



KEYNOTE: Meeting Microaggressions With Microresistance: Empowering Tools for Addressing Hurtful Words in the Classroom

As faculty members, we can do more to include all learners by raising our own awareness of microaggressions, preventing them whenever we can, and addressing them when they do occur. In this cycle, we can use microresistance techniques, which are communication tools that allow us to address microaggressions right when they occur or soon after they occur. During this keynote presentation, the speaker shares a variety of microresistance techniques and ways to practice them in

Cynthia Ganote, Assistant Professor, Sociology, University of Louisville

DEI-Focused Employee Recruitment and Retention Strategies That Build a Community of Engagement and Belonging

When do employee voices matter? This session examines collaborative employee recruitment and retention initiatives at Hudson County Community College, which is nationally recognized for diversity and employee engagement. The presenters highlight HCCC's culture of care, inclusivity, and impact on student success. Expanding programs focusing on professional development, appreciation, and recognition allows the campus community to stay connected. We celebrate each other and our accomplishments in enhanced and new ways.

Anna Krupitskiy, Vice President for Human Resources, Hudson County Community College; Yeury Pujols, Vice President for Diversity, Equity and Inclusion, Hudson County Community College

Creating Collaborations to Achieve Learning Outcomes, Develop Intercultural Competence, Increase Empathy, and Combat Loneliness

Participants learn how to develop and maintain cross course and community partnerships to help students achieve learning outcomes, develop intercultural competence, increase empathy, and combat loneliness. Learn the processes and structures we use and how you can adapt them to your contexts. We share our experience building ESOL conversation partners using service-learning and share additional programs, including mentoring and political dialogue opportunities enhance these outcomes.

Traci Rowe, Professor, Communication, Wake Technical Community College; Miranda Hogsett, Instructor, International Education & Teaching English to Speakers of Other Languages, Wake Tech Community College

The Mental Health Crisis on College Campuses: What Every Educator and Administrator Should Know

With the initial onset of psychological disorders occurring around 24 years of age, the mental health needs of students have always been a concern on college campuses. Despite these concerns, campus counseling

services remain overwhelmed. With needs increasing, it is important that educators feel comfortable addressing the mental health obstacles of their students. This session provides an overview of the college mental health crisis and explores ideas for supporting students and promoting campus resources.

Tyson Holder, Adjunct Instructor & Nationally Certified School Psychologist, Psychology, College of DuPage

Refocusing the View: Considering Disability Through a Social Justice Lens

People with disabilities are commonly viewed through the lens of remediation. Historically, campus programming around diversity, equity, and inclusion has focused on issues of race, culture, gender, and sexual identity. Rarely have there been discussions about disability rights as civil rights or disability as identity. Recently, that's begun to change. This session helps participants reframe their understanding of disability shaped through a social justice lens.

Michelle Resnick, Director, Disability Services for Students, Monmouth University

Building an Empathic Classroom!

We live in a hyper-polarized society. If you teach humanities, religion, political science, or even history, you may think considerate conversations are a thing of the past. Students bring bias and baggage and are not afraid to share them. Such personalities make conversations and learning difficult. Join us for a session devoted to teaching students the value of empathy. Leave rejuvenated and ready to tackle even the toughest topics in your classroom.

Randall Holste, Assistant Professor, Religion/Humanities, Wake Technical Community College

Scrappy Little Library: Using What You Have to Meet the Needs of an Online World

With the ever-increasing push to go virtual, we have restructured our pedagogy for the online world. Using software already in place, we have established online information literacy modules and created fun and interactive escape rooms. These resources have encouraged students to develop information literacy skills through positive, structured, and fun activities.

Rachel Valentine, Reference and Instruction Librarian, Library, Blinn College District Library; Janice Lapaglia, Director, Bryan/RELLIS campus libraries, Library, Blinn College District Library

Teaching Homelessness: Community College Faculty's Approaches to Housing Insecurity as a Curricular Topic

Community college students in the U.S. experience housing insecurity at higher rates than students in four-year colleges. At the same time, homelessness is also a common topic in courses in sociology and other disciplines. This session introduces research exploring the pedagogic approaches community college faculty use to teach homelessness in settings where students may be struggling with housing, and invites participants to build on these findings to imagine more inclusive, justice-oriented, and supportive pedagogy.

