INSTRUCTIONAL PROFESSIONAL DEVELOPMENT (IPD) 2014-2015

The Instructional Professional Development Grant Program is a College-wide program that awards grants to full-time and adjunct faculty. Grants may be awarded up to $1,000 for innovative projects, research, and activities that directly enhance instruction, improve curriculum, or provide professional development related to the instruction or enhancement of students’ educational experiences.

https://facultycentral.wordpress.com/welcome/leadership-enrichment-and-development/ipd-grants/

Instructional Professional Development Awardees

**Eastern Campus**
Dr. Ormond Brathwaite, Professor, Chemistry  
Jim Funai, Assistant Professor, Plant Science Technology  
Greg Malone, Program Manager II, Plant Science Technology  
Bernard Schweter, Preceptor, Emergency Medical technology  
Brian VanPelt, Assistant Professor, Mathematics

**Metropolitan Campus**
Mary Lou Gerosky, Program Manager II, Dental Hygiene  
Robert C. Banks, Sr., Professor, Physical Science  
Dr. Dolores J. Koholic-Hehemann, Assistant Professor, Chemistry  
Melanie Shearer, Associate Professor, Medical Assisting  
Ann Marie Yunker, Associate Professor, Biology

**Western Campus**
Kevin Berg, Assistant Professor, Counseling  
Dr. Barbara Cicerchi, Associate Professor, Early Childhood Education  
Dr. Holly Clemens, Associate Professor, Sport and Exercise Studies  
Stephanie Craig, Lecturer, Art  
Karen Goulardris, Assistant Professor, Early Childhood Education  
Mary Hovanec, Associate Professor, History  
Karen Lattener, Clinical Preceptor, Radiography  
Diana Martin, Assistant Professor, Diagnostic Medical Sonography  
Christine Phillips, Assistant Professor, Sport and Exercise Studies  
Dr. Emily Weglian, Assistant Professor, Anthropology  
Robyn White, Associate Professor, Sociology  
Melissa Zagata, Assistant Professor, English

**Westshore Campus**
Ashlee Brand, Assistant Professor, English  
Erin Chapman, Adjunct Faculty, Earth Science  
Tomasz Kowalczyk, Assistant Professor, Biology  
Kirsten Windahl, Assistant Professor, English as a Second Language
IPD Committee Members

Eastern Campus
Dr. John Marr, Dean, Academics Affairs, Co-Chair
Dwayne Keeney, Assistant Dean, Academic Affairs, Co-Chair
Ellen Bratslavsky, Associate Professor, Psychology
Dr. Ellen Brook, Associate Professor, Mathematics
Dr. Haidy Kamel, Assistant Professor, Chemistry
Chris Kinsella, Assistant Professor, History
Dr. Matthew Pierce, Assistant Professor, English as a Second Language
Tiffanie Reed, Assistant Professor, Sociology
Stacey Souther, Associate Professor, Psychology

Metropolitan Campus
Belinda Richardson, Assistant Dean, Academic Affairs, Co-Chair
Dorothy Blackman, Professor, Sociology
Jerry Bradshaw, Assistant Professor, Nursing
Dr. Valerie Brown, Professor, Sociology
Suzanne Cox, Assistant Professor, Counseling
Mary Lou Haag, Assistant Professor, English as a Second Language
Linda Komara, Assistant Professor, Nursing
Brenda Stotesbery, Assistant Professor, Mathematics
Joan Tischler, Assistant Professor, Dental Hygiene, Co-Chair

Western Campus
Felisa Eafford, Assistant Dean, Academic Affairs, Co-Chair
Catherine Bloor, Assistant Professor, Nuclear Medicine
Dr. Barbara Cicerchi, Associate Professor, Early Childhood Education, Co-Chair
Dr. Margot F. Freer-Prokop, Assistant Professor, Biology
Kevin Kondik, Assistant Professor, Philosophy
James Leasure, Assistant Professor, Information Technology
Sarah Morgenstein, Assistant Professor, Visual Communications
Coleen Roy, Assistant Professor/Librarian
Dr. Lemuel Stewart III, Assistant Professor, Counseling
Donya Waugh, Assistant Professor, Psychology
Dr. Christine Wolken, Assistant Professor, Art

Westshore Campus
Dr. Frank Zatko, Assistant Professor, Biology, Chair
Chandra Arthur, Assistant Professor, Business Administration
Ashlee Brand, Assistant Professor, English
Tomasz Kowalczyk, Assistant Professor, Biology
Dr. Ormond Brathwaite — Eastern Campus

