OCTOBER
20-22 2021

# Conference Program

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**KEYNOTE**
**10:00-11:00 a.m. (CT)**
**The Working Anthropology of Community College Education: Who Are We Teaching and Why?**
Every pedagogy implies an anthropology. What's yours? Using a lifetime of observation from the field, story, and poetry, Dr. Sandy Shugart explores the competing anthropologies that underlie the traditions and practices of open-access education in America's community colleges. Dr. Shugart shares his thoughts with an eye toward humanizing what has become a massive system of processing and sorting units of enrollment rather than serving deeply formed learners.
> *Dr. Sandy Shugart, Senior Fellow, Aspen Institute, Former President, Valencia College*

**11:10 a.m.-12:00 p.m. (CT)**
**Crossing the Border: Educational Borderlands and Culturally-Relevant Virtual Instruction**
Students from marginalized communities have historically confronted unique challenges while navigating traditional academic spaces, or "educational borderlands." Since the COVID-19 shutdowns, these borderlands have increasingly normalized online learning spaces, calling for educators to re-imagine their instructional practices so they are more accessible to diverse learners. This session explores the perspectives of Latino/Hispanic immigrant students who participated in online instruction during 2020-2021, presents considerations for developing culturally-competent virtual instruction, and allows participants to assess opportunity gaps in their online and blended teaching environments.
> *Gabriela Anaya, Instructor, Adult Basic Education, Gateway Technical College*

**11:10 a.m.-12:00 p.m. (CT)**
**Stop! Collaborate and Listen!**
With the rise of active learning, our students collaborate now more than ever. Yet, teaching is still deemed a "lonely profession." During this session, participants examine interdisciplinary collaboration as a resolution to loneliness, explore the barriers to and opportunities for implementation, and develop a plan of action at their institutions.
> *Jillian Miller, Assistant Professor, Mathematics, Roane State Community College*

**11:10 a.m.-12:00 p.m. (CT)**
**Teamwork Works in Online Classes**
Group work is an essential element in most of our classes. We use groups to help students dig deeper into the material, to learn from each other, to create synergy and enthusiasm, and to become experts on specific aspects of the text under consideration. During this session, learn how to use teams in fully online classes so students can have similar group-work experiences and outcomes to the on-ground class experience.
> *Catherine Sweeting, Assistant Professor, English, Hudson County Community College; Karen Galli, Instructor, English, Hudson County Community College*

**11:10 a.m.-12:00 p.m. (CT)**
**Being Seen, Feeling Safe, Observing Value: Best Practices to Ensuring LGBTQ+ Students Thrive**
LGBTQ+ students face unique challenges, including contemplation of suicide at five times the rate of non-LGBTQ+ youth. Leave this session with a deeper familiarity and comfort with vocabulary and inclusive practices, while identifying ways to make your campus and courses safe and inclusive for all members of the LGBTQ+ community.
> *Richard Curry, Associate Professor, Speech; Faculty Fellow, Online Learning; Lead Trainer, LGBTQ+ SafeZone, Lone Star College System*

**12:10-1:00 p.m. (CT)**
**Successfully Moving 100 Courses to an Online Environment During a Pandemic**
At the onset of the COVID 19 pandemic, Collin College was placed in a difficult position and needed to move hundreds of courses from in-person to online delivery. Many of the courses had never been taught online, and we wanted to ensure the same high quality that existed in the in-person classes was present online. The presenters

share how they used an Online Advisory Board and eLearning Center resources to establish a process for developing and approving course templates that can be used by faculty to teach an online course.

*Pamela Darling-Facio, Director, eLearning Accessibility and Compliance, Collin College; Bridget Vosloo, Instructional Designer, eLearning Center, Collin College*

**12:10-1:00 p.m. (CT)**
**The Recovery Coach: An Intentional, Relational Interventionist as a Response to the COVID-19 Incomplete Grading Trend**
One response to the complications of pandemic-academic life was the institution of grading policies to counter-balance inequities and disparities. To provide guidance and success to students with an (I) grade, Lehigh Carbon Community College created an Incomplete Grade Recovery Session following each semester that provides Recovery Success Coaches to students with missing assignments so they can progress to sequential courses. This session describes the program and the steps needed to replicate it at other institutions.

*Melanie Turrano, Professor, English, Lehigh Carbon Community College; Susanne Smith, Instructor and Success Coach, English, Lehigh Carbon Community College*

**12:10-1:00 p.m. (CT)**
**Elements for Successful Courses in the Digital-Age**
With an increasing mix of online, hybrid, and in-person course offerings, students are learning differently than ever before. Join us as we break down the nine elements that instructors can implement to help meet students' needs in modern classroom settings. Explore how factors such as equity, scalability, and engagement play a role in supporting students as they learn, ensuring positive outcomes in any course structure. Learn new ways to connect with your students, facilitate active participation, prioritize accessibility, and more. Attend to enter and win a $75 Amazon gift card!

*Kathryn Schaefer, Senior Educational Courseware Representative, Hawkes Learning*

**12:10-1:00 p.m. (CT)**
**Creating a High-Touch Community in an Increasingly Digital World**
Rio Salado College annually serves 28,000 students with 51.1 percent being minority or underrepresented learners. As part of the institution's work to become a Social Justice Organization, the college launched virtual and multimedia presentations to connect with their network of instructors, learners, alumni, and prospective students. At the end of this session, participants can create a high-touch environment at their campus.

*Floyd Hardin III, Executive Officer, Equity and College Relations, Psychology and Administration, Rio Salado College; Kevyn Miller, Administrative Analyst, Senior, Administration, Rio Salado College*

**1:10-2:00 p.m. (CT)**
**Developing New, Better, and More Loves**
New York Times columnist and author, David Brooks, has stated, "A key job of a school is to give students new things to love." Although an essential part of education is to develop skills and traits that lead to a successful career, this is by no means the only purpose. This session, applicable to any discipline, explores the importance of reframing education as something beyond career-development and affirmational pedagogy that rekindles the deeper purpose of education.