Vikki C. Terrile, Assistant Professor, Library, Queensborough Community College

Addressing the Critical Race Theory Controversy in the Community College Classroom

States across the country have passed divisive concepts bills and other anti-inclusive legislation that restricts what K-12, college, and university educators can discuss in their classrooms. During this session, explore the language within several of these bills and ways to address equity and inclusion in the community college context, despite this legislation. Emphasis is placed on teaching and learning techniques aligned with faculty members' disciplines.

Jill Channing, Assistant Professor/Department Chair, English, and Humanities and Associate Director, Center for Community College Leadership, East Tennessee State University (CCLP)

Next-Generation Emergency Managers: A Fast Track Approach

Residents of South Louisiana are all too familiar with the impacts of natural disasters. It is imperative to fulfill the high demand for emergency managers who will lead the industry in researching new and innovative ways

to respond to and recover from disasters. Building partnerships with local, state, federal, and private industry ensures that students learn the skills necessary to be employable after completing 18 hours of courses.

Rusti Liner, Assistant Professor, Geography and Emergency Management, River Parishes Community College

Unmuddling Student Success

How do we help students unmuddle their learn+work journey and successfully navigate Industry 4.0? Three years ago, Central New Mexico Community College along with 5 other community colleges, NISOD, and Unmudl began experimenting with a disruptive Skills-to-Jobs approach to help learners unmuddle their futures. Join the Skills-to-Jobs Movement and celebrate with us while we unveil the results and 'lessons learned' for unmuddling student success.

Parminder Jassal, CEO, Unmudl; Mary Gallivan, Executive Director, Programs and Partnerships, Central New Mexico Ingenuity; Tracy Hartzler, President, Central New Mexico Community College; Edward Leach, Executive Director, NISOD; Amanda Willard, Strategic Workforce Development, Worldwide Talent Development Team, Amazon

Understanding Personality Profiles Leads to Better Student Communication

The diversity of students today can require individualized approaches to communication. Many instructors tend to teach the way they were taught years ago. However, current students are more dynamic, tech friendly, and have varying ways of communicating. By understanding communication types, the instructor can adjust and offer unique pedagogical opportunities to reach each student where they are. No more chalk and talk, but rather adapt, discover, and empower.

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

Putting the SASS Back Into Class (Self Accountability for Student Success)

Self accountability for student success begins with the teacher. No student or teacher should be invisible. Set up classes to be interactive. Be descriptive and accurate in setting up courses. Foster responsibility and class routines through manageable assignment tasks. Don't be afraid to hold students accountable. Re-teaching the material is not a sin.

Lana Andean, Associate Professor, Psychology, BridgeValley Community and Technical College

Reimagine, Rinse, and Repeat: Lessons Learned From the Embedded Classroom

Embedded tutoring is an emerging trend in the community college. Learn about one Learning Commons's experiences, approaches, and modifications towards creating a sustainable and equity-centered embedded academic support program.

Sam DeZerga, Learning Commons Director, Tallahassee Community College; Dani Rowan Hawke, Program Coordinator, Academic Affairs/Learning Center, Tallahassee Community College

Grant's Duck Theory and Journal of Friends

Discussed are Grant's Duck Theory and Journal of Friends. These two activities help students build self-esteem and confidence, become aware of themselves, understand others, and not let negative comments control them. Learn how to help students value who they are while improving communication and listening skills that will help them academically and in the real world.

James Grant, Instructor, Communications, Health Education, West Hills College Coalinga

Empower Students to Function in a Global Society by Integrating Soft Skills

Are you preparing your students to function in a global and diverse society? The employment landscape has changed since COVID-19. Our curriculum needs to be cognizant of the challenges facing students. Research indicates that there is an increase in remote and digital jobs. Therefore, employers are placing the spotlight on

soft skills. This session highlights five soft skills or non-cognitive skills essential for success in college and in the workplace.

