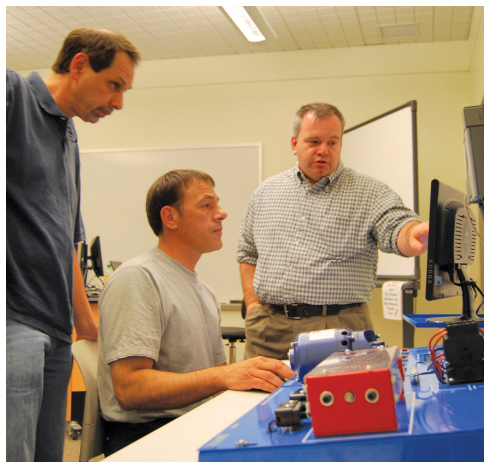
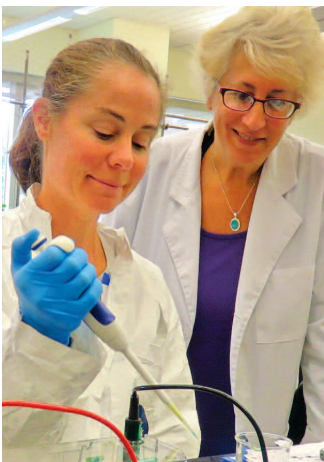




Faculty of *the Future*

Bucks County Community College

June 1, 2018



Bucks | SMART.
County Community College

June 1, 2018

Dear Conference Attendees:

On behalf of the entire Bucks County Community College learning community, I am both delighted and honored to welcome you to the 2018 Faculty of the Future Conference. We appreciate the time and effort each of you has made to attend today, and we thank your institutions for supporting your participation.

In our 16th year, our conference goal remains to give college faculty from throughout the region the professional development and networking opportunities found at national conferences without the expense in time and money of larger symposia.

Today is a wonderful opportunity to explore and share what works and, equally important, what doesn't work. It is a day that allows you to meet faculty who share similar interests and challenges.

As always, we provide the venue for your interaction but only you can keep the spirit and the vitality alive. Without your interest, presentations, attendance, and continued support, today would just be another Friday.

Thank you for allowing Bucks County Community College to be part of your professional development and networking opportunities. We hope you find today to be a valuable learning experience, contributing to the success of all of our students.

Sincerely,

A handwritten signature in black ink that reads "Stephanie Shanblatt". The signature is written in a cursive style with a large initial 'S'.

Stephanie Shanblatt, Ph.D.

President

Bucks County Community College

Conference Schedule

8:00am - 9:00am	Registration, Continental Breakfast, and Vendor Access <i>Gateway Center Atrium</i>
9:00am - 9:20am	Welcome and Opening Remarks <i>Kevin and Sima Zlock Performing Arts Center</i>
9:20am - 10:20am	Keynote Presentation, Dr. Rebecca A. Corbin <i>Kevin and Sima Zlock Performing Arts Center</i>
10:30am - 11:20am	Early Morning Sessions <i>Library & Gateway Center</i>
11:30am - 12:20pm	Late Morning Sessions <i>Library & Gateway Center</i>
12:20pm - 1:15pm	Lunch <i>Linksz Pavilion</i>
1:15pm - 1:50pm	Poster Sessions and Vendor Access <i>Gateway Center Atrium</i>
2:00pm - 2:50pm	Early Afternoon Sessions <i>Library & Gateway Center</i>
3:00pm - 3:50pm	Late Afternoon Sessions <i>Library & Gateway Center</i>
4:00pm - 5:30pm	Closing Reception <i>Library Lobby</i>

Keynote Presentation

9:20 AM – 10:20 AM

Dr. Rebecca A. Corbin

President and CEO National Association for Community College Entrepreneurship

Rebecca Corbin is president & CEO of the Entrepreneurship (NACCE), a leading non-profit membership organization dedicated to increasing entrepreneurship offerings and thinking at over 300 community colleges across the country. She has forged several new partnerships with national Foundations to advance STEM education, ecosystem mapping, and intellectual property curriculum knowledge in community colleges across the United States. Prior to NACCE, Rebecca served as Vice President of Institutional Advancement and Executive Director of the BCC Foundation at Burlington County College (BCC). With her leadership, a new workforce development initiative at BCC was successfully launched. Rebecca also oversaw institutional advancement for the Foundation for New Jersey Public Broadcasting. She has a Bachelor of Arts degree in political science from Kent State University, a Master of Public Administration degree from The University of Akron, and experience in the classroom as an adjunct instructor, teaching political science and public administration courses.