*Aaron Lawler, Assistant Professor, Humanities, Waubonsee Community College*

**1:10-2:00 p.m. (CT)**
**Intersectionality, the Role of Intercultural Competence in Promoting Student Success**
The future belongs to those who can learn to work or team together with other groups without regard to location, heritage, and national or cultural differences. Meanwhile, increased immigration during the past decades has created a multiethnic and multicultural society in the U.S. The way in which people communicate and manage conflict varies tremendously depending on their cultural backgrounds. The straight-talking assertive approach that characterizes many North Americans is not the global norm. This interactive presentation provides a basic understanding of

Edward T. Hall's theory of culture and its worldviews. Participants have the opportunity to participate in activities that help them understand how to be interculturally competent when working with students.

*Youssef Mekawy, Assistant Coordinator, Career Services - Human Resources Management, Hawkeye Community College; Chatara Mabry, Assistant Professor, Social Work and Sociology, Hawkeye Community College*

**1:10-2:00 p.m. (CT)**
**Emotionally Intelligent Teaching That Leads to Inclusion and Student Success**
During this presentation, learn why educating is about empowering others, and why empowering others requires inclusive, positive, safe, connected, and affirming relationships; how educators can have a profound impact upon the emotional state of those we engage with each day; how the emotional domain impacts cognition, persistence, motivation, self-efficacy, and performance; and skills and behaviors that help create positive, motivated, engaged collaboration that leads to student success.

*David Katz III, Professor Emeritus / Consultant, Professional & Organizational Development, David Katz Presents*

**1:10-2:00 p.m. (CT)**
**Mindful Scaffolding: Safeguarding the Learning Experience Across Delivery Modalities Through Presence and Practice**
Instructors and designers know that quality course construction requires planning, materials, and scaffolding to build an excellent structure. We also know that the quality of a student's learning experience relies on the teacher's content expertise and on the attunement and empathy afforded to the learner. Learn ten tips you can use to create safe, meaningful learning spaces in any delivery modality.

*Crystal Donlan, Adjunct Instructor (LCCC) and Instructional Designer and Online Learning Specialist (EC), Luzerne County Community College / Elizabethtown College*

**1:10-2:00 p.m. (CT)**
**Personalize It! Use Students' Lived Experiences to Engage and Motivate**
Helping students develop self-efficacy and a sense of belonging through metacognitive experiences is crucial for improving learning. The presenters share how students' lived experiences influence how they learn, explain how a pedagogical wrapper and self-affirmation activity encourage metacognition, and how to create a sense of belonging, engagement, and motivation for learners.

*Ellen Wasserman, Graduate Assistant, Educational Leadership, New Jersey City University - Community College Leadership; Tammy Napiontek, Director of Title Five Grants, Educational Leadership, Big Bend Community College*

**2:10-3:00 p.m. (CT)**
**How to Make Zoom Meetings More Inclusive for Students**
The pandemic accelerated the use of Zoom in higher education and quickly put some faculty in a precarious situation due to technological deficiencies in comprehension and practice. Moreover, the notion of inclusiveness is sometimes overlooked during online pedagogical planning. This session demonstrates that online students don't have to feel excluded or socially isolated from the course content, peers, or instructor.

*John Hansen, Professor, English, Mohave Community College*

**2:10-3:00 p.m. (CT)**
**Majoring in the MICRO: Becoming the CHANGE From Microaggressions to Microaffirmations**
Micromessages are small actions and behaviors that indicate or signal underlying meaning. Like a rock thrown into a pond, microaggressions, although small, have a greater effect. This session focuses on the spectrum between microaggressions and microaffirmations. Participants explore the impact of microinequities and develop strategies to address the imbalanced social systems.

*Brittany Knowles, Advisor II, Student Life and Leadership, Florida State College at Jacksonville*

# WEDNESDAY, OCTOBER 20

**2:10-3:00 p.m. (CT)**
**From Zero to a Successful Apprenticeship Program**
This session shares how a Department of Labor grant helped build infrastructure for a statewide apprenticeship program. Discussed are creating pre-apprenticeship and apprenticeship programs, building connections with local companies, working with other community colleges and community partners, and recruiting students during a pandemic. Also discussed is how to integrate academics, student development, and continuing education into a single program operation.
> *Patrick Enright, Vice President, Professional Studies and Applied Sciences, County College of Morris; Amber Pantiliano, Program Manager, Advanced Manufacturing Apprenticeship, County College of Morris*

**2:10-3:00 p.m. (CT)**
**LIVEn Up Your Virtual Teaching and Learning Environment With MDC LIVE**
Last year, Miami Dade College (MDC) announced a new modality and named it MDC LIVE (Learning Interactively in a Virtual Environment). To prepare, a team of faculty developers, instructional designers, and faculty members developed a training that modeled the MDC LIVE modality. Learn about the innovative training and support model this team launched, the components that made it a success, and lessons learned along the way.
> *Jennifer Schneid, Instructional Designer and Technology Trainer, Instructional Technology, Miami Dade College; Taurie Gittings-Wheeler, Associate Professor, Humanities, Miami Dade College; Hanadi Saleh, Director, Instructional Technology and Technology Tr*

**2:10-3:00 p.m. (CT)**
**Acedia! Keeping Teachers and Students From Going Greek**
The pandemic has given birth to a nebulous, unquiet apathy. A COVID slide in schools has wiped away 70 percent of learning advances. The difficulty is acedia. Those who suffer from it are sad, anxious, frustrated, and conscious of a block in their path to growth, understanding, action, or even a tomorrow. This presentation discusses acedia, using and applying the iterative three-part Rolfe model: What? So what? Now what?
> *Katherine Watson, Professor, Community Education, Santiago Canyon College*

**3:10-4:00 p.m. (CT)**
**Pivoting With Corequisites in the Time of COVID and Beyond**
Two college professors demonstrate the success of their program in which corequisite classes are taught. Content courses are paired with Developmental Integrated Reading and Writing to support student success. This presentation includes practical resources and teaching materials used for the desired outcomes when teaching traditionally, hybrid, or online.
> *Karen Hanvey, Professor, History/Integrated Reading and Writing, Collin College; Pamela Sawyer, Professor, English/Integrated Reading and Writing, Collin College*