Essie Childers, Adjunct Professor, Education - Student Success, Cisco College

Three Pillars of Successful College Experience for Adult Students

This session is for anyone who affects student experiences. Rio Salado College developed a program that supports underrepresented, first-generation adult students, many of whom had negative school experiences and decided they weren't college material. The program inspires them to try college, mentors them through self-discovery, and enables the development of self-sufficient, confident college students. Also discussed are the three main components of this program's success and how to replicate them at your institution.

Kate Packer, Program Director, Higher Education, Adult Education, Scholarships, Rio Salado College

Achieving Student Success Through Sustainability

How can a higher education institution maximize its opportunity to increase and maintain student success rates through sustainable practices? Are students really focused on sustainable practices? Do community colleges in New Jersey care about sustainability? The answer is YES. The presenter discusses opportunities for higher education institutions, especially community colleges, to increase their student success rate by implementing, integrating, and practicing sustainability across the campus.

Swathi Karamcheti, Adjunct Instructor, STEM, Academic Advising, Student Affairs, Hudson County Community College

KEYNOTE: Creating Inclusive Environments: Communications Skills to Overcome Barriers of Assumption

Eva Medilek is a Certified High-Performance Coach, #1 Best-Selling Author, and Cultural Inclusivity Trainer. She has worked with men and women in the areas of personal development, leadership, inclusive intelligence, and mastering habits for success. Eva is the author of *The Intimacy of Race: How to move from subconscious racism to active allyship for people of privilege*.

Eva Medelik, Certified High-Performance Coach, Author, and Cultural Inclusivity Trainer

Alternative Assessments

Alternative assessments help determine what students can and cannot do, not just what they know or do not know. Active engagement using freeware (or paid) allows students and teachers to approach learning through a new lens; using unique assessments allows students to showcase their abilities, not just knowledge.

Amanda Rosenzweig, Department Chair/Professor/Canvas Admin, Biology, Delgado Community College

Improving Diversity, Equity, and Inclusivity Via an Equity Gap Analysis

This session focuses on River Parishes Community College's use of the National Alliance for Partnerships in Equity's five-step Program Improvement Process to increase access and success for underrepresented groups in its CTE programs.

Esperanza Zenon, Professor, Physical Science, River Parishes Community College

CLEP Testing: Leveraging Outcomes for Multilingual Students

CLEP testing can be used as a mechanism to provide credits for prior learning for students who are multilingual in German, French, and Spanish. Join us to learn how HACC's Diversity Innovation Fund sponsorship helped a pilot program realize a 235 percent increase in CLEP language testing, as well as positive retention and graduation outcomes for multilingual students.

Shelly Blanchette, Coordinator, Assessment, Planning, and Strategy, Harrisburg Area Community College;
Elisa Cohen, Assistant Director, Testing, Harrisburg Area Community College

Effective Leadership Feedback for Equitable Education and With Proven Results

Higher education teacher-leaders have a profound impact upon student mindset and academic success. During this session, participants explore ways to promote effective feedback, increase academic performance, and engage in intentional development among students. Participants also explore how to impact feedback practices in a manner that builds a campus environment where learning is valued by teachers and students and builds equity education within an effective feedback culture.

Dana Fergins, Adjunct Professor, History/Education, Southern University at Shreveport Louisiana

Let Me See: Classroom "Look-Fors" for Explicit Teaching

Many educators have heard the term "explicit teaching," yet they are not sure what it is or how it can appear in the classroom. This session provides clear classroom "look-fors" that take place when explicit teaching is happening. Participants see a variety of modeling, examples, and resources to support explicit teaching and leave the presentation with a clearer understanding about explicit teaching.

Talia Cotton, Adjunct Instructor, GED/Adult Education, Tallahassee Community College

Jumpstart Your Way to Successful Instruction

Want to be more effective in the classroom? Do you have instructors who could benefit from increased support? Learn how Western Dakota Technical College helps instructors jumpstart their way to improved retention and better student engagement using the SkillsCommons course, Jumpstart to Successful Instruction.