She earned an Ed.D. in organizational leadership & innovation from Wilmington University in Delaware. In February of 2016, Rebecca received the Audrey K. Doberstein Award for Leadership for outstanding leadership and dedication to the philosophy and mission of Wilmington University. In October of 2014 she was named one of the Top 40 Women in Business by SNJ Business People magazine. In 2011 she was named Fundraising Star of the Year by Fundraising Success magazine. She also co-founded the Nonprofit Development Center of Southern New Jersey at Rowan University. Rebecca understands higher education, nonprofit finance, and business development. She has presented on the topic of entrepreneurship education, ecosystem building, and transformational leadership at international, national, state and regional conferences with an applied focus on student success, STEM education, storytelling, and succession planning. Rebecca serves as the publisher of the Community College Entrepreneurship journal and a guest editor for Emerald Publication's Journal for Small Business and Enterprise Development.

Early Morning Sessions

10:30 AM – 11:20 AM

Use of Technology and Group Collaboration in Diverse Student Populations

Gateway 106

Today's college level science education faces unique challenges in colleges that are located in urban centers. Along with the general decline in the reading performance, urban centers also have widely diverse student population often with limited English language skills. Traditional teaching methods such as non-interactive lectures do not lead to the desired outcome of successful completion of a course due to student disengagement. This presentation will show methods of technology and collaboration techniques that will facilitate active learning, collaboration, and student engagement. Presentation will focus on those technology and methodology examples that can easily be modified to any subject matter.

Henriette Mozsolits, Passaic County Community College

Meeting Shared Needs: Non-Traditional Students and Teaching

Gateway 119

Education at all levels is facing a teacher shortage. Community Colleges have the capability of engaging the need. Non-Traditional learners have the potential to become effective classroom mentors and models. The College of Staten Island has a program in place to bring the shared needs together. Morgan State University's College of Education has a collaborative design which will support the CSI initiative. Participants will learn the details of the program and the Morgan collaboration mode. They will be asked to work with the presenters to determine how their institutions might implement similar offerings.

Jonelle Knox, College of Staten Island

Michael H. Parsons, Morgan State University

Faculty Innovators

Gateway 129

Entrepreneurship is critical to the survival of the university (college) and its future. This includes the personal future of those employed in the higher education arena. An Entrepreneurial skill set leads to student success and retention. It empowers students with the power of choice and the ability to recognize opportunity and take ideas to action while giving them problem solving, communication and critical thinking skills. Come hear from Faculty Innovator program participants who worked together as a cohort to learn about and apply entrepreneurship principles and practices in the context of their own disciplines and create a new course or significantly redesign learning activities and assignments for an existing course to infuse entrepreneurial thinking.

Marianne Kepler, Bucks County Community College

Lori Sullivan, Bucks County Community College

Stan Timek, Bucks County Community College

Tracy Timby, Bucks County Community College

Pathways to Progress: An Academic Support Program

Gateway 203

The presentation describes a strategy offered by a university to students who repeated a nursing course due to a failing course grade. Students register for a 3 credit course: Pathways to Progress and take this course concurrently while they repeat the failed nursing course. The Pathways to Progress course reinforces, guides and supports the student to acquire and apply academic skills, strategies to increase confidence levels, study skills and test takings skills. This poster will present course and program outcomes, retention rates, graduation rates & NCLEX outcomes in the student population who failed one nursing course. Outcomes demonstrate the value of additional academic support programs to impact student success and retention.

