Student Support Services

Lorrie DiGiampietro, Assistant Professor, English

Sarah Szweda, Instructional Specialist, English

Community college students face unique sociological, psychological and academic challenges and often require additional academic support to succeed. Tutoring is one support structure with a proven track record of success, yet there is often a stigma associated with this service. Hear from faculty, tutors and students about a personalized, student-centered tutoring experience that uses a case-management approach to create a seamless feedback loop between professor, tutor and student. Engage with panelists to brainstorm and share additional opportunities for strengthening instructional partnerships and integrating tutoring into the academic arsenal.

Outcomes

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

- Discuss how partnering with tutors can strengthen student success.
- Describe various tutoring formats, such as embedded and group tutoring, and learn how to add these initiatives to their own classes.
- Identify the power of academic support structures to increase student learning.

B2: Rocking the Future: Maslow Before Bloom's

EEC 106

Central Ohio Technical College

Kris Bowman, Professor, Nursing

Emily Chovanec, Associate Professor, Nursing

Jeri Whiteus, Assistant Professor, Nursing

The creation of social and physical environments to enhance student success requires attention to the social determinants of health. The World Health Organization defines these determinants as conditions in which people are born, work, live, grow and age, including the health system. The role of the educator, therefore, expands beyond that of learning facilitator to creator of a healthy social and physical learning environment. Presenters will describe the process implemented at their college to identify student needs and create an environment in which students can reach their full potential.

Outcomes

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

- Define the social determinants of health.
- Identify the impact of social determinants of health on student success.
- Describe potential student success interventions.



B3: How to Rock Your Assessment Data and Close the Loop to Improve Student Learning

EEC 109

Lorain County Community College

Thomas Benjamin, Director, Institutional Research, Planning and Engagement

Tracey Meilander, Dean, Accreditation and Assessment of Student Learning

John Myers, Director, Physical Therapist Assistant Program

Lorain County Community College's course assessment process (CAP) was developed as part of HLC Assessment Academy work. Led by faculty, in collaboration with assessment and institutional research units, it examines student learning outcomes mastery at the course and general education levels by asking big questions, developing key assessments, using data visualization to analyze assessment data, and working collaboratively to close the loop and improve student learning. Using a guided inquiry approach, participants will work in groups to explore CAP examples and identify ways to improve student learning and learning equity.

Outcomes

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

- Explore examples of student learning mastery using the CAP data visualization dashboard.
- Disaggregate data to examine equity in student learning.
- Use assessment data to consider potential teaching strategies for improving student learning at the course level.

B4: Technology for Engagement in the Classroom

EEC 110

University of Cincinnati, Clermont College

Sherry Long, Associate Professor, Education

Student engagement in the college classroom is necessary to promote and extend learning. Lecture and discussion alone do not provide opportunities for all students to engage in their own learning; therefore, instructors must understand the benefits of and uses for technology in the classroom in order to adapt their lessons and teaching. The presenter will demonstrate Flipgrid, Padlet, Edpuzzle and Socrative to show how incorporating technology tools into lessons can promote student engagement during the teaching and learning process.

Outcomes

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

- Discuss the benefits of using technology in the classroom.
- Describe how to use technology-based activities in the classroom.
- Create activities to engage students in their own learning.



B5: Implementation and Effect of Specifications Grading on Student Performance in the First Semester of an Organic Chemistry Lecture Sequence

EEC 111

University of Cincinnati, Blue Ash College

Matthew DeMatteo, Associate Professor, Chemistry

Specifications grading is a mastery learning assessment strategy wherein students are regularly given short assessments that address very clearly defined learning objectives. Partial credit is not awarded for these assessments, and students are assessed based on whether or not they met the learning objectives. Students have multiple opportunities to demonstrate mastery before the end of the course. In the current study, specifications grading was implemented in a first-term organic chemistry lecture course. Student success was evaluated by comparing the grade distributions in the course — as well as performance on the ACS standardized final exam — to prior course sections that used a traditional summative means of assessment. Possibilities for applying this assessment strategy to other disciplines and courses will be discussed.