The apparatus that was formerly used in the chemistry laboratory to verify one of the fundamental gas laws consisted of a chamber filled with mercury and connected via flexible tubing to a gas buret. By either raising or lowering the mercury reservoir we would measure the volume of gas trapped in the buret at various pressures. The mercury chamber is open to the atmosphere. Because of the concern of low concentrations of mercury vapor in the laboratory, we were required... to eliminate most of our mercury containing apparatus from the laboratory. The request for the seven pieces of the Boyle’s Law/Absolute Zero apparatus are to replace the previous Boyle’s Law apparatus. This new apparatus contains no mercury and can be used by students in CHEM 1010 and CHEM 130L to provide hands-on knowledge of Boyle’s Law as well as the validation of Charles’ Law and the ideal gas law.

Jim Funai — Eastern Campus
“Plant Inventory and Database Management”

This proposal is to purchase a state of the art desktop computer-numerical-control (CNC) and software bundle that will allow custom creation of signage. The main purpose of this mill is to incorporate it into Plant ID courses. There are many plants on campus and there will continue to be a greater diversity as the years continue and we develop a tree arboretum. These plants need weather-proof, durable labels. This mill allows a low cost alternative to outsourcing these labels, allows us to print just one when needed, and gives our students exposure to a high-tech option for use in the industry.

Students will be engaged by performing a full plant health inventory, assigning an identification number to each plant, entering its information into our database, and creating an acrylic tag to place on the plant. An added bonus will be to increase the awareness of biodiversity to the general campus population.

Jim Funai — Eastern Campus
“Professional Development: Certified Safety Professional (CTSP)”

Despite many commendable efforts and individual successes with safety over time, accidents continue to increase in the tree care industry. This hurts our ability to recruit and retain employees, reduces consumer confidence in our abilities, and shrinks our profits when accidents and injuries raise our costs of doing business. As the only safety credentialing program in the country, TCIA’s Certified Tree Safety Professional (CTSP) program is designed to address several of the safety challenges that the industry faces. A major step in improving safety in the industry is to train the trainers in new techniques and teaching methods for improving overall safety in the culture of the industry.

Greg Malone — Eastern Campus
“Demonstration of Improved Methods for the Reduction and Beneficial Reuse of Organic Resources”

The current composting initiative in place on East Campus has proven to be marginally successful. An interdisciplinary project between Plant Science and Hospitality is envisioned here to improve the quality and quantity of recycled material. The compost bins currently being utilized are stationary. Therefore any introduction of oxygen, essential for microbial activity, requires physical turning of the waste material. This has proven difficult or impossible for most students as the material can become quite heavy.

The effectiveness can be improved significantly by installing a heavy duty compost tumbler. Such an apparatus includes a geared cranking system that allows the compost to be turned easily. More compost will be created in less time. Finished compost will be stockpiled within the current compost area and used by Hospitality for the kitchen garden and by Plant Science to supplement
material required for lab instruction in Soil Science, Propagation, Greenhouse Production and Landscape Practices.

**Bernard Schweter — Eastern Campus**

“Accreditation Compliant Student Evaluation Method”

The EMT accreditation requires that a student evaluation be conducted on a recurrent basis and with sufficient frequency to provide both the students and program faculty with a valid, timely indication of the students’ progress toward the competencies of the curriculum. The current process is a paper-pencil method that does not provide the evaluator with anonymity; this leads to inaccurate and invalid student evaluations.

I propose purchasing iPad minis and cases to be used during the evaluation process. This would allow the site preceptor to enter student evaluations anonymously. The students would sign the iPad in and out for use during clinical rotations. The student would bring the iPad to the site during a clinical rotation and have the preceptor complete the anonymous evaluations at the end of the shift. Once the evaluation is completed online, program staff would be able to review the outcome, but the student would not.

**Brian VanPelt — Eastern Campus**

“Graphing Calculator Project”

Many of our students are coming to Tri-C with advanced graphing devices. These devices are much more than graphing calculators. They can store data and analyze it just like a computer. These machines can not only graph mathematical equations, but the screens are touchscreens where the graphs can be moved or resized at will. These machines have a vast library of mathematical routines that can be summoned when needed. We plan to use these devices in our classrooms. One of the most important features of a modern math course is the use of real world data. This involves collecting and analyzing data. These calculators have built-in spreadsheet programs and specialized routines to create graphs or models which then can be used to predict a variety of phenomena. Having moveable graphs allows students to determine how changing certain numbers has an effect on the overall problem, and this enables hypothesis testing.