Donna Hanks, Director, Instructional Support and Professional Development, Western Dakota Technical College; Maria Fieth, Director, Partnership Development, SkillsCommons and MERLOT, California State University

Becoming a Fulbright Scholar

This informative session about the Fulbright Scholar program is suitable for all faculty, whether new to teaching or seasoned professionals. The facilitator shares her experiences as a Fulbright-Nehru scholar to India in spring 2022. Learn about the Fulbright program, including what it is, why it's beneficial, how to apply, deciding on a country, university affiliation, and teaching and/or research. There will be ample time for questions and answers.

Catherine Sweeting, Associate Professor, English, Hudson County Community College

A Paralinguistic Polygon: Profit Four Ways From Non-Verbal Communication to Improve and Enjoy Zoomification

The non-verbal communication phenomena defining "paralanguage" encompass all that is extra-verbal in human communication. This session demonstrates that Zoom can facilitate and expedite extra-verbal communication competence, addressing social and educational needs in four ways to improve paralanguage awareness, turn-taking, nimbleness in discussion, and facility with vocabulary and grammar. Effective teaching, learning, and using non-verbal cues are useful and crucial in multimedia educational environments across the curriculum.

Katherine Watson, Professor, Community Education, Santiago Canyon College

HyFlex Course Design in Biology Lectures

Missing class and falling behind adds stress. These events create a domino effect that prevents students from achieving their academic goals. Imagine you could help accommodate students at these times. What if you could give them options for meeting class requirements through a hybrid/flexible course design and delivery? Would you? Learn how allowing students to choose how they participate in class supports students where they are, not where we expect them to be.

Amanda Rosenzweig, Department Chair/Professor/Canvas Admin, Biology, Delgado Community College

Fostering Deep Learning Through LMS-Based Discussions

21st century learners need discourse opportunities that engage in inquiry and allow deeper connections with the content and their cohort. During this session, participants learn a process for integrating meaningful discussion within the learning platform, as well as become acquainted with four specific types of multimodal discussion activities to promote deep learning. This session is recommended for college educators seeking ways to add meaningful context, agility, and durability to the learning landscape.

Crystal Donlan, Adjunct Instructor, English, Communications, and Humanities, Luzerne County Community College

Supporting Student Learning in Online STEM Courses: Insights From the Postsecondary Teaching With Technology Collaborative

Faculty, staff, and administrators are seeking ways to support students with the learning skills and mindsets needed to succeed online. Researchers from the Postsecondary Teaching With Technology Collaborative discuss how broad-access institutions can leverage technology and a framework of metacognitive, motivational, and applied learning approaches to support students in online STEM courses. Faculty and staff at Tulsa Community College describe examples of teaching practices and course design that foster student success.

Ellen Wasserman, Senior Research Assistant, Community College Research Center, Teachers College, Columbia University; Mona Easterling, Assistant Professor, Biology, and Co-Coordinator, Undergraduate Research, Tulsa Community College; Lee Anne Morris, Associate Professor and Coordinator, Faculty Development/Instructional Design/Engaged Learning, Tulsa Community College

Taking Flexibility to the Next Level: One Department's Experience With HyFlex Implementation

The recent need for online learning has shown that students prefer flexible instructional modes. Inspired by the resiliency of our students, the GIS department welcomed students back to Austin Community College campuses by piloting a new course modality - Hybrid Flexible or HyFlex. The Hyflex modality combines online and face-to-face teaching and learning activities in a regularly scheduled class where students attend each session online or on campus - it's their choice!

Stephanie Long, Professor and Department Chair, Geographic Information Systems, Austin Community College

What I Wish I'd Known About EdTech: A Process for Adopting Digital Tools

Learn Kalamazoo Valley Community College's evolving review process and important concerns to address when adopting tech for your classroom, department, or college. New digital tools appear every day, promising to improve retention and online classes with prebuilt activities, inclusive access, remote proctoring, and more. As we increasingly rely on vendors to supply learning experiences—trusting sensitive data to third parties in the process—institutions need to ask important questions about data security, student privacy laws, accessibility, and equity.