Outcomes

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

- Articulate what specifications grading is and how it differs from traditional grading methods.
- Describe one implementation of specifications grading, with the goal of proposing possible implementations in their own courses.
- Articulate the effects observed in the implementation of specifications grading in a single term of organic chemistry at a two-year college.

B6: Pedagogy or Andragogy: Which Is Most Appropriate in Higher Education?

EEC 112

Stark State College

Bryan Gerber, Associate Professor, Psychology

All conscientious educators are familiar with pedagogical principles, but how many understand andragogical tenets? Posited by Malcolm Knowles in the 1950s, recent research (including that of the presenter) points significantly toward the value of andragogy, as opposed to pedagogy, in higher education. Pedagogy traditionally examines teaching and learning among children, while andragogy specifically speaks to the adult learner. The presenter will discuss differences between the principles of each, along with the appropriateness of an andragogical approach when designing coursework for the community college population. Current research and outcomes will also be examined.

Outcomes

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

- Discuss andragogy and how it differs from pedagogy.
- Describe how the tenets of andragogy align with the current understanding of adult learning principles.
- Identify ways in which lessons can be adapted to andragogical principles for student benefit.

B7: Changing Curriculum to Challenge Minds

EEC 113

Sinclair Community College

Heidi Arnold, Professor, Communication

The community college student body includes high school, incarcerated, neurodiverse, international, Gen Z and career cohort populations. Varied students necessitate curriculum and environmental adjustments — as well as cultural awareness that acknowledges diversity, equity and inclusion — to generate success. Participants will be challenged to question traditional pedagogy and prioritize change using different techniques and out-of-the-box creativity. Such modifications create an atmosphere to success that motivates students to engage and connect with the course content. Participants will learn how to apply mindset GPS principles (growth, personal relevance and sense of belonging) to redesign assignments from an equity perspective.

Outcomes

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

- Discuss adaptations for upcoming student populations.
- Identify new techniques for effective instruction, including DEI strategies.
- Describe new ideas and implementation practices from peers.

B8: Open for Business: Creating a Trauma-Safe Classroom

EEC 114

Cuyahoga Community College

Sue Dieterich, Counselor and Adjunct Faculty, General Studies

Renee Kolecki, Counselor and Adjunct Faculty, General Studies

Student success requires them to be present, engaged and open for the business of learning, but some may appear disengaged, disrespectful, defensive or antagonistic. These behaviors may be the result of trauma triggers due to trauma history, often unknown to them and to instructors. This can create communication barriers between faculty and student and oftentimes, poor academic performance or course completion by the student. How do we identify these students? How is the instructor's ability to be present, teach and feel compassion impacted by students' behavior? We will assist you in creating a safe and comfortable classroom for all.

Outcomes

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

- Describe the impact of trauma on students' emotional, physical and cognitive presence in the classroom and, thus, their ability to access the parts of their brain needed to engage and learn.
- Identify strategies for creating an emotionally safe yet gently challenging academic environment, using the principles of trauma-informed care to help students develop, polish and employ the critical-thinking skills necessary for learning.
- Reflect on the impact of student behavior on faculty and their teaching.

POSTER SESSION AND CAMPUS ACTIVITIES | 1–1:40 p.m.

EEC Commons

View poster sessions, visit our vendors and check out the campus activity stations!



P1: Teaching Science as a Way of Thinking

Cuyahoga Community College

Margaret Lehnert, Assistant Professor, Biology

While science is defined as a collection of facts, it is also a way of thinking outlined by the scientific method. Although students are repeatedly exposed to the steps of this process throughout their education, they often see it as a memorization exercise and are often unable to connect the process of science to applied critical thinking. This presentation uses an example from an anatomy and physiology course to outline a strategy for getting students to apply the scientific method within STEM disciplines.

Outcomes

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

- Recognize how steps of the scientific method can be used in lecture.
- Outline the steps a student can utilize when answering applied questions.
- Modify steps as necessary to teach critical thinking and problem-solving in any STEM discipline.