**3:10-4:00 p.m. (CT)**
**Fostering Student Civic Engagement Through Service-Leaning Action, Advocacy, and Justice**
Today's educators must design coursework that facilitates the transfer of learning from the classroom to the real world. Service-learning is an experiential teaching and learning strategy that combines classroom instruction, meaningful community service, and relevant reflection and collaboration with community partners to address justice, equity, diversity, and inclusion. This session highlights several "Service-Learning in Action" projects that made a difference in addressing community justice.
> *Jametoria Burton, Associate Director Program Development, Center For Civic Engagement, Florida State College at Jacksonville*

**3:10-4:00 p.m. (CT)**
**What Do You Know About Ableism?**
The impacts of COVID-19 disproportionately impacted the lives of people with disabilities, while also revolutionizing the availability of workplace and educational accommodations. How can we activate the changes brought on by the

pandemic to create an accessible culture in the classroom and workplace? Learn about the history of ableism, how it persists in everyday life, and acquire tools and strategies to best serve individuals with disabilities.

*Heather Campbell, Social Worker, Vision Rehabilitation, Florida State College at Jacksonville; Benjamin Cutler, Certified Vision Rehabilitation Therapist, Vision Rehabilitation, Florida State College at Jacksonville*

**3:10-4:00 p.m. (CT)**
**New Initiatives for Adjunct Onboarding and Professional Development**
Starting with the Fall 2021 term, Harford Community College (HCC) expanded its support for adjunct instructors through dedicated programming backed by tangible resources. The presenters outline HCC's new initiatives for adjunct faculty onboarding and dedicated professional learning opportunities. They share successes, challenges, and lessons learned throughout the process.

*Jeff Ball, Director, Center for Excellence in Teaching and Learning, Art History, Harford Community College; Elizabeth Holmes, Adjunct Coordinator, Center for Excellence in Teaching and Learning, English and Transitional Studies, Harford Community College*

**3:10-4:00 p.m. (CT)**
**Encouraging History Students' Creativity as a Means to Enhance Learning**
Assignments that rely on the regurgitation of dates, places, and names are boring for students to complete and for instructors to grade. As an alternative, the presenter asks her students to imagine themselves as a witness or participant in a historical event. Learn how to analyze your courses for opportunities to use creativity to enhance learning.

*Michele Hawes, Professor, History, Tri-County Community College; John Hawes, Educational Developer, Pedagogy, Western Carolina University*

# THURSDAY, OCTOBER 21

**KEYNOTE: 10:00-11:00 a.m. (CT)**
**What Is Your Legacy?**
Frederick details his journey through community college and how it helped him find his passion for inspiring others. He details how he overcame adversity to find healthy living, leadership, success in community college, non-traditional student success, and more. Frederick's remarks will cover a wide range of topics that community college educators face every day. "What is your legacy?" implores a solution-oriented approach to how to educate and be intentional with educating the whole student. Participants will enjoy a narrative and inquiry approach along with statistical data, personal testimony, and evidenced-based practices that will help them leave a legacy for each of their students.
*Frederick Shegog, Founder and CEO, The Message LLC*

**11:10 a.m.-12:00 p.m. (CT)**
**Personally Connected Pedagogy**
Using storytelling, poetry, call-and-response, and examples from participants' own experiences, participants are led through the process of diagnosing and developing positive and confirming communication environments versus negative and disconfirming communication environments. Learn effective ways to create and maintain positive and confirming communication environments by optimizing diversity through a continuous and thoughtful practice of inclusion.
*Sonny Kelly, Instructor, Communication, Fayetteville Technical Community College*

**11:10 a.m.-12:00 p.m. (CT)**
**Designing to Pivot: Preparing Your Face-to-Face Class to Go Online**
This session focuses on the approach the presenter takes to design classes that allow faculty to transition quickly to online delivery, particularly during the pandemic. Some methods focus on course design, while others focus on how to manage course content within the LMS. The session focuses on specific examples and discusses diverse ways to accomplish these goals.
*Mark Kavanaugh, Professor, Department Chair, Psychology, Kennebec Valley Community College*

**11:10 a.m.-12:00 p.m. (CT)**
**Creating Equitable Support for Community College Students Using Collegiate Recovery Programs as a Model**
Student Services struggle with institutionalizing diversity, inclusion, access, and student engagement practices. One solution involves a cohort of students in active recovery from substance use disorder who participate in a mutual support system. Learn how to assess collegiate recovery programming and apply the outcomes to other student services, synthesize equitable access into actions, identify the mental health needs of marginalized students, and create equitable language to foster increased access.
*Eric Klein, Counselor, Counseling, New Jersey City University - Community College Leadership*

**11:10 a.m.-12:00 p.m. (CT)**
**Allowing Research Project Submission Options to Improve Student Performance**
Grading research papers is a mind-numbing exercise. You may get the occasional exceptional paper, but mostly you get a dull, dry, recitation of people, places, and dates. To save their sanity, the presenters made changes to research projects. Learn how alternatives in research project design improve student performance, how to analyze courses for opportunities to use assignment submission options, and how to ensure rubrics align with course learning outcomes.
*Michele Hawes, Professor, History, Tri-County Community College; John Hawes, Educational Developer, Pedagogy, Western Carolina University*

**12:10-1:00 p.m. (CT)**
**Battlefield of the Mind: A Closer Look at Test Anxiety**
While the primary goal of assessment is to determine a person's aptitude for a specific subject and identify areas for improvement, it is also a standard tool for comparing candidates for resources. The better the performance, the higher the likelihood the student will have access to higher education, financial aid, and greater career opportunities.

The presenter discusses test anxiety and its social impact, explains the effects of test anxiety on the mind and body, and shares how to help students with test anxiety.

*Cecilia Frett, Professor, Anatomy and Physiology, Bossier Parish Community College*

**12:10-1:00 p.m. (CT)**
**Six Ways Illinois Central College Is Enhancing the Library's Impact on Teaching and Learning**
This presentation draws on Illinois Central College's experience with Leganto to support OER initiatives, facilitate day-one readiness for students, and provide streamlined content delivery in the college's LMS. The presenters share the benefits of using Leganto, describe how the college's library worked to maximize its impact on teaching and learning, and describe the college's first-year outcomes with Leganto in relation to college initiatives.