Mary Wombwell, Holy Family University

Transitioning from Passive to Active Course Designs

Gateway 205

At my previous institution, I was a professor for 20 years where I spent the last two years flipping my classes from being PowerPoint-driven, passive sessions, to dynamic and active learning environments. Based on research I collected, I hope to provide an overview for how I transitioned my courses and discuss ideas for those who want to make an attempt to create a class environment that becomes a distinctive competency for their institutions, and a reason for students to WANT to attend their class.

Jenell Bramlage, Bucks County Community College

Developing a New Accreditation Process

Gateway 211

At the end of the day, accreditation is something both internal and external stakeholders of an institution value. Achieving accreditation makes a statement about the quality of the program with which you are engaged. For schools of business, AACSB (Association to Advance Collegiate Schools of Business) International is a guiding force in program development and implementation of assessment policy and practice, among many other facets. AACSB is constantly on the minds of the accredited business school or the business school seeking accreditation. Higher education institutions need to develop assessment programs that are adaptive to changing standards and that yield compelling evidence that the institution's academic programming is delivering on its educational promise. Additionally, institutions must be mindful of how faculty can be burdened or overwhelmed by the procedures and policies surrounding assessment. The faculty of the future must be active and integral partners with administrators in assessment of learning processes that are and will continue to be essential to achieving or maintaining accreditation as well as demonstrating the value of the education provided.

Cynthia Newman, Rider University

Lauren Durkin, Rider University

Open Educational Resources for Research and Composition

Gateway 213

Do you want to design an engaging, accessible course, or a research unit, using free, academic quality resources? This presentation provides an overview of an OER English Composition II course and its collaborative development process. Students are engaged by researching current controversies in the news and then writing a research paper arguing a position. Students do not need to purchase a textbook. Course materials, lessons, and

assignments are located on Blackboard. Students use the Internet and employ a variety of sources to complete their research, documentation, and writing assignments including Open Educational Resources (OER), library databases, free academic sources, news media sources, pop culture sources, and government documents.

Diane Biddle, Montgomery County Community College

Students' Perceptions of Self-Efficacy in Performing Nutrition Counseling after Completion of a Service-Learning Counseling Project

Library 219

In the college classroom, students may demonstrate rote learning of information or instructional content, but this new information does not always enlighten students' understanding of their own lives and the world outside of the classroom. Incorporating service learning into the college classroom can allow students to apply skills learned in the college classroom to make an impact on the outside world. Further, the incorporation of service learning into a college course assignment allows for student reflection on the progression and the development of those skills. This study examined students' perceptions of self-efficacy in counseling skills, after the completion of a semester-long nutrition counseling project that included a service learning component.

Dara Dirhan, West Chester University

Alessandra Sarcona, West Chester University

Patricia Davidson, West Chester University

Yes, and...Improv for Leaders

Library 220

Are you tired of hearing crickets every time you ask a question? Would you like to turn your classroom from lecture to engagement? Are you getting low scores on ratemyprofessor.com? Yes, and is the mantra of improvisation. In improv, we agree and add. Many classrooms, are run by a system of no. The yes, and technique can help manage stressful situations and refocus unproductive conversations into energetic, positive ones. In this interactive workshop we explore freeing students from self-criticism, improving listening and brainstorming skills that foster collaboration using the basic tools of improvisational theater.

Carolyn Kinebrew Bosa, Raritan Valley Community College

Teaching as Therapy

Library 310 (Roundtable)

This roundtable will explore how fostering a 'natural critical learning environment' involves educators practicing skills and attitudes that are similar to those found in cognitive therapy. In particular, the activity of reality testing by therapists mirrors the attitude required for effective retrieval practice and assessment, in that the teacher helps the students' perspectives develop to more closely track an expert perspective. The interpersonal attitudes of a therapist, such as presence and active listening, provide essential complements to reality testing in order to ensure deep learning.