P2: Peer Mentoring Videos Promote Better, More Strategic Decisions Regarding High-Impact Experiences That Inspire Student Engagement and Academic Success

University of Cincinnati, Blue Ash College

Debra Frame, Professor, Psychology

Research shows a positive association between student engagement and academic success; therefore, most colleges offer a number of high-impact opportunities to enrich student engagement and develop a deeper connection and sense of belonging. But with so many choices, where should students begin? The presenter spoke to upperclass students who had engaged in high-impact activities such as clubs, undergraduate research, internships and honors programs and presented video clips from those interviews to her first-year experience students to help them make better, more strategic decisions.

Outcomes

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

- Identify at least three high-impact experiences that increase student engagement and promote learning.
- Summarize the pros and cons of several high-impact learning experiences from a student mentor perspective.
- Adapt the peer mentoring video method to their own classroom to encourage students to receive and reflect on feedback from upperclass peers.

P3: Strategies Used to Increase Nursing Student Retention and Success

Lorain County Community College

Megan Hodgkiss, Lab Coordinator, Nursing

Mary Grady, Programs Administrator, Nursing Programs

Lesley Shull, Retention and Intervention Specialist, Nursing

Many students demonstrate a lack of academic preparation and coping skills, along with poor critical-thinking skills and high anxiety. They need support and tools to be successful in school and in their future careers. Specialized tutoring and retention services are valuable in decreasing anxiety and improving academic outcomes among nursing students; however, little research is available on their impact. Lorain County Community College's retention and tutoring intervention services focus on providing life skills, improving coping skills and easing test anxiety in order to facilitate success for nursing students in their first and subsequent semesters.

Outcomes

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

- Describe strategies for increasing student retention.
- Discuss strategies for increasing student success in a nursing program.
- Identify strategies for improving coping skills among nursing students.

P4: Ensuring Equal Access for Disabled Students Who Are Incarcerated and Enrolled in For-Credit Community College Correctional Education Programs

Marion Technical College

Jenifer Montag, Director, Disability Services

Based on a recent study of community college disability service (DS) supports for disabled incarcerated students, this poster presentation utilizes sample scenarios to highlight barriers experienced and strategies used to provide accommodations in correctional education college classes. Three researcher-developed tools will be shared to help faculty, community college administrators and DS/support service staff assess potential barriers and work within the correctional setting.

Outcomes

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

- Identify three common barriers that affect teaching and support services within correctional settings.
- Describe strategies and methods stakeholders can use to strengthen interactions with incarcerated students and better support their learning.
- Discuss three approaches for assessing the format of correctional education classes and reducing or removing barriers to education for incarcerated students.

P5: Jesse Owens Centennial: Showcase the Good Life Lessons

Cuyahoga Community College

John Kerezy, Associate Professor, Media and Journalism Studies

Jesse Owens was accorded second-class status for much of his life, even after the 1936 Olympics. This poster session presents objectives, activities and learning outcomes based upon four specific situations in Owens' life. Each starts with something Owens faced and/or did, followed by three questions: "What do you think about what Owens did?"; "Do you think what Owens did then applies to us today?"; and "If you were in a similar situation, would you do what Owens did? How would you want your friends, classmates, teachers/professors and others who influence you to treat each other and you?"

Outcomes

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

- Discuss ways to integrate real-life scenarios into the classroom.
- Describe active learning techniques for use in class discussion.
- Identify essay assignments that can be incorporated into course curriculum.

P6: Tri-C Common Read: Books Rock!