**Mary Lou Gerosky — Metro Campus**

“Radiographic Drop Table”

The proposal requested funds to purchase a Radiographic Drop Table to hold radiographic equipment when exposing radiographs on human subjects and mannequins during DENT pre-clinic and clinic courses. The radiographic drop table will be affixed to the wall, placed strategically in the Dental Hygiene Clinic, and utilized to hold radiographic armamentarium in a safe and aseptic environment.

**Dr. Dolores J. Koholic-Hehemann and Mr. Robert C. Banks Sr. — Metro Campus**

“Introduction of Polarimetry into the Metropolitan Campus Chemistry Laboratory Program”

The proposal requested funds to purchase two Vernier Polarimetry to extend the use of the LabQuest system to CHEM 1020, 1310, 2300, 2310. These units are designed to interface directly into the LabQuest data collection systems that have already been incorporated into the other laboratory courses. The purchase of these units would allow students to gain a better understanding of the importance of optical activity in biological molecules. The purchase of this equipment is designed to upgrade and leverage the current laboratories to attract, prepare and retain students for the current workforce shortages in technical and health care professions.

**Melanie Shearer — Metro Campus**

“Laboratory Materials for Basic and Advanced Medical Assisting”

The proposal requested funds to purchase injection simulation sites, simulation ophthalmic pathology glasses and infant dummies to provide the
opportunity for additional laboratory practice following lab skills in the areas of intramuscular injections, pediatric anthropomorphic measurements, and ophthalmic care principles. This will help enhance the learning experience of the Medical Assisting students by providing safe and effective practice mechanisms for laboratory assignments.

Anne Marie Yunker — Metro Campus
“Sliding Filament Model of Muscle Contraction: Helping Students Visualize Complex Physiological Events”

The proposal requested funds to purchase a sliding filament model of muscle contraction to be used in BIO 1050 and 2331. The acquisition of this moving model of muscle contraction will allow the student to shrink to the size of a cell and observe the structure and function of muscle cells. The model will permit students to see, touch and interact with a model muscle cell as it contracts.

Kevin Berg — Western Campus
“Drug & Alcohol Prevention Education for Student Athletes & General Student Body”

Three years ago, a cross-discipline team consisting of Counselors Dr. Lemuel Stewart, Dave Nardecchia, & Kevin Berg and SES faculty Christine Phillips created an intervention to help students and student athletes make better decisions surrounding drug use, alcohol use and supplement use. The workshop uses prevention education, goal setting, critical thinking and decision making exercises. To further increase the success of the workshop, Drug and Alcohol simulation goggles were purchased to educate students of the impact that substances have on their abilities. Tri-C students now have the opportunity to understand the impact of drug use on performance, how to calculate a Blood Alcohol Content, and use critical thinking skills relating to substance use through interactive components.

Barbara Cicerchi — Western Campus
“Taking Students to the CAEYC Spring Conference”

CAEYC (Cleveland Association for the Education of Young Children) is our professional affiliate organization of the National Association for the Education of Young Children (NAEYC). Throughout the students' various ECED courses, they learn about the beliefs and benefits of this organization. We have texts that are published by them, we follow the NAEYC Ethical Code of Conduct, and the ECED program is accredited by NAEYC. The CAEYC annual spring conference is taking place on Saturday, April 18, 2015 and this is a wonderful opportunity for ECED students to attend. The students would benefit from this conference by being part of a professional group of early childhood educators.

Students will take part in workshops, and breakout sessions that are focused on the social and emotional development of children, and how teachers and families effect children's development.

Stephanie Craig – Western Campus
“Functional Ceramics Workshop 2015”

With this grant proposal I am requesting funds to attend and participate in the annual "Functional Ceramics Workshop", hosted in Wooster, OH for ceramics instructors and professionals. The workshop's focus is on advanced contemporary pottery techniques and trends featuring three nationally known ceramic artists who will lead workshop sessions, panel discussions, and presentations. In addition, there is a concurrent gallery exhibition which features artworks by several regional and national ceramic artists. As a ceramics instructor here at Tri-C, I am keen to upgrade my pottery skills and remain current in trends, issues and developments in the ceramics field. Additionally, this workshop is a valuable opportunity to connect with my peers and colleagues in the art community.
Dr. Holly Clemens and Christine Phillips — Western Campus
“Educational Equipment to Enhance Student Learning of Exercise Training Concepts”