Mehul Shah, Bucks County Community College

Late Morning Sessions

11:30 AM – 12:20 PM

Transforming the Traditional Computing Class into an Immersive Technology Experience using Web-based & Free Software

Gateway 106

The session will describe how the use of free web-based software and resources transformed a traditional book/lecture-driven general education technology course into an immersive experience that promotes student engagement and technology exploration for students of all skill levels. Without defaulting to Microsoft Office, students learned to utilize free and web-based tools such as Pixlr, Vectr, Trinket, CodePen, WeVideo, phpMyAdmin-Demo, Code.org, and Blender among others, in order to explore a wider array of digital subjects.

Richard Homa, Warren County Community College

Embedded Tutoring: Classroom Collaboration to Enhance Student Success

Gateway 119

Embedded tutoring at Bucks County Community College partners tutors and faculty within the classroom for student support with the length and frequency of each visit personalized for the course needs. This session will explore three of the current models and will provide details on our implementation process and long-term plans. We will review background about our institution, as well as our pilot process and how this became a regular service within our Academic Success Center. In addition to reviewing the embedded tutoring models currently in use, we will share how we coordinate with both faculty and tutors before they engage in any in-class activities. Each model presents its own strengths and challenges for the faculty, tutor, and students, which we will discuss during the session. Finally, we will share our long-term plans for the continued growth of the service. We will leave time for open discussion on continued plans, how this model differs from SI, and how others may be able to implement similar programs at their own institutions.

Lauren Humphries, Bucks County Community College

Bernadette Karpa, Bucks County Community College

Collaborate Using Microsoft Teams

Gateway 203

Learn how to use Microsoft Teams to create a collaborative and professional learning environment to use with students, coworkers and business partners. Teams is a digital hub that brings conversations, content, and apps together in one place. Connect and communicate with all from a single experience in Office 365 Education.

Paulette Comet, Community College of Baltimore County

Wendy Chin, Community College of Baltimore County

Making your Course More Accessible

Gateway 205

Do you wish you could make your course more accessible, but wonder if doing so will require hours of drudgery and transcribing? Fear not. There are simple things you can do in a flash that will improve accessibility and the quality of your course overall. In this session, you'll learn 10+ simple strategies to start you on the path to ADA compliance!

Jocelyn Sirkis, Community College of Philadelphia

The OER Initiative at Passaic County Community College: Motivations, Triumphs and Challenges

Gateway 211

The Open Educational Resources (OER) initiative has become part of Passaic County Community College's newly developed Strategic Plan. PCCC will be allocating resources to help grow and support this initiative. In the past 18 months, faculty at PCCC have developed 48 sections of OER courses with 33 sections of OER courses running in the Fall 2017 semester. PCCC currently offers a Z-degree which allows students to go through their entire college career with zero textbook costs. PCCC's new Honors Program is OER-based. This presentation will explore the cost benefits of OER to students. It will also discuss specific aspects of the implementation of OER strategies. PCCC faculty and staff from the English, Psychology, CIS, Business, Accounting and Library departments will share how they implemented OER into their specific courses and the challenges and successes of transitioning from traditional textbooks to Open Educational Resources.

Learning outcomes: As a result of attending this session, participants will be prepared to

- Recognize the benefits of OER for students
- Identify effective OER resources
- Connect OER goals and student learning outcomes

The goal of the OER initiative is to help students at PCCC complete college at the lowest possible cost. In Spring 2016, prior to the launch of the OER initiative, the College conducted a survey among students that asked for feedback on the cost of textbooks. Results showed that 81% of PCCC students stated that at times they did not purchase textbooks because of the cost, 89% felt that the cost of textbooks was an obstacle to their success and 77% felt that the cost impacted their future enrollment.

PCCC is currently running a survey among students presently taking one or more OER courses. The early survey responses show that 90% of students agree or strongly agree that using OER resources was more convenient than using a printed textbook. 83% of students agree or strongly agree that using OER resources instead of a printed textbook contributed positively to my academic success in this course. 86% of students agreed or strongly agreed that if offered the choice, they would prefer to take an OER section over a traditional section of a required course, requiring purchase of textbooks.