Cuyahoga Community College

Rebecca Carte, Assistant Professor, Spanish

Lorrie DiGiampietro, Assistant Professor, English

Stephanie Greer, Lecturer, English

Theresa Gromek, Assistant Professor, English

Since 2015, Cuyahoga Community College's Common Reading program (CRP) has worked to foster civic responsibility, academic discourse and community engagement by helping faculty incorporate new texts into their curriculum. The program has provided a diverse lineup of books over the years, offering an intersection of themes relevant to students across campuses. Through the creation of cross-disciplinary curriculum and faculty development workshops — as well as co-curricular events including author visits, local speakers and a student contest — the CRP has fostered a sense of community and invigorated faculty, staff and students alike. The 2022-2023 selection, *Crying in H Mart* by indie rocker Michelle Zauner, highlights what “rocks” about this unique program.

Outcomes

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

- Incorporate a common read into their curriculum and self-enroll in the CRP Blackboard site.
- Share a full schedule of co-curricular events for the 2022-2023 text with students.
- Understand how the CRP promotes the Civic Responsibility ELO by connecting the community represented in each text to local issues through co-curricular events.

P7: Game On: Engaging Students With Video Games Inside and Outside the Classroom

Cuyahoga Community College

Mike Piero, Professor, English

This poster presentation shares strategies that humanities-based faculty can use to integrate video game analysis into their courses. It offers an evidence-based rationale for incorporating games into the classroom, along with sample assignments and lesson plans, scholarly/teaching resources and a robust plan that connects current events, the classroom and student life — all through gaming. The future points to video games as the dominant entertainment medium of the 21st century, and educators can harness its immersive qualities to teach students how to “get their game on” by approaching game content and discourse critically, thoughtfully and with an eye toward rhetorical agency.

Outcomes

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

- Integrate game analysis into their humanities courses.
- Locate high-quality, effective resources for using games inside the classroom.
- Articulate the value of gaming for students outside the classroom.



P8: Using Twitter to Engage Students and Promote Learning

University of Cincinnati, Blue Ash College

Wendy Calaway, Associate Professor, Criminal Justice

This poster presents dynamic information on incorporating Twitter as a pedagogical tool in online and face-to-face courses. In attempting to address the issue of student engagement during the pandemic, Twitter became a tool for helping students connect the theoretical portions of their learning to outside practices. Requirements for use of Twitter, integration with learning objectives, grading rubric and outcomes will be discussed. The presentation also highlights ways in which this technique has helped students interact with criminal justice practitioners and researchers (and with each other) in real time.

Outcomes

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

- Discuss the value of connecting theoretical learning to real-world application.
- Use Twitter as a vehicle for helping students engage with current events, researchers and practitioners in their field of study.
- Analyze the impact of leveraging social media to achieve learning objectives.

P9: Engaging Students in a Synchronous Online Course

Cuyahoga Community College

Andy Sokolich, Program Manager, Online Associate of Arts and Adjunct Faculty, General Studies

Small changes in teaching can promote active participation in the virtual classroom, leading to a more dynamic experience for all students. Using James Lang's book *Small Teaching* as a guide, this poster identifies strategies adapted for student engagement in a synchronous online course. These strategies come from the domains of knowledge (what students know), understanding (how well they can apply content) and inspiring (how they are motivated to expand their knowledge) and can be applied to help students engage with and master course content in any discipline.

Outcomes

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

- Discuss the three domains of teaching strategies: Knowledge, Understanding and Inspiring.
- Describe three specific strategies for increasing engagement in a virtual classroom.
- Identify at least one strategy to adapt for use in their own virtual classroom.



P10: Open for Business: Creating a Trauma-Safe Classroom

Cuyahoga Community College

Sue Dieterich, Counselor and Adjunct Faculty, General Studies

Renee Kolecki, Counselor and Adjunct Faculty, General Studies

Student success requires students to be present, engaged and open for the business of learning — but some may appear disengaged, disrespectful, defensive or antagonistic. These behaviors may be the result of trauma triggers due to trauma history, often unknown to them and to instructors. This can create communication barriers between faculty and student and, oftentimes, poor academic performance or completion. How do we identify these students? How does student behavior impact the instructor’s ability to be present, teach and feel compassion? This poster presentation will help faculty create a safe and comfortable classroom for all.