Molly Pfaff, Academic Development and Learning Technologies Analyst, Kalamazoo Valley Community College

How You Can Support Student Career Exploration Both Inside and Outside the Classroom

Students are encouraged to begin exploring career paths as soon as they enter college, and often earlier. We can support students right from the start, inside and outside the classroom. During this presentation, hear from a career services specialist and a faculty member who provide an overview of student-centered career exploration platforms. The presenters share a host of practical ways that faculty can infuse career exploration and preparation into the classroom.

Jennifer Qvotrup, Assistant Professor, Business, County College of Morris; Rosemary Grant, Associate Director, Career Services, County College of Morris

Promoting Student Success Through a Librarian-Liaison Initiative

Learn how the librarians at St. Johns River State College work closely with discipline-specific faculty through an ongoing liaison initiative. A liaison librarian shares best practices for effective communication and collaboration with classroom faculty, regardless of discipline. Informing instructors about learning resources is a great avenue for promoting student success!

Brittnee Fisher, Librarian, St. Johns River State College

Lions, and Tigers, and Letters From the Accessibility Office! Oh My!

When you receive an accommodations letter from your Accessibility Service Office, what are your responsibilities? The session covers the Accessibility Service Office, your responsibility when you receive a letter, how to implement accommodations, and the possible actions you can take if you feel an accommodation is inappropriate. Through these topics, we'll also explore universal design for learning, establishing curricular requirements, and alternative forms of assessment.

Gary Bond, Coordinator, Accessibility Services, New Mexico State University-Alamogordo

Soft Skills Are Not Junk! Including Soft Skills in General Education Courses

Often, faculty only concentrate on subject content, while employers seek workers with advanced soft skills. What are soft skills and how do we bridge the gap between content and character? Come and see what New River is doing to bridge this gap.

Wendy Patriquin, Dean, Transfer and Pre-Professional Programs, New River Community and Technical College; Gary Dave Holland, Department Chair, Workforce and Technical Education, New River Community and Technical College; Dianne Putorek, Assistant Professor, English, Mercer County Campus, New River Community and Technical College

The Relationship Between Well-Being and College Continuation: The Ongoing Concern and How We Can Help

It is essential that community colleges create opportunities to increase retention and persistence as enrollment rates decrease. However, the concept of well-being is rarely discussed when evaluating attrition. A study that examined well-being among community college students and the relationship between well-being and college continuation among academically at-risk students is explored. Strategies to help educators promote student success and initiate a holistic concept of well-being within their campus communities are provided.

Ariella Panek, Coordinator, Counseling and Wellness Center, County College of Morris/Center for Teaching and Learning

KEYNOTE: Find Your Three-Year-Old Why

You have probably already heard the importance of articulating your "why"—the reason you do what you do. But too many of us stop short in that vital process. Donnell King suggests we practice the wisdom of three-year-old children who don't stop asking "why" until they reach the core answer. He shares three guidelines to help you find your three-year-old why and how doing so can support you in your vital work at your college.

Donnell King, Associate Professor, Communication Studies, Pellissippi State Community College

An Innovative Inclusivity With a DEI Emphasis on Belonging and Self-Reflective Praxis

During this session, participants identify lenses of critical consciousness and intersectionality between themes and stereotype threats, antiracism, and racial microaggressions. They also become aware of transfer receptivity culture, emphasizing literary thematic elements during pedagogical and scholarly studies. Finally, participants understand and apply a GROW approach framework with a multiplicity of lenses using mythological, liturgical, and psychological interpretations.

John Hsiao, Instructor, Integrated Reading and Writing, Houston Community College

Best Practices to Retain Minorities in a College Classroom

This session helps community college instructors raise their awareness of simple and practical ways to incorporate a desire for learning in the classroom, resulting in a successful classroom experience for Latinx and other minority students. Learn how to help retain minorities by creating a safe space and community between students. White educators learn practical ways to connect with students of color.

Sara Welshimer, Instructor, English, Amarillo College

How Caring Campus Helps Faculty Promote Connection and Belonging in the Classroom

Caring Campus is an approach in which faculty commit to behaviors that build students' sense of belonging and promote academic success. Commitments include learning students' names and holding short meetings with students early in the semester. During this session, the presenters describe Caring Campus and present findings from research on its implementation at 12 community colleges. In addition, a faculty member from one college shares their experiences with Caring Campus.