*Cate Kaufman, Library Services Director, Library, Illinois Central College; Jessica Bastian, Digital Services Librarian, Library, Illinois Central College*

**12:10-1:00 p.m. (CT)**
**Practical Steps to Start a Broad-Based Discussion of Opportunity Gaps**
Most of us lead from the middle, and many want to widely discuss opportunity gaps in student success. Attend this session to identify key questions to ask on your campus and learn active discussion techniques to facilitate inquiry. Also discussed are potential barriers to starting or sustaining broad-based discussions about opportunity gaps in student success.

*Anne Oxenreider, Executive Director of Research and Planning, Strategic Planning and Institutional Research, Asheville-Buncombe Technical Community College*

**12:10-1:00 p.m. (CT)**
**Turn Your Online Classes Into Radio Episodes!**
We all listen to the radio. This presentation takes broadcast radio strategies that engage audiences and applies them to live, online sessions to draw in students. Experience techniques that transform your classes into episodes and your students into active callers. Who hasn't thought about hosting their own show? Now is your chance to make that happen while improving the learning environment for your students.

*Matt Anderson, Instructor, Psychology, Fayetteville Technical Community College*

**1:10-2:00 p.m. (CT)**
**Bridging the Gap Between the Textbook and Applying New Knowledge in the Workplace**
As educators prepare students, moving beyond teaching the "what" something is and moving toward "how" to apply new knowledge in the workplace can impact student success beyond the classroom. Matching mentors and students, bringing practitioners into the classroom, and extensive job shadowing can be incorporated throughout a course. The presenters discuss how to successfully bridge the gap between textbook content and the skills needed to apply that knowledge at work.

*Michelle Bartlett, Faculty Scholar, Community College Leadership, Belk Center, North Carolina State University; James Bartlett, Associate Professor/Director, Community College Leadership, Belk Center, North Carolina State University; Carrol Warren, Facult*

**1:10-2:00 p.m. (CT)**
**Problem-Based Learning With Paper Cutouts at Home**
Remote settings can be a challenge for hands-on activities that encourage tactile engagement. However, we often forget about a tool many of our students have in their homes . . . a printer! During this session, discuss how to create templates for foldable learning tools that can be printed, cutout, labeled, and used interactively to create student tutorials and problem-based activities at home.

*Eric Madrid, Associate Professor, Biology, Northwest Vista College*

**1:10-2:00 p.m. (CT)**
**Reckoning With the Metacognitive Equity Gap: Research Shows Us How**

Educational equity refers to closing the achievement gap between different student groups. Metacognitive equity refers to closing the gap between students who have acquired effective thinking and learning strategies and those students who have not. This session presents research-based learning strategies proven to increase student success. Discussed is promoting student learning through metacognitive approaches, with a particular lens on improving equity in the classroom. The session blends cognitive science and learning theory to provide evidence-based approaches that are applicable to all disciplines.

*Saundra McGuire, Professor Emerita and Director Emerita, Chemistry and Center for Academic Success, Louisiana State University*

**1:10-2:00 p.m. (CT)**
**Providing Students With Opportunities to Create Agency in the Classroom**
Providing students with opportunities to contribute to course content has positive results, especially when faculty create a sense of belonging that recognizes, values, and respects students' perspectives and experiences. This session shares ways to increase equitable practices by encouraging students to contribute to course content. Participants leave with concrete ways to establish a sense of belonging from the first day of class that lasts throughout the semester.

*Valerie Gray, Professor, English, Harrisburg Area Community College*

**1:10-2:00 p.m. (CT)**
**Critical Thinking, Comics, and Compositions: A Revamped Dual Credit English Course**
Students often fluctuate between accepting any claim as truth without examination, or distrusting claims despite evidence to the contrary. A Title III grant allowed the presenter to create a critical thinking environment that others can replicate. The session focuses on the revamp of a dual credit first-year writing course that integrated critical thinking activities and related co-curricular learning initiatives into the course's standard learning outcomes.

*Betsy Allen, Professor / Director of Teaching and Learning, English, Madisonville Community College*

**2:10-3:00 p.m. (CT)**
**Using Escape Rooms to Enhance Student Learning and Critical Thinking**
Students have a difficult time applying information to an actual situation. Using an escape room is a fun and innovative way for students to be interactive as they apply knowledge. Students find clues within pictures on a Google slide and then have to answer the questions correctly to move on to the next section. Escape rooms can be used in any discipline to encourage critical thinking and application of the information being taught.

*Maryanne Kuiper, Instructor, Nursing, Gateway Technical College (WI)*

**2:10-3:00 p.m. (CT)**
**An Analysis of Racialized Terms Within Teacher Preparation Syllabi**
This session examines the discourse teacher preparation faculty use in their syllabi. Critical Discourse Analysis was used as a theoretical lens and methodology. Learn about the importance of discourse conveyed in syllabi and how to acknowledge student perceptions of important content matter.

*Colleen Hill, Teacher Preparation Methods Instructor, Education, Teacher Preparation, The University of Arizona*

**2:10-3:00 p.m. (CT)**
**Barriers and Successes to Persistence: Factors Influencing Community College Culinary Arts Post-Traditional Students**
The presenter believes that improving student persistence is not only a fundamental part of academic success, but critical to degree completion. She shares the results from research focused on post-traditional culinary art student persistence. Learn how to address the ever-changing priorities encompassing student persistence.

*Vernetta Kosalka, Adjunct Instructor, Culinary Arts, Metropolitan Community College (NE)*

**2:10-3:00 p.m. (CT)**
**Civil Rights and the Humanities: Engaging Students Through a Multidisciplinary Project**

This session shares the results of a three-year project funded by the National Endowment for the Humanities. The multidisciplinary project engaged students in 20th Century African American civil rights movement with connections to 21st century civil rights. The project involved students, faculty, and staff in History, English and Computer Information System classes along with extracurricular student success programs.