The fitness profession is constantly developing new trends in fitness training. These fitness trends require specific equipment. At this point in time, the Sport & Exercise Studies (SES) program does not have this specific equipment. The equipment that is being requested for this grant consists of three basic items. The first is a Pulse Oximeter. Our students need to understand the concepts of oxygen saturation and heart-rate that occurs during exercise. This is a very hard concept to teach without the proper equipment. The second and third major pieces of equipment are the training exercise bands (i.e., Sport Loops) and Foam Rollers. This equipment is extremely beneficial to enhance the fitness training skills of our students. Students in the SES program acquire knowledge and skills best through kinesthetic learning. The purchase of this equipment will keep their skills up-to-date with the current fitness trends, enhance their fitness training, and contribute to their overall success in the SES program and fitness profession.

Karen Goulandris — Western Campus
“Cleveland AEYC Conference 2014 – Creating Pathways to International Teaching”

The Tri-C Early Childhood Education department hosted a viewing party of the film titled Race to Nowhere. This advocacy film challenges thinking about how we prepare children for success. Students from various early childhood courses joined for the movie, refreshments, and discussion. This project included research-based evidence showing that over scheduling, over testing and pressure to succeed has social and emotional consequences to the development of a child. Early childhood education students reflected on their own experiences and identified ways that they can become advocates for a healthy pathway to success for their future students. Reflection and self-understanding are important attributes of a professional educator and this project helped to strengthen those aspects in the students.

Mary Hovanec — Western Campus
“Honors History of Civilization 1020 Field Trip to Washington, D.C.”

For the past 18 years, I have taken history classes on a field trip to Washington, D.C. primarily to visit the Holocaust museum, but also significant historical sites of D.C. In recent years, I only take the Honors History of Civilization 1020 class because they specifically engage in research on the topic of the Holocaust. Students pursue individual research topics which they present to the class. Each student creates an artifact to share with their classmates as a memory of the research they have conducted as part of their presentation.

The field trip to the Holocaust museum helps students to visually engage in the exhibits on the topics they have researched and engage in the topic at a deeper, richer level. Students also work as a team to determine travel costs, fund-raising, and an itinerary of the trip. This activity helps students to appreciate the costs involved and engage in research on historic places they can experience in Washington, D.C.

Karen Latterner — Western Campus
“2015 Ohio Society of Radiologic Technologist’s Annual Meeting”

Every year the Ohio Society of Radiologic Technologists (OSRT) hosts an annual educational meeting and Quiz Bowl competition somewhere in Ohio. Various radiography programs throughout Ohio send students to this meeting to learn, network and compete. Each year Tri-C sends a group of senior students to the meeting and the competition. The spring 2015 meeting will be held in Columbus, Ohio and the cost for the students’ travel, accommodations and participation in this meeting will be a hardship for some due to the distance. This hardship will likely prevent some students from participating. As a result, fewer students will benefit from the educational
opportunities and Tri-C may not be represented in the Quiz Bowl competition.

This IPD grant would allow eight students to attend this yearly educational meeting. The grant would pay for student’s registration and overnight accommodations only.

**Diana Martin — Western Campus**
“Ohio Medical Ultrasound Society-Physics Quiz Bowl Team”

The Ohio Medical Ultrasound Society, comprised of all the ultrasound programs in Ohio, offers an annual continuing medical education event that provides education and networking opportunities to students. The agenda includes a Physics Quiz Bowl with student teams answering sonographic physics questions in an ‘Academic Challenge’ setting.

Students are asked to participate but often cite travel and registration fees as a barrier to participation. We would like to reward and encourage students to participate and show a concerted effort on behalf of Cuyahoga Community by paying their seminar registration and ‘uniform’ fee much like what is done for participants on the sports teams. A team of seven Diagnostic Medical Sonography Program students will experience the positive influence participation in a continuing education event. This event prepares students for their national certification exam. Participation in this activity also teaches students teamwork and leadership skills in a real world application.

**Emily Weglian — Western Campus**
“Lab Supplies for ANTH 1210 Human Evolution”

The proceeds from this grant will be used to purchase materials for lab exercises for Anthropology 1210 Human Evolution and to expand the Biological Anthropology collection founded in 2010 with the help of IPD grants and funds from the Social Sciences Division capital equipment budget. This year, I want to purchase some new skeletal materials (male and female orangutan) as well as eight digital calipers, an osteometric board, and marbles used to conduct a lab simulation of population genetics. This course will serve 30 students per semester. All of the materials in this collection are and will be utilized in the newly approved ANTH 1210 Human Evolution course, in any future course offerings for Biological Anthropology, and for professional development possibilities for faculty.