Khlood Kourani, Passaic County Community College

Christine Redman-Waldeyer, Passaic County Community College

Elaine Goldman, Passaic County Community College

Quality Assurance in Online Learning: Taming the Wild West

Gateway 213

Online learning is still gaining popularity with administrators, faculty, and students. However, quality assurance is becoming more and more of a concern. Students should receive the same quality of academics in an online course as they do in a traditional face to face course. Are institutional standards and training requirements the answer? Faculty should feel supported by their institutions without feeling they have more hoops to jump through. This session will focus on comprehensive faculty development efforts to support faculty so they have a positive experience teaching online, and their students feel they are receiving a quality academic experience.

Ron Costello, Immaculata University

Pathways and Composition: Writing Across the Disciplines

Library 219

To fulfill student completion and retention goals, and as part of the Humanities for All Mellon Grant, the English Department at the Community College of Baltimore County is developing contextualized composition courses for the newly implemented, five academic pathways: Pre-Allied Health; Technology, Science, & Math; Business, Law, and Criminal Justice; Fine Arts; and Behavioral Social Sciences & Humanities. The effort reinforces rhetorical strategies and objectives for expository writing—organization, grammar, usage, mechanics—while preserving pedagogical approaches common to humanities education. The intent is to approach what is traditionally defined as non-humanities subject matter from a humanities perspective.

Andrew Rusnak, Community College of Baltimore County/CCHA

Brooke Bognanni, Community College of Baltimore County

Greg Campbell, Community College of Baltimore County/CCHA

Jessica Floyd, Community College of Baltimore County/CCHA

Academic Competitions: High Impact Strategies for Student Engagement

Library 220

We will discuss our experiences as faculty advisors and coaches of the Queensborough Community College Mock Trial Team and in an accounting case competition and our use of such academic competitions to teach and to engage students. Through participation in these competitions, students gain experience in public speaking, speaking extemporaneously, critical thinking, analytical reasoning and thinking on their feet. Students acquire self-confidence and collaborative working skills. In some cases, participation in these competitions may be the reason some students remain in, or return to, school.

Ted M. Rosen, Queensborough Community College

Kelly Ford, Queensborough Community College

Elaine Thompson, Queensborough Community College

Do YOU Feel the Burn? Strategies for Preventing Faculty Burnout

Library 310 (Roundtable)

From the moment they are hired, college faculty have multiple responsibilities to their institutions. While typically teaching a heavy course load, faculty also participate on college committees and in community service positions, as well as maintain content area expertise through a variety of professional development activities. Over time, and without proper attention or intervention, many faculty members may find themselves feeling a sense of burnout. What are some ways to combat it? This round table discussion explores ways to prevent or alleviate burnout.

Cheryl Bell, Raritan Valley Community College

Christine Pipitone-Herron, Raritan Valley Community College

Poster Sessions

1:15 PM – 1:50 PM – Gateway Atrium

Effects of Childhood Traumatic Loss and Grief on College Students

Presents original research conducted at Ursinus College on the topics of loss and grief, experienced during childhood, on college students. Data was collected via surveys and face-to-face interviews. Emphasis is on understanding the range of effects, including academic, social, and emotional long-term consequences. Ideas for educators are suggested in order to increase awareness and provide support to students who have experienced this grief.

Sue Trace Lawrence, Montgomery County Community College and Ursinus College

STEM Goes 3D

We will discuss, display, and showcase many examples of real-world problem solving: troubleshooting, repair, re-work, and 3D print parts for laboratory, curriculum, and for other uses around campus. This session will be hands-on, and attendees will be able to observe, handle, and discuss our world of 3D printing, both successes and failures, we refine our 3D printing techniques, and applications, in the process of delivering the finished product.

Christine Delahanty, Bucks County Community College

Three Ways to be an Emotionally Intelligent Community College Leader

This Poster Session puts emotional intelligence theory into context by sharing the results of a dissertation research investigation that explored the perceived impact of emotional intelligence on the leadership effectiveness of executive-level women community college leaders. The study findings provide current or aspiring community college leaders a series of emotionally intelligent practices that may be implemented into their day-to-day leadership activities in order to be more effective in their roles within community college settings.