*James Karmel, Professor, History, Harford Community College*

**2:10-3:00 p.m. (CT)**
**Customizing Hawkes for Any Environment**
Join us to learn how to tailor the Hawkes automated homework system to create a more focused learning experience for your students. This presentation shares practical tips and provides an overview of customization options to meet the needs of online, hybrid, and in-person learners in synchronous and asynchronous environments. Get recommendations for course set up and suggestions on how to create an interactive learning experience, edit pre-built instructional content to engage students, design assessments with personalized settings, build your own questions, and more in Hawkes. Attend to enter to win a $75 Amazon gift card!

*Laura Shevlin, Educational Courseware Representative, Hawkes Learning*

**3:10-4:00 p.m. (CT)**
**Easy Story Structuring Tools to Assess Learning in Any Context**
A story is a narrative structure that documents change, and learning is fundamentally about change. So, what better tool to assess learning than a story? During this session, learn four simple and memorable story structing tools to help you and your students quickly put together stories to document learning. It turns out these stories can have applications in contexts in and out of the classroom!

*Liz Warren, Faculty Director, SMCC Storytelling Institute, South Mountain Community College*

**3:10-4:00 p.m. (CT)**
**Holistic Instructional Onboarding**
Hiring faculty can be a labor-intensive process involving many steps. The presenter shares the process starting with initial hiring through the various instructional onboarding steps that include faculty mentoring, advisement, professional development, and much more. Also shared is how an LMS can assist with instructional onboarding.

*Stephanie Duguid, Dean of Academic Instruction, Academic Instruction, Copiah-Lincoln Community College*

**3:10-4:00 p.m. (CT)**
**Transformational Theory of Advising: Application and Best Practices**
The goal of this presentation is to engage participants in a conversation about the applicability and power of practicing the Transformational Theory of Advising when working with students. Participants review the foundations of the theory, discuss best practices, and debate the practicality of the theory. Participants also learn how to use strategic questions to promote a growth mindset in their students.

*Tyler O'Donnell, Academic Advisor, Academic Advising, Elgin Community College*

**3:10-4:00 p.m. (CT)**
**The Role of Ubuntu (Humanity Towards Others) in Education**
Ubuntu is an African philosophy that promotes a universal bond of sharing that connects all humanity, and acceptance and inclusion for all. This session provides information about various principles of Ubuntu and great proponents of its practice such as President Nelson Mandela and Archbishop Desmond Tutu. Practical ways to apply Ubuntu principles to higher education institutions are shared.

*Primrose Igonor, Director, Connections Center / Belonging and Equity, Psychology, Marion Technical College*

**3:10-4:00 p.m. (CT)**
**Digital Literacy: Addressing Course Completion and Accessibility for Online Learning**

# THURSDAY, OCTOBER 21

Although many learners know how to navigate digital spaces, this doesn't always translate to the learning environment. Therefore, faculty and staff must understand that digital literacy needs to be addressed for accessibility and course completion purposes. Learn how using remote learning skills learned during the pandemic help minimize digital literacy concerns.

*Brittany Briggs, Interim Director, Center for Teaching and Learning, Online Learning, Clark State College*

# FRIDAY, OCTOBER 22

**KEYNOTE: 10:00-11:00 a.m. (CT)**
**The Secret to Student Success: Make It Personal**
Dr. Debra Bragg's keynote will draw from her deep research and experience working as a thought partner for six state student success centers. Her talk addresses critical factors that community college faculty and staff can employ to help students progress toward more equitable education and employment outcomes, including tapping their own wisdom and experience to make student learning more personal and fulfilling.
*Dr. Debra D. Bragg, President, Bragg and Associates, Inc.*

**11:10 a.m.-12:00 p.m. (CT)**
**Flexibility and Success: Designing, Developing, and Delivering a Hyflex Course in Health Science Education**
Imagine a single parent working full-time, barely making ends meet, and desperately wanting to complete a health science degree (for which he knows jobs are available that can completely change life for his family), but he can't find the time to go back to school. We can help him achieve his goal without completely upending his life. The presenter shares how to design, develop, and deliver a hyflex course that provides students greater flexibility in class attendance while letting them maintain a degree of continuity in their work life.
*Candice Freeman, Program Director, Medical Technology Program; Faculty, Allied Health Science, Medical Laboratory Technology, Fayetteville Technical Community College*

**11:10 a.m.-12:00 p.m. (CT)**
**Collversity: The Art of College and Career Readiness for a Different World**
Adult learners struggle with developing career and college readiness. This presentation addresses the inequities found in Career and Technical Education. The focus is on transferable employable skills, postsecondary readiness, and apprenticeship opportunities. The curriculum instructs students how to apply core academic skills to real-world situations through problem-solving.
*Tranell E. Barton, Adjunct Faculty, Adult Education, Business and Technology, Delgado Community College*

**11:10 a.m.-12:00 p.m. (CT)**
**Using Open Educational Resources to Support Student Success at a Minority-Serving Institution**
Open Educational Resources (OER) are free or low-cost course materials that allow unrestricted and immediate access to learning materials on the first day of class. They help eliminate cost barriers for low-income students and reduce student debt burden. This session explores the impact an OER initiative had on student persistence, retention, and academic success at a minority-serving institution.
*Megan Collins, Associate Professor, Sociology, Prairie View A&M University; Yolander Youngblood, Assistant Professor, Biology, Prairie View A&M University*

**11:10 a.m.-12:00 p.m. (CT)**
**Microaggressions: Subtle Speech, Big Impact**
Microaggressions are pervasive forms of discrimination against members of marginalized communities that often go unnoticed because of their subtle nature. During this session, see data showing the ubiquitous nature of microaggressions among college students and how these thinly veiled acts of discrimination cause victims to be mentally, emotionally, and physically worn down, often without knowing they've been victimized.
*Bryan Rufener, Assistant Professor, Communication, Wake Technical Community College*

**11:10 a.m.-12:00 p.m. (CT)**
**Return to Campus: Our Hybrid and Flex Story**
The presenters share the technologies used in their hybrid and flex classrooms and how they prepared faculty to teach using these modalities. They also share challenges, lessons learned, and successes.
*Kimberly Springfield, Instructional Designer Technologist, Montgomery County Community College; Eric Karol, Assistant Director, Client Technologies, Media Production and Services, Montgomery County Community College*