Outcomes

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

- Describe the impact of trauma on students’ emotional, physical and cognitive presence in the classroom.
- Develop a working understanding of the importance of creating an emotionally-safe academic environment where students experience connection and belonging, essential conditions to mediate the impacts of ACES history and strengthen coping skills necessary for being present and learning.
- Reflect on the impact of student behavior on faculty and their teaching.



CONCURRENT SESSION C | 1:50–2:40 p.m.

C1: Cultural Mistrust: Building Better Relationships With Black Students

EEC 103

Sinclair Community College

Chad Sloss, Adjunct Faculty, Sociology

This recently completed study utilized a qualitative phenomenological approach to examine the cultural and social experiences of faculty, administrators and Black students at HBCUs and HWCUs. Findings highlight the cultural mistrust (CM) of white faculty among Black male students at HWCUs, which complicates relationship-building processes and lessens academic performance, ultimately downgrading Black students' experiences in higher education. Though cultural familiarity lessened CM among Black students at HBCUs, it was still a significant factor in white professors' perceptions of Black students.

Outcomes

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

- Discuss pedagogical approaches for increasing positive experiences for Black students.
- Develop and implement strategies to increase retention, matriculation and graduation rates and career opportunities for Black students.
- Identify obstacles to and best practices for supporting Black student experiences in college.

C2: Cosmic Communication: Exploring Race 2.0 in Future Shock Spaces and Pedagogical Places

EEC 106

Cuyahoga Community College

Derrick Williams, Professor, Communication Studies

The influence of race is well-researched and commonly taught in communication studies courses; however, research on the intersection of technology with these factors is less prevalent. A 2021 OATYC Teaching Grant helped develop an innovative course redesign project that combined communication studies with digital technology. By focusing on the impact of technology on communication, students in the introductory Interpersonal Communication course gained a deeper sense of how current issues impact society in terms of race in the digital world. Based on Safiya Umoja Noble's Algorithms of Oppression, Ruha Benjamin's Race After Technology and André Brock's Distributed Blackness, this presentation highlights the role of communication studies in addressing issues of technological discrimination found in algorithms, social media, websites and facial recognition systems.

Outcomes

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

- List tools, processes and strategies for using digital technology in assignments.
- Discuss ways to update current curriculum with new student engagement methods.
- Describe connections between digital and traditional humanities.

C3: 101 Whiskey Experiments With Community College Undergraduates

EEC 109

Lorain County Community College

Regan Silvestri, Associate Professor, Chemistry

Learn how an almost chance encounter between a chemistry professor and the founder of a startup whiskey company led to the creation of an independent student research program. Undergraduate students at Lorain County Community College use gas chromatography-mass spectroscopy to profile the distinct compounds in unprecedented flavors of bourbon developed by Cleveland Whiskey. Equally important as the scientific results are stories of the impact the program has had on students — and how much fun a group of undergraduates can have doing nerdy science stuff when the topic is whiskey!

Outcomes

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

- Discuss strategies for recruiting commuter students into extracurricular activities.
- Identify opportunities for securing external funding to support extracurricular programming.
- List strategies for networking with local industry to secure practical/applied student projects that promote success beyond their course of study.

C4: Technology to Collaborate: Think Outside Your Discipline to Help You Adapt the Classroom

EEC 110

Cuyahoga Community College

Casey Brown, Senior Instructional Designer and Adjunct Faculty, English

Amelia Caldwell, Lecturer, Business and Urban Studies

David Napuk, Lecturer, English as a Second Language

Hear from three faculty from different campuses and disciplines who participated in a teaching square exercise as part of their onboarding experience. Observing one another's synchronous online classes, they discovered ways to adapt their own teaching methods. Discover the benefits of interdisciplinary peer course observation and interactive technology tools like Webex, Zoom, Blackboard Collaborate, SoftChalk and Flip for adapting course outcomes to the online learning environment.

Outcomes

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

- Discuss the importance of learning from others outside your discipline.
- List the benefits of using a variety of technology tools to ensure equity and inclusion in online classes.
- Identify ways to adapt teaching practices for the synchronous online environment.