Ayisha E. Sereni, Eastern University

Summer Camp Success

We have created and run a successful mathematics summer camp for 4 years and would like to share our success story. We are highlighting the activities and manipulatives used to engage youngsters in critical thinking at a young age in a positive way. Our goal is to change attitudes towards mathematics by reaching youngsters through collaborating with other kids using tangrams, building simple machines, rubix cubes and many more fun challenges.

Sally Mulvey, Brookdale Community College

Gabriela Sprague, Brookdale Community College

Stephen Hiamang, Brookdale Community College

Early Afternoon Sessions

2:00 PM – 2:50 PM

Infusing Consistent Syllabi Across Your School with Concourse
Gateway 106

The importance of a course syllabus cannot be understated, However, achieving syllabus consistency and ensuring compliance can often be laborious and with little success. With thousands of courses and sections running each semester, managing the flow and consistency of syllabus information can be difficult, especially when using outdated or no tools at all. This session will highlight how Bucks and other colleges are leveraging technology to achieve efficient, institution-wide syllabus consistency plus additional benefits for meeting accreditation standards, streamlining evidence collection and review activities, ensuring disabilities access, and raising student satisfaction.

George Cook, Concourse, by Intellidemia

EduHacking
Gateway 119

The term ‘to hack’ means finding a clever solution to a problem. You can hack a DIY project, your food, your wardrobe, and even your IKEA purchases. Why not hack an education?! The new generation of students, Gen Z, is defining disruptive thinking and creating mashable environments between technology, education, and social responsibility. This is referred to as EduHacking, a new way of integrating technology and problem solving into the design of exceptional learning experiences and adding new and creative ways to collaborate and crowdsource in an education environment. Learn all about how you can help ‘hack’ education. Get tips, tools, and information on how you can incorporate EduHacking to your school.

Dasha Marchetti, Bucks County Community College

Inquiry-Driven Learning Using Primary Sources
Gateway 129

This workshop will introduce using primary sources to support students skills such as analysis, synthesis, critical thinking, and information literacy in classes in a range of disciplines, allowing for a more customizable learning experience than possible with textbook learning. Participants will explore using primary sources to teach skills and content in a range of subjects while facilitating intercultural and interdisciplinary connections. Presenters will lead a hands-on activity using free online resources to help participants incorporate primary sources into their curricula. Participants will leave with ideas for implementing primary sources into their classrooms to enhance teaching and learning.

Melissa Strong, Community College of Philadelphia
Matt Herbison, Legacy Center Archives, Drexel College of Medicine
Elliott Earle, Legacy Center Archives, Drexel College of Medicine

Student Success: Through the Lens of Experience

Gateway 203

Faculty preparing to work with students in the future will need to consider factors influencing student success from the perspectives of who students are and what colleges can provide. This presentation will look at students at the freshman and sophomore levels considering aspects of retention from a research base and from a practice framework.

Strategies for retention of freshmen and the results of the implementation of a 5-year Title III grant, *Pathways to Student Success*, will be presented with consideration of the role of faculty. Research has indicated sophomore year can be another difficult transition. The results of a phenomenological study describing the social integration experiences, specifically the peer relationships, student involvement, and sense of belonging, of sophomore students will be shared. Utilizing Tinto's *Student Integration Theory* (1994), the presenter will share the results of this study to provide insight into the social integration experiences of the participants during their first and second years at the institution under study.

Kimberly Cooney, Chestnut Hill College
Sister Ann M. Heath, Immaculata University

The First Year Experience Program

Gateway 205

First year students need help acclimating to their college environment. At Penn State Abington we have an amazing program that pairs 2nd, 3rd or 4th year students with teachers that teach first year classes. The students present the weekly campus activities, assist students find their way to their advisor or to the registrar's office, remind them of due dates for class assignments and college requirements. Since the inception of this program we have seen a tremendous uptake in students being involved in activities on campus and completing their registration and their classwork on time. We will be explaining the coordination of the program, a teacher's perception of the program and a 2nd year Peer Student's perception of the program.