# FRIDAY, OCTOBER 22

**12:10-1:00 p.m. (CT)**
**Teaching Composition Equitably and Inclusively to Promote Social Justice**
The presenter discusses the importance of designing and teaching first-year composition courses aligned with practices for equity and inclusion and recognizing that by helping students develop composition skills, including strong analytical reading skills and effective formal writing skills, educators are promoting a form of social justice that has tremendous value outside of the classroom.
*Charlotte Fiehn, Instructor, English, Austin Community College*

**12:10-1:00 p.m. (CT)**
**Lesson Cycle for the Adult Student**
The presenter infuses 20 years of best teaching practices and innovative technology techniques she has refined and streamlined to engage, retain, teach, and train college students. This tried and proven modality of teaching creates a cultivating environment conducive to changing the way we teach and move us from instructors to facilitators. Get ready to ignite change in the classroom!
*Julienne King, Adjunct Instructor, Psychology, Houston Community College*

**12:10-1:00 p.m. (CT)**
**Advancing a Culture of Care Through Strategic Engagement: A Model for Institutional Excellence**
Tallahassee Community College services three counties within Florida. The college's zip code is deemed the poorest, with 52 percent of students identifying as non-white. To address equity and access, faculty, staff, and students used design-thinking sessions to develop a collegewide CARE model. This session highlights the strategies and methods used to build institutional culture and increase student success rates campuswide.
*Angela Long, Director, Strategic Engagement, Office of the President, Tallahassee Community College; Anthony Jones, Associate Vice President, Academic Affairs, Tallahassee Community College; Gerald Jones, Associate Vice President, Student Affairs, Tallahassee Community College*

**12:10-1:00 p.m. (CT)**
**The Inclusion Illusion**
Having taught at CUNY, Rutgers University, and Hudson County Community College, the presenter dives into the topic of diversity and inclusion, including to what degree it exists and strategies to better implement it. He discusses the importance of this conversation and analyzes whether schools promoting certain "buzzwords" reasonably live up to expectation through their programs, enrollment, financial packages, and more.
*Jonathan Cabrera, Temporary Full-Time Instructor, Criminal Justice, Hudson County Community College*

**12:10-1:00 p.m. (CT)**
**Hawkes Student Platform Overview**
In the virtual landscape, how do we ensure students truly grasp content? Competency-based learning sets realistic goals and provides resources for students. Discover how Hawkes' mastery-based, three-step approach fosters competency by removing learning aids, adapting to individual skills, providing corrective remediation, and compiling reports for quick intervention. Win a gift-card!
*Sydney Smith, Educational Courseware Representative, Hawkes Learning*

**1:10-2:00 p.m. (CT)**
**App-A-Thon: A Student Virtual Hackathon!**
The APPATHON@HCC is essentially a hackathon with a twist; it's a one-day weekend virtual gathering of high school and college student teams organized to address specifically defined challenges! Students choose a challenge to address, receive mentoring and feedback in generating an app showcase and integrated solutions, and present their app ideas to a set of judges for cash awards and recognition. Learn how to build and sponsor an effective virtual hackathon at your college.
*Ravi Brahmbhatt, Director of Student Innovation & Entrepreneurship, Small Business & Entrepreneurship, Houston Community College*

# FRIDAY, OCTOBER 22

**1:10-2:00 p.m. (CT)**
**Comprehensive Communication System for Faculty and Division Chairs**
Communicating with faculty usually focuses on simple questions and answers regarding policies, procedures, teaching methods, and assessment. However, for instructors to grow and develop, there must be full disclosure, timely messages, and opportunities for conversation, input, and suggestions. This session shares various types of communication used with faculty that helped transform the culture to one that is open, professional, and interactive.
*Stephanie Duguid, Dean, Academic Instruction, Copiah-Lincoln Community College*

**1:10-2:00 p.m. (CT)**
**The Impact of Syllabus Management on the Student Experience**
Shelton State Community College lacked a reliable system for managing syllabi, which led to inconsistencies across syllabi, semesters, and school years. The college also needed a system to meet standards and provide an easier editing and revision process. The presenter shares the benefits of using a syllabus system, explains how creating a consistent syllabus impacts the student experience, and describes the need for accountability and organizational tools within a syllabus system.
*Angela Gibson, Instructor, Speech and English, Shelton State Community College*

**1:10-2:00 p.m. (CT)**
**Not Just a Contract: Six (Easy) Tweaks for a More Inclusive Syllabus**
Did you know it's a myth that students don't read the syllabus? As one of the first things they see, the syllabus presents a great opportunity to help students feel welcome, valued, and empowered to succeed in your course. Join a discussion about six specific revisions that make your syllabus and your course more welcoming, inclusive, and transparent to students right from day one.
*Nell McCabe, Associate Professor, English, Berkshire Community College*

# ON-DEMAND SESSIONS

**Project Yellowstone: Seeing the Natural World Through an Interdisciplinary, Student-Centered Lens**
Project Yellowstone is an interdisciplinary program combining the work of History, Journalism, and Biology professors to examine conservation, public lands, and Yellowstone National Park to connect the classroom, students' lives, and the natural world. This recording describes the creation and implementation of the program and its successes and challenges.
*Michelle Iden, Assistant Professor, History, County College of Morris; Samantha Gigliotti, Assistant Professor, Biology, County College of Morris; John Soltes, Assistant Professor, Journalism, County College of Morris*

**Digital Escape Rooms: What They Are and How to Create One**
"You might be ready for the quiz, but you weren't ready to be locked in the library printer room 45 minutes before class starts. How will you and your classmates get out in time for class?" Solving the mystery provides application of communication skills and reinforcement of course content. Learn how to create a simple escape room for your course!
*Kerri Mercer, Faculty, Communication, Wake Technical Community College*

**Making the Most of the First Five Minutes: Warm-Ups That Deepen Student Learning**
Strategies that welcome students to classroom sessions and support student learning are increasingly important. This presentation shares a collection of activities designed to engage students, build virtual classroom communities, and support student learning. All strategies can be adapted for face-to-face and synchronous online learning experiences.
*Jennifer Schneider, Assistant Professor, Social Sciences, Paralegal Studies, Community College of Philadelphia*