C5: Rock the Future With OER

EEC 111

Lorain County Community College

Karin Hooks, Associate Professor, English

Justin Sevenker, Assistant Professor, English

Jewon Woo, Associate Professor, English

While the appeal of open educational resources (OER) continues to grow, so does recognition of the obstacles that may dissuade instructors from adopting them. These include lack of time, tools and funding to create OER, as well as lack of institutional recognition for doing so. Nevertheless, individual instructors and programs find ways to adapt — and their stories suggest how others can leverage available resources to create effective, affordable course materials. Presenters will share three different OER projects in their composition and literature courses that are shaping the future of the program.

Outcomes

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

- Utilize specific strategies to win administrative support and faculty buy-in for developing OER.
- Address a range of challenges that come with creating and using OER.
- Implement practices for teaching with OER on a variety of platforms (WordPress, Scalar, etc.) and in a variety of courses.

C6: Practical Faculty Development for Diversity, Equity and Inclusion in English Departments

EEC 112

University of Cincinnati, Blue Ash College

Ruth Benander, Professor, English

Susanna Shelton Clason, Associate Professor, English/Rhetoric

Ian Golding, Assistant Professor, English/Rhetoric

Brenda Refaei, Professor, English

Faculty development around diversity, equity and inclusion (DEI) practices can be challenging. The pandemic highlighted inequities in the classroom and within Blue Ash College's English department, and the implementation of DEI practices became essential. Presenters will share how their department's DEI subcommittee developed practical approaches for inclusion in hiring practices, promotion and tenure policies, and teaching. They will describe eight five-minute teaching innovations and high-impact strategies that can be presented quickly, along with the development of a DEI faculty learning community focused on professional development.

Outcomes

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

- Incorporate diversity, equity and inclusion activities into their teaching.
- Develop inclusive hiring practices within their departments.
- Integrate DEI principles into promotion and tenure policies.

Concurrent Session C | 1:50–2:40 p.m. *(continued)*

C7: Integrating Media Literacy Into the Classroom

EEC 113

Stark State College

Sara Klink, Assistant Director, Library Services

Adapting to the ever-changing technology landscape while teaching our students how to navigate information overload is no easy task. We are constantly bombarded with an overwhelming amount of information — but how do we know what is credible? Beyond that, how do we teach students those skills? Participants in this hands-on session receive a toolkit focused on media literacy as it relates to mis- and dis-information, “fake news,” confirmation bias and the fact-checking strategies and tools needed to combat these information disorders.

Outcomes

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

- Explain mis- and dis- information, fake news and other information disorders.
- Apply basic fact-checking methods to any piece of information.
- Develop classroom activities that allow students to practice evaluation techniques.

C8: Rockin’ Math Pathways: Laying Down the Groove for Future Success

EEC 114

Owens Community College

Julie Chesser, Professor, Mathematics

Elizabeth Condon, Professor, Mathematics

Sarah Long, Associate Professor, Mathematics

Michelle Younker, Chair, Mathematics

Capitalizing on the skills students bring with them as they begin their math pathways, faculty use what they know about connecting concepts and motivating students to adapt the curriculum to better prepare students for gateway courses. Faculty provide tailored assistance to students and introduce and reinforce study skills while immersing them in the concepts most important for success. Join our panel discussion to discover how content was identified and implemented in courses supporting the math pathways and how they establish a rhythm to help students rock future coursework.

Outcomes

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

- Employ a framework to identify supporting content necessary for success in gateway courses.
- List one approach for providing individualized assistance to support student learning.
- Discuss alternatives to multi-term support courses that prepare students for gateway math.

AWARDS CEREMONY AND ICE CREAM SOCIAL | 2:45–3:30 p.m.

Join us in the Mandel Theatre Lobby for an ice cream social and awards program!

Please join the OATYC board in thanking all of the Cuyahoga Community College students involved in making today possible. Their being here keeps the focus where it belongs as we continue our work helping each of them to **Rock THEIR Future!**