Terri Stiles, Penn State Abington and Montgomery County Community College
Xi Wang (Katherine), Penn State Abington

Using Open Educational Resources to Increase Engagement

Gateway 211

We will explain what Open Education Resources are and why they are increasingly important. We will discuss how to implement OERs to create more accessible and engaging classrooms. We will offer ideas and resources on the best OERs we have found and how we use them to engage students. Finally, we will review some of the challenges and successes we personally have had using OERs in both the f2f and online classrooms.

Erin Niclaus, Bucks County Community College
Tanya Letourneau, Bucks County Community College

Using Technology in Community College to Cultivate a Professional Mindset

Gateway 213

Online learning resources should be viewed as a tremendous value-added benefit for community college students, not only for the content conveyed, but also for fostering the digital readiness, cultivating the

professional personas, and encouraging the self-directed learning needed to succeed in the digitally driven workplace. This presentation explains how online learning tools, utilized in both face-to-face and blended Business courses at Kingsborough Community College, help faculty address the challenge of translating student familiarity with social media and related platforms into a more comprehensive professional mindset. Best practices and specific tools for transfer to other disciplines will be offered.

Dawn Levy, Kingsborough Community College

Undergraduate Nursing and Radiologic Science Students Engaging in an Inter-professional Simulation-based Learning Opportunity

Library 219

In the current global environment, it is no longer enough for the healthcare workforce to work within their professional disciplines. Healthcare workers need to function effectively within inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient-centered care. This session will reveal an educational learning opportunity of two healthcare careers, undergraduate nursing and radiologic science students, in this inter-professional journey of team work and collaboration in an Emergency Preparedness simulation.

Rosemary Elliott, Holy Family University

Samantha Cepparulo, Holy Family University

Teaching in the 21st Century: Facilitation and Collaboration

Library 220

21st century teaching is significantly different from that in the past. Faculty members are expected to perform new roles especially in the areas of facilitation and collaboration. The presenters will share a model in practice at Morgan State University entitled teaching as leading. An application is being implemented at College of Staten Island, CUNY. Its' major focus is to recruit underrepresented individuals into teaching. Participants will be introduced to the program. The presenters will facilitate interaction and collaborate with participants to determine if the program is viable at their institutions.

Jonelle Knox, College of Staten Island, CUNY

Michael H. Parsons, Morgan State University

Our Journey Continues...Exploring New Challenges in Diversity and Inclusion

Library 310 (Roundtable)

As we have seen from recent national headlines, the journey with regard to diversity and inclusion continues and encompasses many constituencies and issues. Pamela Gallimore from Community College of Philadelphia and Samantha Gross from Bucks County Community College discuss current programmatic initiatives to promote diversity and inclusion on campus and explore new ideas in these areas as they relate to our campus communities and external partners. Attendees are encouraged to share best practices so that we all may learn from one another on our journeys to continue to support diversity and inclusion on campus.

Pamela A. Gallimore, Community College of Philadelphia

Samantha Gross, Bucks County Community College

Late Afternoon Sessions

3:00 PM – 3:50 PM

Lights, Camera, Action: Teaching with Video

Gateway 106

Sometimes the text just doesn't cut it for students when they're out of class. I started making tutor videos over 10 years ago and I think I may have finally started getting it right. Come find out what I have learned from my mistakes and see the different tools I've found that are the perfect balance between cost, ease of use, and quality.

Steve Sullivan, Bucks County Community College

Universal Design Split: Delivering Content and the Student Side

Gateway 119

Universal Design for Learning is a topic where the focus is often on a how-to for faculty. This session folks on that practical matter of delivering content on the faculty side as well as how students receive UDL in their experience of this learning environment. Practical demystification from both points of view!