**On Matters of Feedback: Supporting the Online Grading Feedback Process With Web-Based, Feedback Generators**
Grading feedback in face-to-face and online teaching environments has been simultaneously characterized as one of the most important, but most challenging aspects of teaching and learning. This presentation explores a variety of innovative pedagogical strategies, tools, and approaches designed to provide instructor support in connection with the grading process.
*Jennifer Schneider, Assistant Professor, Social Sciences, Paralegal Studies, Community College of Philadelphia*

**Burnout Recognition and Remedy Among Adjunct Faculty**
Well-being is the experience of positive perceptions and the presence of constructive conditions that enable workers to thrive and achieve their full potential. The presenter shares signs of burnout among adjunct faculty, as well as strategies that build resilience and restore well-being among adjunct faculty.
*Kimberly Uddo, Professor, Worksite Wellness Specialist, Nursing, Delgado Community College*

**Supporting the Veteran in the Classroom**
Veterans are a special population with a variety of health and behavior concerns. Health concerns, the transition to civilian life and to school, and issues specific to service women are presented. An interview with a sergeant that recently graduated is also shared.
*Kimberly Uddo, Professor, Nursing, Delgado Community College*

**The Value of Collaboration in an Online Microbiology Laboratory**
The increasing number of online science course offerings merits a look at the virtual lab experience. The group work that's pivotal to the learning process in in-person labs is often lacking in the online lab environment. Learn about a model for collaboration during a virtual microbiology laboratory. Additionally, research data are presented that demonstrate the success of the collaborative lab experience.
*Nicole Dutton, Division Chair of Natural Science, Natural Science, Gateway Technical College (WI)*

**The Writing Studio: An Innovative Approach to Writing Remediation and Support**

In the face of ever-changing developmental education policy, innovation is critical. This model of writing instruction and support is free to students, driven by faculty, and supported by data as an effective, novel developmental education delivery method.

*Rebecka Ramos, Professor, English, Polk State College; HD Childree, Professor, English, Polk State College*

**Being the Bridge for Black and Brown Girls**
How are you engaging Black and Brown girls? What do you know about their experiences? Maryland Business Roundtable for Education serves a diverse population of students that spans racial and cultural identities. This session shares the data, true stories, and trends of Black and Brown girls' experiences in education.

*Leonard Webb, Program Coordinator, Academic Advising, Maryland Business Roundtable for Education*

**The Future of Nursing 2020-2030 Report: How It Applies to All of Us**
The National Academy of Sciences, Engineering, and Medicine shared their Future of Nursing 2020-2030 Report in May 2021. The report guides the vision of eliminating health inequities and focusing care on caregivers so health care can be improved for all human beings. This session shares the recommendations from the report.

*Kimberly Uddo, Professor, Worksite Wellness Specialist, Nursing, Delgado Community College; Jennifer Fernandez, Assistant Professor, Nursing, Delgado Community College; Beth Higgins Prather, Instructor, Nursing, Delgado Community College; Mary Trosclair,*

**Grab Some Eyes: Online Education by Thinking Like a Content Creator**
As education moves increasingly online, some educators struggle to keep students engaged with course material. However, a model for gathering clicks and grabbing eyeballs already exists (i.e., Instagram, YouTube, and TikTok). This session provides strategies for presenting class content in a way that is striking and innovative, based on being a content creator.

*Dustin Kemper, Associate Professor, History, Arkansas Northeastern College*

**Digital Textbook for Principles of Chemistry I**
The goal of this project is to develop a supplementary digital textbook for Principles of Chemistry I that integrates core concepts and competencies, focuses on student-centered learning, and employs relevant, interactive, effective, collaborative, outcome-oriented, engaging learning materials.

*Antara Dutta, Associate Professor, Physical Science, Georgia State University's Perimeter College; Maher Atteya, Professor of Chemistry, Physical Science, Georgia Stata University's Perimeter College; Mary Ann Cullen, Associate Dept. head, Library, Georgi*

**Increasing Equity Through Simulcasting: Teaching Honors Elementary Statistics Simultaneously on Multiple Campuses**
Taking an honors class gives students the opportunity to expose themselves to more critical thinking and in-depth knowledge of a subject. As an institution with multiple campuses, it can be challenging to have sufficient enrollment on each campus for a particular course. This session discusses how simulcast classrooms are designed, how instructors are trained, the pros and cons of teaching in this environment, and best practices.

*Keisha Brown, Associate Professor, Mathematics, Georgia State University - Perimeter College; Shondra Greene-Harris, Assistant Manager, Center for Excellence in Teaching, Learning, and Online Education (CETLOE), Faculty Development, Georgia State Universi*

**Destroying the Discussion Board Doldrums**
Have you ever found yourself contemplating a career change while trying to comment on dreadfully dull and debilitating discussion boards? From the initial prompt to peer commentary, how can we ensure our discussions are robust and engaging? This session explores tips, tricks, and techniques to help you design better discussion boards.

*Jacklyn Pierce, Assistant Professor, English, Lake Sumter State College; Amanda Kirchner, Instructor, English, Lake-Sumter State College*

# ON-DEMAND SESSIONS

**Using Zoom in an Online Program**
Zoom conferencing software is a valuable tool for online programs. The East Central College Health Information Management program has used it for years to manage the program and other college activities. This presentation shares how Zoom has been used and more.

*Nanette Sayles, Professor, HIM and Interim Program Director, Health Information Management, East Central College*

**The Experiential Learning Flex: Digital Portfolios**
The integration of experiential learning in college courses requires a digital portfolio to showcase acquired skills. This session shares how to translate learning objectives into professional skills, create a digital portfolio assignment that records students' skills and demonstrates mastery of those skills, and prepare a rubric to assess student digital portfolios as a professional tool for potential employment

*Anastasia Bojanowski, Associate Professor/ Director for the Center of Teaching & Learning Excellence, English, State College of Florida, Manatee-Sarasota; Michele Groves, Assistant Dean, Lifelong Learning, Lifelong Learning & Workforce Development, State*

**Building Collaborative Learning Communities: Colleagues Helping Colleagues**
The Academic Success Centers and Writing Centers at Eastern Florida State College built learning communities for staff to network and share best practices so students would have consistent experiences across all campuses. The presenters share ways to build collaborative learning communities, create online professional development training, and include faculty in tutor training and tutoring tips sessions.