Selena Cho, Senior Research Assistant, Community College Research Center, Teachers College, Columbia University; Kristin Cornelius, Associate Professor, English, Delta College; Jordan Horowitz, Chief Operating Officer, Institute for Evidence-Based Change

From Blueprints to Review: How to Build Quality Assurance Into Your Courses

Providing students with quality-focused courses is a universal goal. But how does that happen? Using a variety of resources, including Quality Matters, Sinclair College built quality assurance into faculty training, course development, and review processes. This approach has led to increases in available courses and student completion, plus assisted with transferability and accreditation. Whether you are a faculty member, instructional designer, or administrator, put on your hard hats and come learn how to build quality into your processes!

Jennifer Davis, Senior Instructional Designer and Quality Assurance Coordinator, Sinclair Community College

Using Departmental Rubrics to Create Consistency in Essay Assessments

Evaluating writing has transformed over the past 40 years. Until the 1990s, English instructors used holistic grading. In the early 1990s, Peter Elbow introduced rubrics for essay evaluation. Since then, evaluating success in writing has evolved considerably. This session explores how writing assessments have changed over the past four decades and how to use departmental rubrics to create consistency.

Sharon Prince, Instructor and Department Head, English, Humanities, and Foreign Language, Wharton County Junior College

How to Achieve Engagement, Retention, and Academic Success for Students in the Online Classroom

Let's face it, more online learning is coming down the pipe and we have to be ready for it. In the online space, students can feel isolated and lost. As educators, we can incorporate strategies, best practices, and an engaged community for our learners by making the online classroom a place where students feel motivated, excited, and empowered. Online classrooms? Adapting to change? Yes! We can do it with the right tools and mindset.

Marsha Hudson, Professor, English, Wharton County Junior College

Proctoring Schmoothing: A Slightly Empirical Analysis of Take-Home Exams

Can I be real for just a second...I hate proctored exams. There, I said it! They are too fiddly and too stressful for me and my students. Plus, is cheating even something we need to stress so much about? If you fell similarly but don't have the science to back it up, then come join me. And bring your department chair, too. There is a better way!

Russell Nolan, Associate Professor, Biology, Baton Rouge Community College

Interactive Instructional Applications for Synchronous and Asynchronous Math Classes in the 21st Century

As higher education institutions are offering more and more online or hybrid courses, the difficulty of interacting with and motivating students becomes more apparent. Using prerecorded instructor-created or publisher-created lectures has definite limitations in maintaining student motivation during class. That is why instructors need to make every attempt to use one or more of the interactive instructional applications that are available online. Come discuss the benefits and limitations of these some of these applications.

Arthur Migala, Associate Professor, Mathematics, Dallas College

Using In-Demand Industry Skills and Labor Market Data to Improve Career Readiness

The labor market is constantly changing, which means it's important for students to have in-demand industry skills to compete for well-paying careers with advancement opportunities. During this session, learn the top in-demand skills requested by employers, innovative ways to implement these skills, and trends in high-growth, emerging, and economically critical industries and occupations.

Micaela Herndon, Director, Schools of Instruction, Labor Market Intelligence, Dallas College

Transitioning to Higher Education: Differences in Disability-Related Accommodations in Pre-K-12 and College

Do accommodations from a high school IEP or 504 transfer to college? Many students with disabilities arrive on campus unprepared for the differences between special education accommodations in preK-12 versus those available in higher education. Professionals who assist with the postsecondary transition will benefit from learning the differences so they can better prepare students for college success.

Michelle Resnick, Director, Disability Services for Students, Monmouth University

Staying in Touch With Reality: Human Rights Issues and Critical Thinking Skills

A Joliet Junior College graphic design professor, Breaking Criminal Traditions exhibition curator, and fine artist presents course content that inspires critical-thinking skills while highlighting current issues of ecological and human rights atrocities. Sharing recent student-project samples, the facilitator discusses his process for introducing and exploring life-changing content in the classroom.

Chuck Gniech, Professor, Graphic Design, Joliet Junior College