Paul Proce, Bucks County Community College

Jennifer Osinski, Bucks County Community College

Faculty Portfolio: Improving Professional Assessment and Simplifying Performance Evaluation

Gateway 129

Is the thought of evaluation and promotion like "Game of Thrones" to you? Does it seem like you are swimming in a "Shark Tank"? Do you want to be a "Survivor"? Faculty Portfolio will have you "Dancing With The Stars". Let us be your "MythBusters" and you will soon be an evaluation and promotion "Ninja Warrior".

Attendees will:

- 1) Discuss evaluation and promotion policies at their college;
- 2) Receive hands-on training with Faculty Portfolio; and
- 3) Construct an account, and begin to organize content for an evaluation.

Jonathan Grimes, Faculty Portfolio

Todd Abramovitz, Faculty Portfolio

Millennial Leaders: Mentoring for the New Generation

Gateway 203

How can we foster leadership qualities in the Millennial generation? With Baby Boomers in late career, Millennials are poised to take a significant role in the workforce. As one of the largest generational cohorts, Millennials search for meaningful work that enables them to make an impact. Young leaders look to seasoned

professionals for mentoring in the development of management proficiency and leadership style to influence others. Enhancing soft skills like emotional intelligence, critical thinking, and teamwork, mentors are able to build on collaborative skills that are already present. We'll discuss how to cultivate leadership and the ability to manage in a multi-generational workplace.

Susan M Richard, Bucks County Community College

Flipped Learning to Promote Higher Level Thinking Skills

Gateway 205

In this session, faculty members will learn how flipped learning not only flips traditional homework and class work, but shifts the focus away from instructors and onto learners. Attendees will learn about various methods which can be used to offload course content and how the class time can be restructured. Problem solving, case studies, and collaborative projects can take center stage and help students better engage with and apply the course material for a deeper understanding and to develop important skills for their future. Examples from the presenter's experience flipping an introductory nutrition course will be included.

Melissa Altman-Traub, Community College of Philadelphia

Faculty Learning Communities: Build Relationships and Implement Effective Strategies

Gateway 211

Everyone loves to hear new ideas, but how do we commit to the process so it results in lasting changes to our teaching practices? What if we could get small groups of faculty together on a regular basis to learn about research-based instructional strategies and support each other as they work to implement them? We did it in our first ever Faculty Learning Communities! Many faculty feel isolated, want to learn new teaching strategies, and have strengths to offer their colleagues. Come hear about our first year of Faculty Learning Communities and how you can get people together to learn new techniques and then have them continue to meet during the semester to do the hard work of changing their teaching practice. Kate D'Auria, Bucks County Community College

Kate D'Auria, Bucks County Community College

Teaching to an Empty Room: Micro Learning

Gateway 213

Getting frustrated doing all the work with low attendance to your professional development session(s)? Receiving the same questions from faculty and staff each semester, yet training continues to decrease? We saw a decline in faculty training and an increase in Help Desk calls at key times of the year. Over the course of a few semesters, the Instructional Design-Technologist team spent time trying to meet the needs of the faculty by looking at the data corresponding to previous years, surveyed what people were interested in and what time they wanted the training, changed the session titles to make them more engaging, etc.

Join this session to learn how we incorporated infographics, targeted emails, live and recorded webinars, and much more. In addition, we will discuss the background, process, and the status of this change to MCCC's micro learning for professional development.

Mary-Kate Najarian, Montgomery County Community College

Kasey Golding, Montgomery County Community College

Promoting Higher-Order Thinking In Discussion Forums

Library 310 (Roundtable)

Students often perceive online discussion forums as busy work. But how do you structure discussion forums to assist students in thinking deeply about broad questions that influence practice while at the same time assuring alignment with learning outcomes? Participants attending this presentation will learn how to develop and use online discussion forum questions to promote higher-order thinking to align with learning outcomes throughout the semester.

Dianna Sand, Holy Family University

Elizabeth Jones, Holy Family University

Closing Reception

4:00pm – 5:30pm Library Lobby

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Concourse, by Intellidemia

Faculty Portfolio

Immaculata University

Innovative Educators

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Faculty of the Future 2019
May 31, 2019

Call for proposals opens January 2019
Registration opens March 2019