**Robyn White — Western Campus**
“Honors Sociology First Year Experience Study, Part I”

In conjunction with Tri-C First Year Experience committee members, students in my Honors Introductory Sociology course and Honors Social Problems course gathered data from both students and committee members involved in the First Year Experience program. In addition to learning data gathering techniques, students from both courses also had the opportunity to attend as well as submit presentation proposals to three conferences: the Northeast Ohio Undergraduate Sociology Symposium, North Central Sociological Association, and the Tri-C Research Symposium. The IPD grant was used to offer incentives for research participants and provide funding for students to attend the aforementioned conferences.

**Melissa Zagata — Western Campus**
“Honors Program Speaker-Spring 2015”

During the Spring semester, the Honors Program at West invites a speaker from the community to come and share their career and life experiences. These speakers detail the problems that they have faced along with the successes that they have achieved, and they are able to connect with our Honors students (and our students and community in general) because of the unique challenges that they may face in a community college environment. Past Spring Honors speakers have ranged from Scott Fedor, a quadriplegic who works tirelessly to raise awareness and financial support for those with spinal cord injuries, to Alex Sheen, the founder of Because I Said I Would, a social movement and non-profit dedicated to the
betterment of humanity through the importance of a promise. On April 29th, as a result of an IPD grant, the Honors Program is pleased to host Liz Ferro, executive director of Girls With Sole, a non-profit dedicated to building the self-esteem of at-risk girls through physical and athletic activity.

Edward Bak — Westshore Campus
“Accreditation Compliant Student Evaluation Method”

The EMT CoAEMSP accreditation outline states that a student evaluation must be conducted on a recurrent basis and with sufficient frequency to provide both the students and program faculty with valid and timely indications of the students’ progress toward achieving the competencies and learning domains stated in the curriculum. The current program process is a paper-pencil method that does not provide the evaluator with anonymous evaluation. Three iPad minis and cases would allow the site preceptor to enter student evaluations anonymously. The student would sign the iPad in and out for use during clinical rotations. The student would bring the iPad to the site during their clinical assignment and have the preceptor complete an anonymous evaluation of the student at the end of the shift via the internet using the iPad. The Tri-C program increase student performance by improving weaknesses in performance, and compliment students areas of success.

Dale DiFrancesco — Westshore Campus
“Activity Design in STEM Disciplines”

By 2018, there will be 1.2 million STEM job openings in the United States with a shortage of qualified individuals to fill the positions. In order to develop a student’s interest in STEM disciplines, engaging learning activities must be used in both the classroom and laboratory. To assist in the design of these activities, GoPro cameras, electronic writing tablets, and classroom Jeopardy will be used. In addition to using the equipment for college level courses in a variety of science and health career disciplines, the equipment will also be used for our community outreach program and summer STEM program.

Ann Distler — Westshore Campus “The Community College Conference on Learning Assessment”

Learning assessment is an important gauge for student learning at the course and institutional level. The Community College Conference on Learning Assessment provides participants with an opportunity to develop learning assessment activities with a focus on the student learning. Members of the Committee on Learning Outcomes Assessment are a part of the institutional work team that will develop a refined focus and purpose for learning assessment at the College while attending the conference. This proposal requests funds to off-set the cost of conference.

Michael Piero — Westshore Campus
“Presentation at International Conference and Subsequent College-wide Lecture Panel”

I will travel to Australia to attend an internationally hosted conference-event—Traverses: J.M. Coetzee in the World—to present a paper with a colleague and major scholar of Coetzee, postcolonial, and African literature studies, Dr. Brian Macaskill. This supports instruction in my ENG 1020 course and upcoming ENG 2360 British Literature II courses on the books for next semester. The opportunity also presents college-wide options to broaden student and faculty awareness and interest in the works of this South African novelist, issues of politics and literature, and cultural sensitivity. Upon return, I propose we host a college-wide event in Spring 2015, tentatively titled, J.M. Coetzee and the Politics of Writing, featuring a panel of myself, Dr. Brian Macaskill—Associate Professor of English, John Carroll University, as a guest speaker (and perhaps another Tri-C faculty member) to share ideas that emerged from this conference related to politics and postcolonial literature.