*Marci Hanks, Director of Institutional Effectiveness, Institutional Effectiveness and Research, Eastern Florida State College; Wendy McLallen, Associate Professor, Eastern Florida State College; Rebecca Cobb, Writing Specialist, Eastern Florida State Coll*

**Supporting Online Latinx Student Success Through Genuine Care and Grant Funds**
Interested in knowing how advising, tutoring, and course redesign can work together to enhance student success? This presentation describes student support initiatives undertaken as part of a Title V grant: Distance Education in Focus: Improving Course Design and Strengthening Student Support (InFocus). Learn how the InFocus grant supports work that increases persistence, retention, and success for Latinx students enrolled in high-risk asynchronous online courses.

*Daniel Hall, Tutoring Specialist, Title V InFocus, Online Learning Lab Embedded Tutoring, Austin Community College; Jennifer Gray, Instructional Designer, Title V InFocus, Austin Community College; Erika Jaquez, Advising Specialist, Title V InFocus, Austi*

**Online Experiential Learning for Student Success**
Experiential learning gives students the opportunity to do real-world problem solving and critical thinking. Learn the differences between various types of experiential learning opportunities, analyze various case studies, develop specific strategies to connect with local community organizations, and create your own online experiential learning experiences.

*Scott Dawson, Associate Professor and Coordinator, Graphic Design and New Media, Graphic Design and New Media, Clark State College*

**Throw Out the Ruler: Developing a Measure of Online Teaching Effectiveness**
Available measures of online teaching effectiveness (OTE) have several flaws, including a lack of psychometric rigor, high costs, and reliance on traditional, on-the-ground teaching effectiveness. The presenter developed pilot questions for the new measure based on a comprehensive review of OTE literature and her experience as an online instructor. Further future research options are also discussed.

*Elizabeth Reyes-Fournier, Professor, Psychology, Keiser University*

**How to Develop Self-Awareness in Order to Provide an Inclusive Environment in the Classroom**

# ON-DEMAND SESSIONS

What does self-awareness have to do with an inclusive classroom environment? Here's a chance to dive into self-awareness and see how it can create a more inclusive environment for your students. During this session, learn what self-awareness is, how to apply this practice, how to become more sensitive to the needs of others, and how to create a positive educational environment.

*Estelle Alston, Associate Professor, Imaging -Health Sciences, Wake Technical Community College*


### Faculty as DEI Leaders
How faculty directly interact with students in and out of the classroom and the teaching approaches they use can significantly impact student learning. During this session, faculty share why faculty leadership beyond the classroom environment in diversity, equity, and inclusion efforts is so critical. The presenters also share how faculty can take on leadership roles to advance the success and equity mission of the college.

*Christine Harrington, Professor, Community College Leadership, New Jersey City University - Community College Leadership; John Melendez, Professor, Community College Leadership, New Jersey City University; Michael Sparrow, Associate Professor, Community C*


### Integrating Social Justice and Equity Into Language Curriculum: A 21st Century Approach to Spanish
Since World Language curriculum is already overloaded, many language teachers wonder how social justice and equity can be incorporated into their curriculum. This presentation offers concrete examples of how, with minor changes to the content and perspective of the course readings, the class can benefit from going beyond traditional grammar and communication goals.

*Maria Pilar Damron, Professor, Spanish, Northwest Vista College; Martha Bagge, Adjunct Instructor, Spanish, Northwest Vista College*


### Beyond "Getting My Gen Eds Out of the Way:" The Liberal Arts Mini-Conference
The relationship between liberal arts and community colleges is often paradoxical. The push to meet workforce needs sometimes forces liberal arts to take a back seat to career-technical programs. How do we fight the narrative that students just need to "Get their gen eds out of the way?" During this session, the presenters share details of the Liberal-Arts Mini-Conference, discuss successes and challenges, and provide suggestions for replication.

*Lisa Munoz, Professor and Department Chair, Sociology, Hawkeye Community College; Ryan Courtney, Instructor, Communication, Hawkeye Community College; Kassandra Einfelt, Associate Professor, Natural Sciences, Hawkeye Community College*


### Virtual Reality Gamification of SARS-CoV-2 Drug Development to Teach Fundamental Principles in Biology and Chemistry
The County College of Morris works with Nanome virtual reality software in Oculus headsets to gamify teaching of molecular biology and organic chemistry while doing socially relevant research. The presenters demonstrate how interdisciplinary collaboration can propel learning while doing authentic research with potential for great social impact.

*Keri Flanagan, Associate Professor, Chemistry, County College of Morris; Paulina Cardaci, Instructor, Biology, County College of Morris; Brian Olson, Assistant Professor, Chemistry, County College of Morris*


### Breaking the Fourth Wall of Online Learning Using Virtual Reality
This session demonstrates a video lecture recorded in a virtual classroom using a 360° capture technique.  The remainder of the session describes the tools, software, and lessons learned from student feedback so you can recreate this at your institution.

*Alberto Vasquez, Professor, Clinical Research Coordinator, Engineering, Northwest Vista College*


### Campus- Synthesizing, Social Media-Transforming Quantitative and Qualitative Narrative Experiences Approaching Student Success Best Practices
This session examines emerging themes within the context of challenges and approaches to best practices for student success. The presenter uses a qualitative analysis of social media posts from underserved undergraduate students regarding their previous and/or current challenges and experiences.

*Leesa Riviere, Doctoral Student Researcher/Education Management Technology Consultant-Board of Directors, Education, Educational Leadership, Organizational Development and Change, Fielding Graduate University, Community College Leadership for Change*

**Four-Part Pandemicized Paralanguage Distributed Four Ways**
Paralanguage, all that extra-verbal stuff accompanying the words of communication, demands competence. Used effectively (culturally and disciplinarily), Zoom can facilitate and expedite learning. A four-by-four treatment is presented of the disquiet that videoconferencing such as Zoom fails to address for the social and educational needs that must be met in order for students to attain nonverbal communication competence.
*Katherine Watson, Professor, Community Education, Santiago Canyon College*